

The School District of Palm Beach County

K. E. Cunningham/Canal Point Elementary



2020-21 Schoolwide Improvement Plan

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K. E. Cunningham/Canal Point Elementary

37000 MAIN ST, Canal Point, FL 33438

<https://kece.palmbeachschools.org>

Demographics

Principal: Derrick Hibler

Start Date for this Principal: 8/1/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2018-19: B (58%) 2017-18: C (51%) 2016-17: C (43%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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<https://kece.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	C

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SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Name	Title	Job Duties and Responsibilities
Hibler, Derrick	Principal	<p>Derrick Hibler, Principal:</p> <p>Provides a common and clearly defined vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS with fidelity, conducts assessments/evaluations of MTSS skills and practices of school staff, and communicates with parents regarding school-based plans and activities. Some of the other responsibilities, and not limited to the list below are areas each school leadership team member oversees:</p> <ul style="list-style-type: none"> 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
Pruzansky, Marc	School Counselor	<ul style="list-style-type: none"> wPBS Coordinator Student of the Month Recognition Guidance Counseling Services and Groups Strategies for Supporting Students and Teachers Positive Behavior Support International Coach - Conduct PBS meetings, present appropriate data to team and staff, attend quarterly meetings and relay info back to school and Administration Coordinates with teachers, administrators and community (e.g. service clubs, child protective services, etc) for the purpose of providing/receiving requested information and/or making recommendations Counsels students, parents, and guardians for the purpose of enhancing student success academically, socially, and emotionally in school Develops a variety of special programs and classes (e.g. group and teamwork, leadership, bullying, coping with divorce or death, social skills) for the purpose of providing information to assist students in the successful transition from elementary to middle school or help with life and academic skills Monitors students' progress for the purpose of identifying issues and taking appropriate action for increasing student success

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

		<p>SAI Liaison</p> <p>School-Based Team Leader</p> <p>Facilitate weekly SBT meetings</p> <p>Assign roles to ensure shared responsibility at the SBT table among core team members</p> <p>Provides intensive instruction to students who are reading below grade level with the goal of preventing students from mandatory retention in 3rd grade</p> <p>Attend PD and share resources and best practices with school staff</p> <p>Coordinate and oversee intervention planning and development</p> <p>Ensure fidelity of the referral process and forms necessary to complete an initial referral</p>
Brewer, Jennifer	Instructional Coach	<p>Identify and support case liaisons who will ensure fidelity of implementation and progress monitoring</p> <p>Ensure that information from the SBT meeting is entered into the Student Information System (SIS)</p> <p>Oversee the storage and transfer of SBT files</p> <p>Communicate with school leadership regarding SBT barriers and successes</p> <p>Attend District training's and communicate information to staff from the training's</p> <p>Marzano Liaison - Plans, facilitates, and delivers training in the Palm Beach Model of Instruction; communicates all information related to the Palm Beach Model of Instruction and teacher evaluation system to their teachers</p> <p>Use Professional Courtesy at ALL Times with Guest, Teachers, and Staff</p> <p>Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit</p>

Name	Title	Job Duties and Responsibilities
		<p>ELL Forms</p> <p>Monitor/Support ELL Students</p> <p>Maintains, evaluates and improves the district ELL plan and program</p> <p>Leads the ELL team, including facilitating monthly team meetings and coordinating the ELL program strategic planning process</p> <p>Defines and implements co-teaching, pull out and push in support programs for ELL students as appropriate</p> <p>Oversees the implementation of ELL curriculum for teachers</p> <p>Supports ELL teachers and provides appropriate professional development</p> <p>Assists school administrators in implementing ELL plans</p> <p>Coordinates ELL data collection and reporting at the school and district levels</p>
Mawhinney, Suzanne	Instructional Coach	<p>Maintains records of all ELL students and their status</p> <p>Insures that all federal and state reporting requirements are met, including Title III and CDE</p> <p>Coordinates testing of ELL students, including ACCESS and WIDA testing</p> <p>Coordinates ELL testing accommodations for all annual assessments</p> <p>Maintains and improves the ELL section of the school web site</p> <p>Facilitates communications with the CLF for the parents of ELL students</p> <p>Facilitates communications with ELL parents via monthly newsletter with the School Newsletter Sponsor</p> <p>Works with our school Language Facilitator to have translations for the parents of our ELL students as needed</p> <p>Use Professional Courtesy at ALL Times with Guest, Teachers, and Staff</p> <p>Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the school</p>

