

The School District of Palm Beach County

K. E. Cunningham/Canal Point Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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K. E. Cunningham/Canal Point Elementary

37000 MAIN ST, Canal Point, FL 33438

<https://kece.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Hibler, Derrick	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Dr. Hibler must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Henley, Altoria	Assistant Principal	<p>As Assistant Principal, Mrs. Henley supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. She supports the principal in building a culture of pride, trust, and respect. She monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Mawhinney, Suzanne	ELL Compliance Specialist	<p>The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teachers in implementing school based ESOL services. She collaborates with community agencies and organizations in assisting families to access available resources. She monitors and conducts LEP student assessment and placement procedures. She conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. She coordinates ESOL record keeping requirements. She establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.</p>
Warren, Tameka	Instructional Coach	<p>The Literacy and Professional Learning Community (PLC) Coach assists with the coordination and implementation of the district-approved ELA/Math/ Science curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. She provides site-based professional development to staff that is aligned to the needs of students based on student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. She participates</p>

Name	Position Title	Job Duties and Responsibilities
		<p>in professional development and shares the content with school staff. She participates in and facilitates weekly Professional Learning Communities or PLCs. The Literacy Coach will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA (Reading/Writing). She will also lead standards-based planning and follow the FCIM coaching cycle.</p> <p>The Literacy and Professional Learning Community (PLC) Coach provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; and guides teachers in tailoring instruction to meet the individual needs of students. Finally, she guides teachers in effectively using data to adjust instruction, successfully align and implement school improvement decisions, and development of the school-wide culture.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our SIP development involves the following members of my leadership team:

1. Derrick Hibler, Principal
2. Altoria Henley, Assistant Principal
3. Tameka Warren, Professional Learning Cummunity (PLC) Coordinator
4. Suzanne Mawhinney, Reading Coach Prek-2 / ESOL Cordinator
5. Nani Dupee, Math / Science / Accelerated Coach
6. Sharon Angeloni, Reading Coach 3-5

In addition, we involve our parents and teachers in this process at certain points of the SIP to allow them to provide comments and concerns in the SIP development.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored by the administration and the Leadership Team during our weekly discussions. We will also use a developed template developed by the principal called the "KEC/Canal Point Elementary FY24 Action Plan." This tool breaks down all sections of the SIP to show the specific

actions needed, who is responsible for the action step, who will be monitoring the action step, what evidence will be collected, the completion status of the action step, what resources are being implemented to utilize and assist in the efforts for the action step, and next steps.

We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year. Student assessments include the new Progress Monitoring which occur 3 times per year. In VPK- Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data. Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per grade level. Grade level teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Employing frequent monitoring will allow us to adjust the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement.

We strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student attendance, Data Chats, Formal Observations, Professional Learning Communities, attendance/participation, Formative/Summative Assessments and Technology.

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No

RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	28	12	25	28	21	33	0	0	0	147
One or more suspensions	1	0	3	1	7	13	0	0	0	25
Course failure in English Language Arts (ELA)	20	13	27	32	23	23	0	0	0	138
Course failure in Math	11	5	14	27	10	23	0	0	0	90
Level 1 on statewide ELA assessment	0	0	0	20	10	15	0	0	0	45
Level 1 on statewide Math assessment	0	0	0	24	15	24	0	0	0	63
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	32	23	23	0	0	0	78

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	16	8	22	32	23	31	0	0	0	132

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	5	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	11	27	18	20	27	26	0	0	0	129
One or more suspensions	0	0	0	1	5	9	0	0	0	15
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	12	13	0	0	0	25
Level 1 on statewide Math assessment	0	0	0	0	14	19	0	0	0	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	16	20	26	25	34	0	0	0	127
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	16	15	26	26	32	0	0	0	120

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	4	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	11	27	18	20	27	26	0	0	0	129
One or more suspensions	0	0	0	1	5	9	0	0	0	15
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	12	13	0	0	0	25
Level 1 on statewide Math assessment	0	0	0	0	14	19	0	0	0	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	16	20	26	25	34	0	0	0	127
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	16	15	26	26	32	0	0	0	120

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	4	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	34	53	53	36	59	56	44		
ELA Learning Gains				42			62		
ELA Lowest 25th Percentile				50			53		
Math Achievement*	28	57	59	31	53	50	23		
Math Learning Gains				66			29		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				57			38		
Science Achievement*	33	54	54	11	59	59	5		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	54	56	59	63			50		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	176
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	356
Total Components for the Federal Index	8
Percent Tested	98

