

The School District of Palm Beach County

K. E. Cunningham/Canal Point Elementary



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	9
Planning for Improvement	12
Title I Requirements	13
Budget to Support Goals	16

K. E. Cunningham/Canal Point Elementary

37000 MAIN ST, Canal Point, FL 33438

<https://kece.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	F*

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

KEC/Canal Point Elementary School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

The staff of KEC/Canal Point Elementary School envisions a dynamic, collaborative multi-cultural community where education and life-long learning are valued and supported and all learners reach their highest potential to succeed in the global economy.

School Leadership Team

Membership

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

Name	Title
Hibler, Derrick	Principal
Pruzansky, Marc	School Counselor
Brewer, Jennifer	Instructional Coach
Mawhinney, Suzanne	Instructional Coach
Smause Buswell, Amy	Other

Duties

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

Some of the responsibilities, and not limited to the list below are areas each school leadership team member oversees:

Derrick Hibler, Principal:

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

Marc Pruzansky, Guidance Counselor:

SwPBS 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
Monitors students' progress for the purpose of identifying issues and taking appropriate action for increasing student success
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
Presents information for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls
Schedules student classes on a variety of topics for the purpose of helping students academically, socially and emotionally reach success in school
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
Foster Care Coordinator - Resource to school personnel, ensure each student has referral to SBT, etc.
Home Education Contact - Manages ALL students in Home Education
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
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

Jennifer Brewer, Instructional Coach:

SAI Liaison
School-Based Team Leader
Facilitate weekly or bi-weekly meetings
Assign roles to ensure shared responsibility at the SBT table among core team members
Provides intensive instruction to students who are reading below grade level with the goal of

preventing students from mandatory retention in 3rd grade
Conduct SBT meetings, attend PD and share resources and best practices with school staff
To disseminate information and to come to trainings so that the school can be trained
Coordinate and oversee intervention planning and development
Ensure fidelity of the referral process and forms necessary to complete an initial referral
Identify and support case liaisons who will ensure fidelity of implementation and progress monitoring
Ensure that information from the SBT meeting is entered into the Student Information System (SIS)
Oversee the storage and transfer of SBT files
Communicate with school leadership regarding SBT barriers and successes
Attend District training's and communicate information to staff from the training's
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
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

Suzanne Mawhinney, Instructional Coach:

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 adoption and implementation of ELL curriculum, including any new students
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 testing
Coordinates ELL testing accommodations for all annual assessments
Maintains and improves the ELL section of the district/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
Assist with translation and interpretation or work with school Language Facilitator
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

Amy Buswell, Single School Culture Coordinator (SSCC):

Assist with the development of the school for the evaluation and improvement of instruction to ensure
maximum educational benefits for students
Assist with the development of a functioning education philosophy consistent with the values of the
community, teachers, school administration, and school district
Assist with the development of the comprehensive curriculum and program of services in cooperation
with teachers and district

Assist with the development of an atmosphere of respect, interest, and enthusiasm within the school

Communicate openly and effectively with students, community, staff, and administration

Assist with supervision and in providing for the general welfare of students during the school day, and during school activities

Assist in maintaining effective programs to strengthen and monitor student discipline, attendance, and individual progress

Assist the administration of district policies in the operation of the school

Assist with planning and organizing the school day and year to provide for efficient operation of the school

Make effective use of consultants and specialists in program and staff development

Assist the SBT Leader and work closely with teachers and school staff making sure they are prepared for all meetings

Assist teachers in the Professional Learning Community (PLC) meetings

Work cooperatively with peers in sharing ideas, techniques, and procedures for improvement of the learning environment

District/School Accreditation K-12 Coordinator, attend training, coordinate school level self-study and school visit from AdvancED visiting team

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

VPK District Accreditation Coordinator - VPK accreditation contact, attend training, coordinate VPK-level self-study, and coordinate the school visit from AdvancED visiting team

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

Coordinate the update of AED's, replace pads and expired batteries

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

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	4	6	9	9	4	0	0	0	0	0	0	0	38
One or more suspensions	0	0	5	5	5	3	0	0	0	0	0	0	0	18
Course failure in ELA or Math	9	29	23	49	24	19	0	0	0	0	0	0	0	153
Level 1 on statewide assessment	0	0	0	47	10	18	0	0	0	0	0	0	0	75
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	3	6	43	14	13	0	0	0	0	0	0	0	83

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	22	0	0	0	0	0	0	0	0	0	22
Retained Students: Previous Year(s)	1	2	3	21	17	10	0	0	0	0	0	0	0	54

Date this data was collected

Wednesday 10/3/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	16	2	8	8	9	0	0	0	0	0	0	0	60
One or more suspensions	4	12	4	7	8	11	0	0	0	0	0	0	0	46
Course failure in ELA or Math	18	28	14	28	34	20	0	0	0	0	0	0	0	142
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	8	11	4	10	12	10	0	0	0	0	0	0	0	55

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	16	2	8	8	9	0	0	0	0	0	0	0	60
One or more suspensions	4	12	4	7	8	11	0	0	0	0	0	0	0	46
Course failure in ELA or Math	18	28	14	28	34	20	0	0	0	0	0	0	0	142
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	8	11	4	10	12	10	0	0	0	0	0	0	0	55

Part II: Needs Assessment/Analysis

Assessment & Analysis

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

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

ELA achievement is the lowest performing achievement area at 36.54% Level 3+. Our 3rd grade performance was the lowest with 18% proficiency in ELA.