Assist the principal and all stakeholders throughout the school year. Altoria Henley, Assistant Principal:

		<p>Peer Observations</p> <p>General School Budget</p> <p>Informal/Formal Observations</p> <p>Parent Concerns</p> <p>Testing Coordinator/ Assessments - Organizes the administration of various statewide assessments (FSA)</p> <p>Master Calendar</p>
Henley, Altoria	Assistant Principal	<p>Textbook Contact - Ordering/distribution of textbooks</p> <p>Title I Contact - Oversight of Title I program</p> <p>Data Team</p> <p>Bus Referrals / Suspensions</p> <p>Classroom Discipline Referrals</p> <p>Signing up for a Committee (Oversee this process)</p> <p>PLC Coordinator</p> <p>Teacher/Staff Meetings Coordinator</p> <p>Instructional Strategies to Improve Student Achievement</p> <p>Student Information</p> <p>School Uniforms</p> <p>Schedules for Testing</p>

Name	Title	Job Duties and Responsibilities
		The Retention Process Hearing and Vision Screenings Student Schedules Student Handbooks Fire and Tornado Drills Assessing and Monitoring Student Grades and Attendance using the SIS System with Teachers and Parents Monitor RTI (Response to Intervention) Process ALL School Activities Title I Budget Coordinates and monitors school-based activities for new teachers and interns Student Attendance with Mrs. Gilbert and SAI Coordinator Bus Evacuations EDW/Performance Matters Liaison for Admin and Teachers Coordinates EDW/Performance Matters information, communication, and professional learning activities with other New EDW/PM users at the school Analyze EDW/PM reports, summaries, and graphs for teachers and administration Support teachers in navigating, understanding, utilizing, and analyzing EDW for Teachers and Performance Matters reports, summaries and graphs
Smause Buswell, Amy	Instructional Coach	Works with Grades K-5 in PLC's and focus on Grades 3-5 ELA teachers

Demographic Information

Principal start date

Wednesday 8/1/2012, Derrick Hibler

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

4

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

11

Total number of teacher positions allocated to the school

29

Demographic Data

2020-21 Status (per MSID File)	Active
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School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2018-19: B (58%) 2017-18: C (51%) 2016-17: C (43%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	51	51	45	69	45	46	0	0	0	0	0	0	0	307
Attendance below 90 percent	13	10	9	13	9	8	0	0	0	0	0	0	0	62
One or more suspensions	0	2	0	4	0	1	0	0	0	0	0	0	0	7
Course failure in ELA	23	23	19	43	35	5	0	0	0	0	0	0	0	148
Course failure in Math	4	15	5	30	17	6	0	0	0	0	0	0	0	77
Level 1 on 2019 statewide ELA assessment	0	0	0	30	28	26	0	0	0	0	0	0	0	84
Level 1 on 2019 statewide Math assessment	0	0	0	31	27	12	0	0	0	0	0	0	0	70
FY20 ELA Winter Diag Level 1 & 2	0	0	0	31	28	19	0	0	0	0	0	0	0	78
FY20 Math Winter Diag Level 1 & 2	0	0	0	11	27	10	0	0	0	0	0	0	0	48

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	2	27	20	16	0	0	0	0	0	0	0	69
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 7/28/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	34	47	53	50	60	41	0	0	0	0	0	0	0	285
Attendance below 90 percent	13	10	9	13	9	8	0	0	0	0	0	0	0	62
One or more suspensions	0	2	0	4	0	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	23	24	20	46	35	7	0	0	0	0	0	0	0	155
Level 1 on statewide assessment	0	0	0	28	17	18	0	0	0	0	0	0	0	63

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	9	6	29	19	8	0	0	0	0	0	0	0	77