2021-22 ESSA Federal Index	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	16	Yes	2	1
ELL	55			
AMI				
ASN				
BLK	22	Yes	2	1
HSP	55			
MUL				
PAC				
WHT				
FRL	35	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL	65			
AMI				
ASN				
BLK	37	Yes	1	
HSP	69			
MUL				
PAC				
WHT				
FRL	45			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	34			28			33					54
SWD	18			16			8				4	
ELL	71			41							3	54
AMI												
ASN												
BLK	24			22			22				4	
HSP	63			41			55				4	60
MUL												
PAC												
WHT												
FRL	34			28			33				5	54

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	36	42	50	31	66	57	11					63
SWD	21	40	50	20	50	60	20					
ELL	57	64		50	92							63
AMI												
ASN												
BLK	29	35	48	23	60	55	8					
HSP	57	69		56	93							71
MUL												
PAC												
WHT												
FRL	37	42	50	31	66	57	11					63

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	44	62	53	23	29	38	5					50
SWD	29	57	45	9	29	50	0					
ELL	52	60		24	30							50
AMI												
ASN												
BLK	41	63	60	19	25	31	7					
HSP	53	57		30	36		0					40
MUL												
PAC												
WHT												
FRL	44	62	53	23	29	38	5					50

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	56%	-18%	54%	-16%
04	2023 - Spring	43%	58%	-15%	58%	-15%
03	2023 - Spring	26%	48%	-22%	50%	-24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	23%	57%	-34%	59%	-36%
04	2023 - Spring	39%	52%	-13%	61%	-22%
05	2023 - Spring	33%	56%	-23%	55%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	29%	51%	-22%	51%	-22%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

As we analyzed our FY23 Subgroup report provided by the FDOE, we noticed that our Black students and SWD students performed below 41% of the state ESSA Points category. According to the FSA administration, the Black students performed at 28.6% proficiency. The SWD students performed at 23.4% proficiency in ELA. Our Hispanic students performed at 56.7% proficiency in ELA. Our ELL students performed at 56.3% in ELA.

In comparison with the proficiency at the end of the year FY22 data, our Black students improved in proficiency slightly from 26.2% in FY22 to 28.6% in FY23. Our SWD students also showed a slight improvement from FY22 at 17.1% to 23.4% in FY23. When looking at the scores on the FY23 FAST data for the Black students data shows our Black students have shown an increase of 2.4%. Our SWD students data shows our SWD students have shown an increase of 6.3%.

Our goal is to work closely with the ESE and Multicultural department at the district to further ensure our teachers are receiving all the support they need to ensure student growth and achievement. Lastly, we will ensure Professional Learning Communities are focused and aligned on the review of data and best practices. We will foster collaboration and data-focused conversations to monitor student progress. By focusing on standards-based instruction in PLC's we can ensure that all students receive rigorous instruction and small group support to meet their needs. ELA teachers will engage in standards-based instruction cycle during the collaborative planning (1) What do students need to know and understand. (Plan); (2) How do we teach effectively to ensure all students are learning (Do); (3) How do we know students are learning (Reflect); (4) What do we do when students are not learning or reaching mastery before expectation (Revise). Teachers will analyze standards and test item specification during the planning process.

Our data trends show additional support is needed in all content areas. Math, ELA, reading, and science classrooms will focus on remediation of standards, foundational skills, and scaffolding instruction using research-based strategies. We will specifically focus on our ESSA identified subgroups- ELL, SWD, and Black students- who will continue to receive strategic, targeted support through various modes of instruction, including technology, small group, tutorials, data chats, and student monitoring.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

According to our FAST data FY23, we noticed our ELA proficiency stayed the same as FY22 at 36%. Our Math proficiency improved by 1% with FY23 proficiency of 32% compared to FY22 proficiency of 31%.

According to our FSA trend data FY22, we noticed our ELA decreased (-8%) from 44% FY21 to 36% proficiency in FY22. We also noticed that we had a decrease in ELA Learning Gains (-20%) from 62% FY21 to 42% in FY22. We also noticed that we had a decrease in our Low 25 Learning Gains (-3%) from 53% FY21 to 50% FY22.