Which data component showed the greatest decline from prior year?

Math Low 25% Gains declined the most from 59% to 52%, a decline of -7.09%.

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

The 3rd Grade Achievement gap between the school at 18%, and the State at 57% is more than double at -39%.

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

The 4th Grade ELA showed the most improvement from 20% in 2017 to 64% in 2018 in proficiency. The Cohort Comparison for 4th Grade ELA showed improvement by 44%. Our 4th Grade Math also showed improvement from 46% in 2017 to 64% in 2018 in proficiency. The Cohort Comparison for 4th Grade Math showed improvement by 31%.

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

Effective multi-disciplinary teams in place to problem solve and create action plans;

- iReady for Reading & Math, SAI , iii, Tutorials, LLI, Wilson, Foundations, etc. ;
- Planned Discussions, Goal Setting for identified students;
- Notification procedures for parents, agency and community outreach;

ELL & ESE

- Conduct the BEST PRACTICES FOR INCLUSIVE EDUCATION Assessment
- Consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap
- ELL Resource and ESE Resource provide support for students with LEPs and IEPs along with general education teachers. Monitoring of progress at least bi-weekly with approximately 6-10 weeks of research base interventions.

Parent collaboration/education through the Academic Parent-Teacher Teams (APTT Grant). Through APTT partnerships will be formed between parents and teachers to support our students'/their child's learning.

- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with

dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	37%	57%	56%	30%	52%	52%
ELA Learning Gains	75%	61%	55%	58%	56%	52%
ELA Lowest 25th Percentile	64%	56%	48%	74%	51%	46%
Math Achievement	43%	65%	62%	47%	61%	58%
Math Learning Gains	61%	63%	59%	57%	61%	58%
Math Lowest 25th Percentile	52%	53%	47%	58%	51%	46%
Science Achievement	25%	56%	55%	31%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	6 (17)	4 (16)	6 (2)	9 (8)	9 (8)	4 (9)	38 (60)
One or more suspensions	0 (4)	0 (12)	5 (4)	5 (7)	5 (8)	3 (11)	18 (46)
Course failure in ELA or Math	9 (18)	29 (28)	23 (14)	49 (28)	24 (34)	19 (20)	153 (142)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	47 (0)	10 (0)	18 (0)	75 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	18%	56%	-38%	57%	-39%
	2017	22%	54%	-32%	58%	-36%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	64%	58%	6%	56%	8%
	2017	20%	57%	-37%	56%	-36%
Same Grade Comparison		44%				
Cohort Comparison		42%				
05	2018	32%	59%	-27%	55%	-23%
	2017	28%	52%	-24%	53%	-25%
Same Grade Comparison		4%				
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	34%	63%	-29%	62%	-28%
	2017	33%	62%	-29%	62%	-29%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	64%	63%	1%	62%	2%
	2017	46%	64%	-18%	64%	-18%
Same Grade Comparison		18%				
Cohort Comparison		31%				
05	2018	32%	66%	-34%	61%	-29%
	2017	44%	61%	-17%	57%	-13%
Same Grade Comparison		-12%				
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	27%	56%	-29%	55%	-28%
	2017					
Cohort Comparison						

Subgroup Data

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				
2017 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 2015-16	C & C Accel 2015-16
SWD	11	42	46	23	58	54	10				
ELL	25	45		50	73						
BLK	17	38	52	30	58	55	13				
HSP	39	52		65	86		55				
FRL	22	42	54	38	64	59	25				

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1

Title	ELA achievement is the lowest performing achievement area at 36.54% Level 3+. Our 3rd grade performance was the lowest, with 18% proficient in ELA and our 5th grade showed the lowest performing achievement at 32% Level 3+ in ELA.
Rationale	After administering the FY18 FSA to our 3rd grade students, we dropped -4% from 22% to 18% in proficiency. The School District of Palm Beach County created a dynamic five-year strategic plan. This plan created four Long-Term Outcomes. One of these outcomes is to increase reading on grade level by 3rd grade. Recent research shows that "students who do not read proficiently by 3rd grade are four times more likely to leave high school without a diploma than proficient readers" (http://www.aecf.org/resources/double-jeopardy). Therefore, we need to undergo a paradigm shift that may require time, and invest heavily on the front end of our students' education. Third grade readiness is crucial for the long-term educational success of our students.
Intended Outcome	Teachers will be provided professional development, guidance, and support in the 3rd grade reading classes to help them understand the Standards, Planning, and delivering Standards-based instruction using a Professional Learning Community (PLC) model. By doing this, we expect to see an increase of proficiency from 18% to 33% after administering the FY19 FSA Assessment.
Point Person	Suzanne Mawhinney (suzanne.mawhinney@palmbeachschools.org)