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	8	0	0	0	0	0	0	0	0	0	8	
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1	

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	34	47	53	50	60	41	0	0	0	0	0	0	0	285	
Attendance below 90 percent	13	10	9	13	9	8	0	0	0	0	0	0	0	62	
One or more suspensions	0	2	0	4	0	1	0	0	0	0	0	0	0	7	
Course failure in ELA or Math	23	24	20	46	35	7	0	0	0	0	0	0	0	155	
Level 1 on statewide assessment	0	0	0	28	17	18	0	0	0	0	0	0	0	63	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	9	6	29	19	8	0	0	0	0	0	0	0	77

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	8	0	0	0	0	0	0	0	0	0	8	
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1	

Part II: Needs Assessment/Analysis**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	44%	58%	57%	22%	53%	55%
ELA Learning Gains	60%	63%	58%	42%	59%	57%
ELA Lowest 25th Percentile	69%	56%	53%	54%	55%	52%
Math Achievement	52%	68%	63%	38%	62%	61%
Math Learning Gains	70%	68%	62%	64%	62%	61%
Math Lowest 25th Percentile	68%	59%	51%	59%	53%	51%
Science Achievement	40%	51%	53%	25%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(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	2019	38%	54%	-16%	58%	-20%
	2018	18%	56%	-38%	57%	-39%
Same Grade Comparison		20%				
Cohort Comparison						
04	2019	49%	62%	-13%	58%	-9%
	2018	64%	58%	6%	56%	8%
Same Grade Comparison		-15%				
Cohort Comparison		31%				
05	2019	37%	59%	-22%	56%	-19%
	2018	32%	59%	-27%	55%	-23%
Same Grade Comparison		5%				
Cohort Comparison		-27%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	45%	65%	-20%	62%	-17%
	2018	34%	63%	-29%	62%	-28%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	42%	67%	-25%	64%	-22%
	2018	64%	63%	1%	62%	2%
Same Grade Comparison		-22%				
Cohort Comparison		8%				
05	2019	63%	65%	-2%	60%	3%
	2018	32%	66%	-34%	61%	-29%
Same Grade Comparison		31%				
Cohort Comparison		-1%				

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	27%	56%	-29%	55%	-28%
Same Grade Comparison		8%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	51	72	47	76	72	39				
ELL	48	83		48	78						
BLK	41	55	64	50	66	67	30				
HSP	55	81		58	81						
FRL	44	60	69	52	70	68	40				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	72	54	28	55	54					
ELL	27	69		45	77						
BLK	34	73	58	40	56	43	11				
HSP	43	81		53	76						
FRL	37	75	64	43	61	52	25				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	50

ESSA Federal Index	
Total Points Earned for the Federal Index	453
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The FSA data component which showed the lowest performance was ELA Learning Gains. With a 15% decrease from 75% in FY18 to 60% FY19. Despite this, our school performed higher than the state average of 58% (2% higher), but lower than the District of 63% (3% lower). Our overall data shows for FY19 improvement in our ELA Achievement, but our ELA students didn't improve enough between levels to get the learning gains needed for ELA.

For FSA ELA FY19, our school improved proficiency to 44% FY19 from 37% proficiency in FY18. However, our grade level data for grades 3-5 had concerns. In FY18, our 4th grade proficiency was at 64%, in which dropped in FY19 to 49%. For grades 3-5, our trend data shows our proficiency in grades 3 & 4 have not shown a steady pattern for increase in proficiency year to year. This was contributed to not having teachers stay in these grade levels over a period of time. Each year, teachers were moved around in grades 3-5 due to looping and/or lack of growth in standards practice in the classrooms.

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

As determined by the FSA, our Proficiency status in ELA for 4th grade declined from 64% in FY18 to 49% in FY19. This data component shows the greatest decline from the previous year. This data is the result of the sole teacher of that grade and subject level moving to a different grade level for the FY19 school year. The new teacher had to learn the 4th grade Standards for this grade level. This contributed to the decline as well as assessing a different group of students (i.e. grades 3 to 4 and 4 to 5). The standards changed for each grade level and new teachers were placed in both grade levels (4th & 5th) for this school year.