According to our i-Ready ELA and Math data by grade level in FY22, the following occurred:

Grade 3 - ELA 42% proficient compared to the district at 54% and the state at 54% proficiency. Grade 3 - Math - our students performed at 32% proficiency compared to the district at 58% and the state at 58% proficiency.

Grade 4 - ELA 33% proficient compared to the district at 62% and the state at 57% proficiency. Grade 4 - Math - our students performed at 40% proficiency compared to the district at 59% and the state at 61% proficiency.

Grade 5 - ELA 28% proficient compared to the district at 57% and the state at 55% proficiency. Grade 3 - Math - our students performed at 15% proficiency compared to the district at 44% and the state at 48% proficiency.

The contributing factors were that while we were focused on our ELL and SWD students, we needed to address their specific needs sooner than we did. Instead of waiting until the end of fall to begin closing gaps we needed to start right after returning to school. This was definitely true for our SWD students. In addition, we needed to find a different way to allow for quality, standards-enriched accountable talk. In previous years we dedicated instructional time for accountable talk thus allowing students to build on prior knowledge from each other and talking through their learning. This past year we did not set time for that with fidelity. Teachers need to use strategies consistently throughout the day and provide the appropriate accommodations to meeting students' learning needs.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

As we analyzed our ELA FSA data FY23, we noticed the data component with the greatest gap compared to the district average was our 3rd grade with 25.6% proficiency in FY23 compared to the district 3rd grade students with 47.6% (diff -22%). The factors that contributed to this gap were that our 3rd grade students missed 2 years of classroom instruction (face-to-face) due to COVID. This meant that these students didn't see a teacher face-to-face for their first until they were in 2nd grade. This played a huge factor on creating the learning gap for these students. Several of these students were sitting in our 3rd grade classes reading on kindergarten levels, with little or no learning experiences created for them in 2nd grade.

As we analyzed our Math FSA data FY23, we noticed the data component with the greatest gap when compared to the district's average was again, our 3rd grade students with 23.1% proficiency compared to the district 3rd grade students with 57.4% (diff -34.3%). The factors that contributed to this gap were that our 3rd grade students missed 2 years of classroom instruction (face-to-face) due to COVID. This meant that these students didn't see a teacher face-to-face for their first until they were in 2nd grade. This played a huge factor on creating the learning gap for these students. Several of these students were sitting in our 3rd grade classes reading on kindergarten levels, with little or no learning experiences created for them in 2nd grade.

This would definitely align with the issues we have seen with our ESSA identified subgroups for our Black students and SWDs. Contributing factors were there were many new teachers to the grade levels

and they were inexperienced with the rigor of the standards. In addition, these teachers had difficulty managing their time appropriately to incorporate all aspects of the gradual release model of instruction. Also data shows they were unclear of the use of best practices and the proper accommodations for the subgroups.

Which data component showed the most improvement? What new actions did your school take in this area?

As we analyzed our ELA FSA data FY23, we noticed the data component that showed the most improvement was our 4th graders with 43.2% proficiency in FY23 compared to the district 4th grade students with 52.5% (diff -13%). Our small groups made a positive impact for these students. We also provided after-school tutoring for our students who showed performance levels of Level 1 or 2 in ELA from monitoring our FSQ's and USA's data. We used ESSER and Title I funds to pay our teachers and academic tutors to work after school with our students. We also had data chats with our students and parents to make them aware of their performance levels and we provided tips on how they could improve their learning in reading.

As we analyzed our Math FSA data FY23, we noticed the data component that showed the most improvement was also our 4th graders with 38.6% proficiency in FY23 compared to the district 4th grade students with 57.6% (diff - 14.4%). Our small groups made a positive impact for these students. We also provided after-school tutoring for our students who showed performance levels of Level 1 or 2 in math from monitoring our FSQ's and USA's data. We used ESSER and Title I funds to pay our teachers and academic tutors to work after school with our students. We also had data chats with our students and parents to make them aware of their performance levels and we provided tips on how they could improve their learning in math.