Action Step

Description	The Literacy Improvement Team will meet weekly with teachers to discuss the teacher submitted lesson plans for accuracy with small group reading instruction.
Person Responsible	Amy Smause Buswell (amy.smausebuswell@palmbeachschools.org)

Plan to Monitor Effectiveness

Description	Observation Checklist, Notes with teachers in need of support, Data Chats.
Person Responsible	Suzanne Mawhinney (suzanne.mawhinney@palmbeachschools.org)

Activity #2	
Title	Math Low 25% Gains is another area that showed a drop in our math performance; (2017) 59.09% to 52.00% in (2018). This was a -7.09% difference.
Rationale	More improvement must be made with monitoring our low 25% math gains in 2019.
Intended Outcome	Our expected outcome is to improve our low 25% math gains from 52.00% to 60.00% (8% increase) for 2019.
Point Person	Amy Smause Buswell (amy.smausebuswell@palmbeachschools.org)
Action Step	
Description	The Leadership Team will meet weekly with teachers to discuss the FSQ's & USA's assessments. We will also discuss the performance of each individual student noted in the category of the low 45%, and track their performance with their math skills.
Person Responsible	Amy Smause Buswell (amy.smausebuswell@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Weekly Observation Checklist, Notes with teachers in need of support, Data Chats.
Person Responsible	Derrick Hibler (derrick.hibler@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Increase parental involvement at the school. In the school year 2019, 75% of Canal Point parents will attend at least 1 Curriculum Night/Family Involvement activity designed to assist the family with familiarity with the Florida Standards.

PFEP Link

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

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

The following describes how our school ensures the social-emotional needs of all students are being met, which includes counseling, mentoring, and other pupil services:

- Operational school-based team meets weekly to discuss students with barriers to academic and social success;
- Cloud 9 "Character Education" Program is a grant KEC/Canal Point received this year is to promote the social/emotional welfare and academic success of all our students, teachers, and staff.
- Mentors are assigned to students identified with behavioral and academic concerns;
- "Check-in/Check-out", mentoring program is utilized with students in need of positive adult interactions

and positive feedback throughout the school day.

- Instruction and various campus activities address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (BRIDGES, Boys & Girls Club, PYEA, etc);
- Our school use the Multi-Tier process which includes the following: Developed and implemented a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. We Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). We utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, KEC/Canal Point Elementary School offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This Migrant/VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

To assist with the transition of school-based and community children into the kindergarten program at KEC/Canal Point Elementary School, we engage in the following kindergarten transition activities:

Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education)

Scheduling of a talk/meeting with preschool children's families

Distribution of a letter, flyer or informational brochure sent to families of preschool children

Holding open house for families of incoming kindergarten children

Scheduling kindergarten registrations at private preschools and centers

Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher

Scheduling opportunities or creating guides for reading books or having conversations with children about what kindergarten will be like

Providing of a summer program for rising kindergarten children

Distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten

Providing home learning activities to families to help them prepare children for kindergarten entry

Collaborating with other child and family support agencies to promote school readiness

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

In alignment, to school board 2.09 and Florida State statute 1003.42, KEC/Canal Point Elementary highlights multicultural diversity within 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 and contributions of black and African Americans, Latino and Hispanics and women within US History. Our fifth grade focuses on the Holocaust studies and culminates with a visit to the Holocaust Memorial Museum in Washington DC.

The principal provides a common vision for the use of data-based decision-making to ensure:

- A sound, effective academic program is in place
- A process to address and monitor subsequent needs is created
- The School Based Team (SBT) is implementing RtI processes
- Assessment of RtI skills of school staff is conducted
- Fidelity of implementation of intervention support is documented
- Adequate professional development to support RtI implementation is provided
- Effective communication with parents regarding school-based RtI plans and activities occurs.

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

Title I Part A: Our Title I funds will be used for a math/science coach to provide professional development, modeled lessons, and provide feedback to and for teachers. A Parent Liaison will provide parent trainings and informational meetings. We will also use Title I funds for academic software, materials, and supplies for classroom instruction. Title I funds are also used to purchase materials for parent trainings, including refreshments and other necessary resources for communicating with parents.

Title I, Part C-Migrant - A migrant Liaison provides services and support for students and their parents. The Liaison coordinates with Title I and other programs to ensure that qualifying students' needs are met.

Title III-Services are provided by the district for educational materials and ELL District Support Services to improve the education of Immigrant and English Language Learners.

Title X-Homeless - The district homeless social worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

District-wide implementation of Single School Culture as well as Appreciation of Multi-Cultural Diversity.

The school also offers a "Teaching Garden" for all students to work in throughout the school year.

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

KEC/Canal Point Elementary has partnered with the Palm Beach Community State College located in Belle Glade to bring in college and career awareness opportunities to help our students and parents become aware of the advantages they have beyond high school. We will have a college and career day event held at our school once per year for our students and parents.

Part V: Budget

Total:

\$0.00