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

Students will receive strategic, targeted support through various modes of instruction, including technology, small group instruction, tutorials, data chats and student monitoring. Our tutorial program ensures student participation and success. All teachers collaborated to ensure program success. Schedules were adjusted to ensure tutorial days were honored and student participation was guaranteed. Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance.

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.

When comparing our data to the State's data, the components which had the greatest gaps were ELA Lowest 25th Percentile and Math Lowest 25th Percentile. In FY19, the state's proficiency in ELA Lowest 25th percentile was 53%, whereas ours was 69%. This shows an increase of +16%. The State's proficiency in Math Lowest 25th Percentile was also 53%, however ours was +15% higher, at 68%, compared to the State's proficiency score of 53%. Our trend data shows our school has been performing above the State Lowest 25th Percentile in the past year FY18. One area we have improved as a school is reducing our level one students and increasing our level two students in both ELA & Math. With this type of improvement, our learning gains will continue to improve as a school. One factor that contributed to this gap were the small groups and interventions we put in place for all classes across all grade levels in the school.

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

The FY19 FSA data components which showed the most improvement were ELA proficiency (44% compared to 37% in FY18), and Math proficiency (53% compared to 43% in FY18). Teachers became more familiar of the Standards and placed more time with small groups with more interventions and targeting the low 25% students. By targeting our low 25% students which encompasses our ESSA identified subgroup SWDs, all of these students (100%) made learning gains and increase their reading levels.

After reviewing our FY20 data, as determined by the Winter Diagnostic, we decided to specifically focus on our ESSA identified subgroups; ELL and SWD students; they will receive strategic targeted instruction, and be supported through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. Teachers will be provided with an academic tutor to help remediate students as needed.

Our in-school, during the school day tutorial program ensured student participation and success. All teachers, including elective teachers collaborated to ensure program success. Schedules were adjusted

to ensure tutorial days were honored and student participation was guaranteed. Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Upon reflection of the EDW data, we have identified Attendance as being a serious concern. Our attendance rate is important as students are more likely to succeed in academics when they attend school consistently. In FY19, we had 62 students out of 307 below 90 percent absent from school (20% is alarming). In addition to falling behind in academics, students who are not in school on a regular basis are more likely to not be actively involved in school. This negatively affects their social and emotional growth towards their future success. We will target students with excessive absenteeism through weekly attendance meetings to promote ways to help our parents understand the importance of getting their child to school everyday. We have put plans in place to help improve student attendance. We implemented school-wide student incentives, as well as set up plans for students that are missing more than 10% of school days. At KEC/Canal Point Elementary, we developed student engagement and participation towards 100% attendance through various incentives and recognition. For example, we do drawings for certificates and special awards each month.

In addition, upon reflection of the EDW data, we have identified Course failure in ELA as an area of concern. 148 students (or 48%) did not pass the course, which is extremely alarming. We have put plans in place to help improve the ELA Course Failure rate. Students will receive strategic, targeted support through various modes of instruction, including technology, small group instruction, tutorials, data chats and student monitoring.

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

1. Increase Student Attendance Rate: Our focus is to increase student attendance, so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during staff meetings and on professional development days.

Leadership will be assigned to support the students and build relationships with them to motivate and ensure their attendance.

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

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

Our measurable goals for FY21 will be to increase ELA academic achievement to result in 48% proficiency on the FSA in FY21. During end of year, our students were taught through virtual distance learning. Due to the lack of data for FY20 because of state mandated school closure (COVID-19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21.

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

1. Instructional tutors:

- a. Analyze student data to determine support necessary.
- b. Analyze teacher data over the past two years to determine instructional strengths for future tutors.
- c. Provide teachers and tutors professional development on collaborative teaching expectations.
- d. During ELA, support teachers in implementing a coherent curriculum that focuses on academic standards.
- e. Monitoring will occur through observations, fidelity walks, and analysis of lesson plans (Dr. Hibler, principal), Mrs. Henley (assistant principal), and Mrs. Buswell (SSCC).