In order to close the gaps for our students, we implemented a 12-week action plan in ELA and Math to drive our instruction based on the needs of our students using the iReady teacher directed lessons. Additionally, we instructed all of our students within their small groups within the reading block based on their needs as outlined through iReady, FAST, USAs, and FSQs. We determine the students' progression of mastery through the use of teacher progress monitoring. Lastly, we have created language blocks within our daily instruction to enhance and support the language structure of our students. We also use this information to meet the needs of our ELLs for mathematics instruction. Using the information gathered through assessments during PLC's, teachers disaggregated the data and determined the students' needs to formulate specific data to drive small groups. Through NGSQ, spiral review data, and USAs, we monitored the needs of all our students to close their gaps through science small groups and hands on experiments.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

As we analyzed our EWS data from part 1, we have identified 3 potential areas of concern. These areas are:

1. Absent 10% or more days for students in FY23 (total 147 days) compared to FY 22 (total 129 days), (diff -18 days).
2. Level 1 on statewide ELA assessment in FY23 (total 45 students) compared to FY22 (total 25 students). (diff-20 students).
3. Level 1 on statewide Math assessment in FY23 (total 63 students) compared to FY 22 (total 33 students). (diff -30 students).

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Ranking our highest priorities for school improvement in the upcoming school year are as follows:

1. Reducing our Level 1's on the statewide ELA assessments for FY24.
2. Reducing our Level 1's on the statewide Math assessments for FY24.
3. Reduce the number of students absent from school in FY24.

Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students.

Continue double down model in all ELA/Math classrooms focusing on the needs of our ESSA identified subgroups.

Continue push in model for ELA and Math block for SWDs and ELLs.

ELA Achievement Growth for SWD & Black students-Ensuring learning gains & progress for ESSA sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students. In addition, we will thoroughly review ELL student data and provide support as needed. All students will be using ESOL strategies in all classrooms for students as needed.

We plan to ensure that teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction, ongoing professional development in reading, math, and science in grades 3-5, ongoing professional development in the Benchmark Reading Series, using iReady Diagnostic Results to create fluid instructional groups, and aligning human resources to provide intervention to targeted students.

Develop a collaborative culture of learning and improvement. Engaging multiple stakeholders in the continuous improvement process can generate a sense of ownership and empowerment. With a focus on:

- ? Work together to develop trust, build common understanding and language, to support an appropriate level of transparency
- ? Learn from one another and give constructive feedback through a safe protocol that can move the work forward
- ? Collaboratively examine data with an equity lens—from improvement cycles, formative assessments, or other relevant data that can inform practice
- ? Communicate with and gather input from students, parents, and community partners about reform efforts

We plan to conduct a comprehensive back-to-school diagnostic test using i-Ready reading & math at the beginning of the academic year to identify and address any summer learning loss. This will enable targeted remediation strategies and support seamless grade-level advancement for all students.

We plan to implement a variety assessment strategies throughout the school year, including warm-ups, exit tickets, formative assessments, benchmarks, and summative assessments. These assessments should closely mirror the format and question types of the state tests. We will incorporate tech-enhanced question types, timed tests, and testing accommodations to ensure students are well-prepared for the actual state assessments.

We plan to identify areas of improvement and provide remediation tailored to each student's needs.

We plan to offer professional development courses for teachers to deepen their understanding of the state assessments. These courses should focus on familiarizing teachers with the assessment format and scoring criteria.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the FSA FY23 administration, the Black students performed at 28.6% proficiency, and at 27.6% proficiency in math.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024, 70% of our students of our ELA/Math courses, including ESSA identified subgroup African American students, will receive learning gains from grade 3 (retained students) and 4th and 5th grade students.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Considering that 70% of our students need substantial support for the next grade level, we have put in place back-to-school activities focused on meeting and overcoming learning loss. With our in class tests and other assessments being administered throughout this school year, we are including question types and standards aligned with the F.A.S.T. blueprint. We also noticed that 71.4% of our students didn't meet the standards in ELA. Therefore, we have increased weekly and writing activities for our students. We are also implementing weekly Math and ELA practices that are repetitive for the students throughout the week. We also have daily bell ringers focusing on State assessment prep (Question type, Rigor, etc.) in all classes.

Person responsible for monitoring outcome:

Derrick Hibler (derrick.hibler@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students:

- Students will demonstrate increased mastery of content
- Students utilize content specific vocabulary during discussions in class
- Students question themselves and each other to deepen understanding
- Students provide one another with high quality academic feedback aligned to learning targets
- Students self-reflect

Teachers:

- Teachers plan effectively daily and weekly showing they are meeting the needs of all students each day (tracking and monitoring student learning)
- Teachers utilize Marzano Taxonomy Question Stems, Products, Terms and Phrases chart for academic conversations with students
- Teachers provide feedback aligned to learning targets and on student discourse
- Teachers facilitate and encourage academic conversations
- Teachers reflect on the impact of academic conversation on student learning
- Teachers will provide manipulatives for all math students to use during instruction

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This year, our school staff agreed to focus on the same PGP target which is based on planning. Both teachers and administrators are looking at the implementation and planning steps in the Marzano tool and

coaching practices are being implemented this school year to help provide a school-wide practice trying to resolve a school-wide concern.

We are doing weekly learning walks with coaches and administrators. We are providing explicit feedback to all teachers as we visit classrooms (positive and needs of improvements).

We are also using the support staff from the Glades Region and District Staff to come and do PD with teachers and model in classrooms throughout the school year as needed.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Plan when to monitor during each 'chunk' of the lesson
- Plan techniques for monitoring
- Use techniques to monitor for the desired result
- Vary monitoring techniques throughout the lesson
- Check technique for correct execution
- Become aware of differential expectations for students
- Take stock of differential treatment of students
- Identify specific students to target that have been treated differently
- Identify student needs for consideration
- Plan a technique for positive interactions with targeted students
- Plan to reinforce necessary conative skills
- Use a technique to communicate high expectations to targeted students
- Check technique for correct execution
- Consciously and systematically use behaviors that demonstrate value and respect for targeted students
- Provide students with strategies to avoid negative thinking
- Address every students' question as much as possible
- Systematically ask targeted students challenging questions that require conclusions
- Devote as much time with incorrect answers for targeted students as with other students

Person Responsible: Altoria Henley (altoria.henley@palmbeachschools.org)

By When: This monitoring will begin August 10, 2023 and conclude up to the last day of school for students in May, 2024.

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the FSA FY23 administration, the Students with Disabilities performed at 22.9% proficiency in ELA, and at 20.4% proficiency in math.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024, 70% of our students of our ELA/Math courses, including ESSA identified subgroup Students with Disabilities, will receive learning gains from grade 3 (retained students) and 4th and 5th grade students.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Considering that 70% of our students need substantial support for the next grade level, we have put in place back-to-school activities focused on meeting and overcoming learning loss. With our in class tests and other assessments being administered throughout this school year, we are including question types and standards aligned with the F.A.S.T. blueprint. We also noticed that 80.6% of our students didn't meet the standards in ELA. Therefore, we have increased weekly and writing activities for our students. We are also implementing weekly Math and ELA practices that are repetitive for the students throughout the week. We also have daily bell ringers focusing on State assessment prep (Question type, Rigor, etc.) in all classes.

Person responsible for monitoring outcome:

Tameka Warren (tameka.warren@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students:

- Students will demonstrate increased mastery of content
- Students utilize content specific vocabulary during discussions in class
- Students question themselves and each other to deepen understanding
- Students provide one another with high quality academic feedback aligned to learning targets
- Students self-reflect

Teachers:

- Teachers plan effectively daily and weekly showing they are meeting the needs of all students each day (tracking and monitoring student learning)
- Teachers utilize Marzano Taxonomy Question Stems, Products, Terms and Phrases chart for academic conversations with students
- Teachers provide feedback aligned to learning targets and on student discourse
- Teachers facilitate and encourage academic conversations
- Teachers reflect on the impact of academic conversation on student learning
- Teachers will provide manipulatives for all math students to use during instruction

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This year, our school staff agreed to focus on the same PGP target which is based on planning. Both teachers and administrators are looking at the implementation and planning steps in the Marzano tool and coaching practices are being implemented this school year to help provide a school-wide practice trying to resolve a school-wide concern.

We are doing weekly learning walks with coaches and administrators. We are providing explicit feedback to all teachers as we visit classrooms (positive and needs of improvements).

We are also using the support staff from the Glades Region and District Staff to come and do PD with teachers and model in classrooms throughout the school year as needed.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Plan when to monitor during each 'chunk' of the lesson
- Plan techniques for monitoring
- Use techniques to monitor for the desired result
- Vary monitoring techniques throughout the lesson
- Check technique for correct execution
- Become aware of differential expectations for students
- Take stock of differential treatment of students
- Identify specific students to target that have been treated differently
- Identify student needs for consideration
- Plan a technique for positive interactions with targeted students
- Plan to reinforce necessary conative skills
- Use a technique to communicate high expectations to targeted students
- Check technique for correct execution
- Consciously and systematically use behaviors that demonstrate value and respect for targeted students
- Provide students with strategies to avoid negative thinking
- Address every students' question as much as possible
- Systematically ask targeted students challenging questions that require conclusions
- Devote as much time with incorrect answers for targeted students as with other students

Person Responsible: Altoria Henley (altoria.henley@palmbeachschools.org)

By When: This monitoring will begin August 10, 2023 and conclude up to the last day of school for students in May, 2024.