2. Tutorials:

- a. Analyze student data to determine students for tutorial groups and the support necessary.
- b. Choose supplemental materials and resources to be utilized during tutorials.
- c. Analyze teacher classroom data to determine who will be tutored.
- d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
- e. Monitoring will occur through fidelity walks analysis of lesson plans, and ongoing student data (Dr. Hibler, principal), Mrs. Henley (assistant principal), and Mrs. Buswell (SSCC).

3. Professional Learning Communities (PLC):

- a. Create a PLC schedule to ensure all teachers participate including resource teachers for ESE/ ESOL and fine arts.
- b. Grade level teachers collaborate to design differentiated and rigorous standards-based lessons to engage students with the subject matter.
- c. Teachers will focus on creating lessons for small group instruction for the identified Lowest 25th percentile of students.
- d. Teachers will consistently analyze data to determine action steps for future instruction. Specialty teachers will support and offer varied instructional methodologies and resources to support all students.
- e. School administrators and the instructional coach will attend and monitor the PLC meetings to support collaboration and provide guidance. School administrators collect lesson plans on a weekly basis, provide constructive feedback, conduct walk-through observations, and examine data in order to continuously monitor of effectiveness.

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

- a. Teachers will analyze student data to determine strengths and weaknesses in content area.
- b. Teachers will create all small group rotational cycle to ensure all students are being supported at their abilities.
- c. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
- d. Teachers use ongoing formative assessments to track student learning.
- e. The SSCC and reading coach will monitor student progress through data analysis. Principal and assistant principals will monitor through fidelity walks.

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

- a. Provide teachers with professional development to ensure appropriate use of adaptive technology.
- b. Monitoring of small group lesson plan, technology usage/pass rate will occur by assistant principal.

Part III: Planning for Improvement

Areas of Focus:**#1. Instructional Practice specifically relating to ELA**

Area of Focus Description and Rationale:	After reviewing our FSA data, our FY20 data showed a decrease of ELA learning gains of 60% (-15%) compared to FY19 of 75%. We must increase the learning gains of our ELA students in grades 4 & 5.
Measurable Outcome:	According to our FY20 School Goals, we are expecting 70% of our ELA students, including our ESSA identified subgroup SWD's, to receive learning gains from grades 3 (retained students) and 4th and 5th grade students. If 48% of our students improve their proficiency in ELA for FY21, then we will see a 70% increase of our students improve their learning gains in ELA FY21.
Person responsible for monitoring outcome:	Derrick Hibler (derrick.hibler@palmbeachschools.org)
Evidence-based Strategy:	Our core-leadership will meet weekly to discuss the progress of students improving and increasing their levels of understanding by analyzing formal assessments (FSQs and USAs) provided by grades 3-5 teachers.
Rationale for Evidence-based Strategy:	As the core-leadership team meets weekly, we will meet with our grades 3-5 teachers in weekly PLCs and data chats to discuss the progress of the formal assessments provided to students. The core leadership will also help teachers develop weekly plans for monitoring small groups of students weekly (low 25%, high level 2s & 3s) to help with monitoring these students with specific minute to minute instruction with regular assessments to view levels of understanding in short periods of time.

Action Steps to Implement

1. Meet with Core Leadership on a weekly basis to discuss strategies for monitoring teachers.
2. Meet weekly with teachers in PLCs and have data chats to help teachers focus on small group work.
3. Analyze weekly (daily) formal assessments in PLCs and data chats.
4. have teachers bring samples of students' work to PLCs and data chats (evidence).
5. Create mini-plans to monitor the progress of learning on a weekly basis.

Person Responsible Amy Smause Buswell (amy.smausebuswell@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

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

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

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

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

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

Additional resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness. Our Case Manager and School Counselors work in partnership with families and the District McKinney-Vento Liaison to ensure the needs of these families and students are met.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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

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

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

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

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

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

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$315.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	1831 - K. E. Cunningham/ Canal Point Elementary	School Improvement Funds	286.38	\$315.00
			<i>Notes: Funds will be used for a program or process towards student achievement.</i>			
Total:						\$315.00