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the Early Warning Systems data for FY23, we had 147 students that had missed 10% or more days of school from grades K-5.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024, 90% of our students, in grades K-5 will attend school on a regular basis, and will not miss less than 10 days of school.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Considering that at least 50% of our students were absent 10 or more days of school, we will be monitoring this area heavily in the school year FY23-24. We are planning to hire an attendance clerk for the main office to work with parents as they bring their child to school late or absent from school. This attendance clerk will work closely with our SBT Teacher Leader to make home visits and make telephone calls directly each day a student is absent from school. This process will be heavily monitored by administration.

Person responsible for monitoring outcome:

Jennifer Brewer (jennifer.brewer@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will use our School-wide Attendance Plan to guide us through the procedures we need to focus on during student absences or when they occur. We will also use our established Attendance Team to monitor this process during the school year FY24. We will also be working closely with our Safe Schools Department to help track and communicate with parents of students that show chronic absences on a daily basis.

We will also be using an evidence-based intervention manual called, "Attendance Works Early and Often Toolkit: Showing Up in Preschool Matters" as a guide to direct our planning and conversations throughout FY24.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.

By developing positive, meaningful relationships with students and parents, plus creating conditions for them to be successful, teachers and administration are much more likely to influence students to improve their attendance. All it takes is continual, focused efforts.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Our School Attendance Team will implement the following:

1. Understand and monitor attendance trends
2. Organize the school-wide attendance strategy.
3. Conduct a school self-assessment
4. Establish a weekly meeting schedule
5. Define roles and responsibilities
6. Develop a standard meeting agenda
7. Fill-in a tiered pyramid of students and resources
8. Collect and analyze attendance data for K-5.
9. Use the Attendance Works Early and Often Tool Kit
10. Engage families to develop and deliver positive and culturally relevant messages about the importance of attendance in school.
11. Work with community-based programs to implement a messaging and education campaign about the importance of attendance for our students and parents.

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

By When: This monitoring will begin August 10, 2023 and conclude up to the last day of school for students in May, 2024.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
3. Our school highlights multicultural diversity within the curriculum and the arts.

Person Responsible: [no one identified]

By When:

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions

- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
3. Our school highlights multicultural diversity within the curriculum and the arts.

Person Responsible: [no one identified]

By When:

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
3. Our school highlights multicultural diversity within the curriculum and the arts.

Person Responsible: [no one identified]

By When:

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and

provide

additional training and support.

8. The District Reading Collaboration team provides professional development to schools based on needs.

9. Curriculum Resources: Curriculum resources to enhance ELA, Science, & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.

10. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

If we focus on Standards-based instruction to increase overall k-2 proficiency school-wide in ELA, then we will

increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1

Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

According to the data, our students are not entering third grade prepared for the rigors of the standards and

state assessment. According to iReady FY 23 data, 34.5% of our incoming third grade students are reading at an on-grade level data. iReady also shows that our overall primary grades proficiency is low.

Kindergarten- 46.6% Proficient

First Grade- 33.3% Proficient

Second Grade- 34.5% Proficient

It also gives us data to support an improvement in proficiency in foundational skills comparing FY22 to FY23 data.

FY23 - Phonological awareness- 86% Proficient versus FY22 - Phonological awareness- 83% Proficient (+3%)

FY23 - Phonics- 62% Proficient versus FY22 - Phonics- 49% (+13%)

FY23 - High-Frequency Words- 79% Proficient versus FY22 - High-Frequency Words- 77% (+2)

FY23 - Vocabulary- 39% Proficient versus Vocabulary- 33% Proficient (+6%)

According to Overall Grade-Level Placement from our i-Ready FY23 data, we noted the following results:

Grade K - 62% on grade level

Grade 1 - 56% on grade level

Grade 2 - 41% on grade level

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Our overall school goals were set for all grade levels. In FY23, 45% of our 3rd grade students, 45% of our 4th grade students, and 30% of our 5th grade students will receive proficiency after taking the Window 3 Diagnostics in i-Ready Reading.

Grade 3 shows 42% proficiency in reading.

Grade 4 shows 43% proficiency in reading.

Grade 5 shows 28% proficiency in reading.

When looking at FY23 FAST PM #1-#3, we see the following percentages are on track

PM1 PM2 PM3

Grade 3 - 52% 52% 47%

Grade 4 - 55% 54% 57%

Grade 5 - 56% 57% 55%

With the new Benchmark Curriculum in place with Grades 3-5, we are focusing on the following instructional practices for reading:

Focus on meaning

Read aloud

Improve Fluency

Improve Vocabulary

Improve Comprehension

Teach the 3 main types of reading strategies: skimming, scanning, and in-depth reading

Text comprehension

Written expression

Spelling and handwriting

Focus on strategies to develop reading skills: activating, summarizing, clarifying, organizing, search and selecting, questioning, and inferring.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Our school-wide focus was on increasing vocabulary proficiency for K-5. The measurable outcomes for 2023 are from our i-Ready FY23 data:

- Kindergarten - 59% on or above grade level
- First Grade- 33% on or above grade level
- Second Grade- 41% on or above grade level

Grades 3-5 Measurable Outcomes

Our school-wide focus was on increasing vocabulary proficiency for K-5. The measurable outcomes for 2023 are from our i-Ready FY23 data:

- 3rd Grade - 26% on or above grade level
- 4th Grade - 41% on or above grade level
- 5th Grade - 30% on or above grade level

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

- Identify the desired result of the implemented technique
- Plan evidence of the desired result
- Plan to identify challenges preventing students from being able to demonstrate the desired result
- Use evidence to confirm the desired result
- Check whether students independently demonstrate the desired result without being prompted
- Notice which students need adaptations
- Teach students to monitor themselves and seek adaptations when necessary
- Plan for evidence that shows students feel there are high expectations of them
- Plan to identify challenges preventing students from feeling there are high expectations of them
- Use a monitoring technique to look for evidence that shows students feel there are high expectations of them
- Check if students participate and interact without reserve
- Notice if students respond positively to interactions
- Check if students are willing to take risks and accept academic challenges
- Examine if students draw conclusions and provide sources of evidence
- Notice if students answer difficult questions

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

All Grade levels K-5 are using the District Scope & Sequence along with all related resources in Blender to engage all students in research-based, relevant teaching and responsive experiences in service of the Florida B.E.S.T. Standards.

Our K-2 teachers will use the K-2 Star and 3-5 teachers will use F.A.S.T. progress Monitoring Platforms throughout the school year to check the academic progress of all of our students.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

All resorces and materials that are in Blender supports the needs of all of our students in grades K-5. All lessons in Blender shows that they are strongly aligned to the B.E.S.T. Standards for our targeted population.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>For Literacy Leadership - (K-5)</p> <ol style="list-style-type: none"> 1. Implement school-wide lesson plan template for small group reading instruction. 2. Every student will complete 45 minutes of Reading instruction on i-Ready Weekly. 3. Weekly learning walks will be implemented by the principal to build professional conversations in our weekly meetings on next steps for improvements for any of our teachers throughout the school year. 	<p>Hibler, Derrick, derrick.hibler@palmbeachschools.org</p>
<p>For Literacy Coaching (K-5)</p> <ol style="list-style-type: none"> 1. Consistent planning for small group instruction which includes student talk and higher-order questioning. 2. Consistent execution of small group instruction 3. Build teacher capacity for high quality small group instruction 4. Build teacher capacity for rigorous whole group instruction using the gradual release of responsibility model, with a focus on teacher questioning and student talk 	<p>Hibler, Derrick, derrick.hibler@palmbeachschools.org</p>
<p>For Assessment - (K-5)</p> <ol style="list-style-type: none"> 1. Progress Monitoring (PM) will be provided to our students 3 times per school year to help teachers & administrators see what areas are needed for improvement from their classroom instruction. 2. i-Ready Reading will be utilized 15 to 20 minutes daily in all classes for students to work at their own learning levels. i-Ready reports are utilized by teachers to help guide and support all students in differentiated instruction for their area of improvements. 3. We will be using the FY23 Progress Monitoring Matrix sent by the District to monitor all assessments for K-5 throughout the school year. 	<p>Hibler, Derrick, derrick.hibler@palmbeachschools.org</p>
<p>For Professional Learning - (K-5)</p> <ol style="list-style-type: none"> 1. Provide professional development for teachers based from classroom visits and data collected from PLC Meetings. 2. All teachers will select the Marzano PGP Element #20 - Communicating High Expectations For Each Student, and will be provided PD on developing to Innovating with this element by the end of the school year. 	<p>Hibler, Derrick, derrick.hibler@palmbeachschools.org</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school's webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

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.

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.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

KEC/Canal Point Elementary School is committed to building college and career awareness in our students. Through a STEM grant, Crash Scene Investigation (CSI), 5th grade students participate in a CSI program in which KEC/Canal Point Elementary partners with 4 other elementary schools within the district to learn how to investigate crash scenes. Students collaborate and communicate through poly-com using the scientific method to prepare and report findings from the investigation. Students normally visit the other schools to work with their peers to participate in a hands on investigation, however this year will be done virtually.

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.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

At KEC/Canal Point Elementary all students receive Tier 1 support from teachers as core instruction. This include instruction on grade level/subject area/behavior standards. Students work with classroom teachers and academic tutors assigned to the class using the standards based curriculum from Blender based on the Palm Beach Pillars of Instruction. Teachers model lesson during the whole group instruction and prepare students to work in small groups on specific grade level standard tasks. Academic tutors assist students during the whole group instruction and work with small groups of students to help with academic concerns. All students practice standards through the iReady reading program.

Tier 2 Implementation: SOME students receive additional reading support from the reading teacher using Leveled Literacy Intervention (LLI) program, Foundations/Wilson and word study in a small group setting. Students are monitored using Easy CBM, AIMSWEB, and LLI reading running records. Math intervention includes the use of math manipulatives and models, as well as Go Math intervention resources.

Tier 3 Implementation: FEW students that are receiving Tier 2 intervention may require additional support focused on their deficiency. Students who require additional support have focused intervention strategies on the skill that will accelerate student learning. The instruction is provided to individual students in a pull out setting.

KEC/Canal Point Elementary School is also in a pilot program with the District called, "School Resource Mapping and Quality Assessment (SRMQA). The purpose of this program is to help the selected schools go deeper with planning with their SBT Teams. This program will also provide the following to our school during this pilot:

1. Assist schools in the delivery of evidence-based behavioral and mental health care to students.
2. Collaborative activity that engages stakeholder groups.
3. Provides baseline (current state) of mental health and well-being interventions for students.
4. Guides school teams toward actionable strategies to increase comprehensive support for student mental health and well-being.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers participate in Professional Learning Communities (PLCs) as well as Professional Development (PD) days that are dedicated for professional development to improve delivery of instruction and the use of data to support instructional decisions. Teachers and instructional coaches have received the following training for this school year; iReady training, text complexity analysis and creation of text sets, Top Score writing grades 3-5, Math cadre, RRR (Reading Running Record) training, LLI (Leveled Literacy Intervention) training, ELL ACCESS Points/Can Do Descriptors training.

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.

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

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

KEC/Canal Point Elementary offers a full-time migrant Pre-K class that is integrated into the K-5 functions of the school. Our migrant Pre-K students participate in all the school events, inclusive of assemblies, special SAC events, reading partnerships with other classes, just to name a few. We also offer an annual Kindergarten Round-up in the Spring, which includes parent training on what to expect in Kindergarten, as well as strategies to help students over the summer get prepared for the start of Kindergarten.

Once students begin migrant Pre-K, parents are invited to a Open House. They are also invited to Academic Parent Teacher Team (APTT) events which allows parents to see their child's academic progress in comparison to their peers. Parents are also encouraged to work with their children using strategies and resources provided by the teacher. Teachers and parents create a team to ensure the child's success. The teacher meets with parents through the year to communicate progress towards Kindergarten readiness.

We provide a kindergarten round-up opportunity for students and parents, which provides information to parents regarding readiness skills and resources to help prepare students for the upcoming school year, and a schedule of a school day in a kindergarten classroom. Students and families tour the school. We partner with Early Literacy Coalition (ELC) to provide support, education and resources to parents to help their students transition from home day care, preschool or day care to elementary school. There is a strong focus on oral language development skills and various kindergarten readiness skills. We have Academic Parent Teacher Teams three times throughout the school year to help parents understand Pre-K concepts that will bridge the gap between Pre-K and kindergarten.