Pahokee Elementary School

2021-22 Schoolwide Improvement Plan

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Pahokee Elementary School

560 E MAIN PL, Pahokee, FL 33476

https://pes.palmbeachschools.org

Demographics

Principal: Karen Abrams

Start Date for this Principal: 8/4/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (45%) 2017-18: C (41%) 2016-17: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

School Board Approval

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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.

The Mission of Pahokee Elementary IB World School is to facilitate the development of life-long learners, competitive global thinkers and college readiness through high expectations for all in a safe and nurturing environment.

Provide the school's vision statement.

The Vision of Pahokee Elementary School is to build a community of learners using literacy as our primary focus of instruction. Faculty, students, parents, and community are committed to establishing a learning environment that promotes literacy, life long learning and college readiness.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Abrams, Karen	Principal	Vision of Academic Success for All 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.
Boldin, Syrenthia	Assistant Principal	. Applies principles and practices of a Multi-Tiered System of Supports (MTSS) while supporting the initiatives implemented under a Single School Culture. 2. Coordinates the development and implementation strategies of District and state mandated programs for district-wide utilization at a designated level and/or subject area. 3. Develops and disseminates information pertinent to SSC to assure compliance with goals, objectives, and activities and budget limitations as specified in grant application. 4. Coordinates and monitors the utilization of SSC resources, and assists in coordinating and monitoring project budgets. 5. Assists with staff development activities, and the planning and

Name	Position Title	Job Duties and Responsibilities
		implementation of the in-service training for SSC related activities. 6. Provides quality assessments by conducting on-site reviews and prepares informational reports. 7. Assists in the preparation and collection of evaluative data and in the dissemination of evaluation results. 8. Assists in establishing performance objectives and goals for SSC implementation in the areas of behavior and climate. 9. Monitors compliance with federal, state, and District guidelines related to project activities. 10. Meets regularly with District and regional staff to ensure continual alignment to the District Strategic Plan
	School Counselor	Provide students with the support that they need to develop academically and socially. They frequently provide counseling in both individual and group settings to help students overcome behavioral problems, improve organization and time management skills, and set academic goals.
Cohick, Donna	Teacher, K-12	1) Provides lessons for ESOL teachers of effective practices for second language acquisition. 2) Assists principals and assistant principals in implementing the requirements of the META Consent Decree ensuring that the educational needs of LEP students are served. (Page 21, section 4 META Consent Decree) 3) Meets with District ESOL Program Planner on monthly basis to develop and plan ESOL curriculum implementation. 4) Collects data on LEP student achievement as related to adequate progress on English Language Development Continuum and provides staff development to address areas of student need. 5) Assists school staff with FSA reading, math and writing preparation for LEP students. 6) Instructs identified LEP students or groups of LEP students in FCAT preparation to ensure increased student achievement.
Levy, Cathy	Teacher, ESE	To plan, organize and implement an appropriate instructional program in an elementary or secondary learning environment that guides and encourages students to develop and fulfill their academic potential. Work is performed under the supervision of the principal.

Name	Position Title	Job Duties and Responsibilities
		Essential functions of the job may include but are not limited to the following: • Plan, prepare and deliver lesson plans and instructional materials that facilitate active learning. • Develops schemes of work, lesson plans and tests that are in accordance with established procedures. • Instruct and monitor students in the use of learning materials and equipment. • Use relevant technology to support and differentiate instruction. • Manage student behavior in the classroom by establishing and enforcing rules and procedures. • Maintain discipline in accordance with the rules and disciplinary systems of the school. • Provide appropriate feedback on work. • Encourage and monitor the progress of individual students and use information to adjust teaching strategies. • Maintain accurate and complete records of students' progress and development. • Update all necessary records accurately and completely as required by laws, district policies and school regulations. • Prepare required reports on students and activities. • Participate in department, school, district and parent meetings. • Communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs. • Establish and communicate clear objectives for all learning activities. • Prepare classroom for class activities. • Provide a variety of learning materials and resources for use in educational activities. • Observe and evaluate student's performance and development. • Assign and grade class work, homework, tests and assignments.
Baity, Eureka	Instructional Coach	To plan, organize and implement an appropriate instructional program in an elementary or secondary learning environment that guides and encourages students to develop and fulfill their academic potential. Work is performed under the supervision of the principal. Essential functions of the job may include but are not limited to the following: • Plan, prepare and deliver lesson plans and instructional materials that facilitate active learning. • Develops schemes of work, lesson plans and tests that are in accordance with established procedures. • Instruct and monitor students in the use of learning materials and equipment. • Use relevant technology to support and differentiate instruction. • Manage student behavior in the classroom by establishing and enforcing rules and procedures. • Maintain discipline in accordance with the rules and disciplinary systems of the school. • Provide appropriate feedback on work. • Encourage and monitor the progress of individual students and use

Name	Position Title	Job Duties and Responsibilities
		information to adjust teaching strategies. • Maintain accurate and complete records of students' progress and development. • Update all necessary records accurately and completely as required by laws, district policies and school regulations. • Prepare required reports on students and activities. • Participate in department, school, district and parent meetings. • Communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs. • Establish and communicate clear objectives for all learning activities. • Prepare classroom for class activities. • Provide a variety of learning materials and resources for use in educational activities. • Observe and evaluate student's performance and development. • Assign and grade class work, homework, tests and assignments.
Cowan, Sanquetta	Curriculum Resource Teacher	To plan, organize and implement an appropriate instructional program in an elementary or secondary learning environment that guides and encourages students to develop and fulfill their academic potential. Work is performed under the supervision of the principal. Essential functions of the job may include but are not limited to the following: • Plan, prepare and deliver lesson plans and instructional materials that facilitate active learning. • Develops schemes of work, lesson plans and tests that are in accordance with established procedures. • Instruct and monitor students in the use of learning materials and equipment. • Use relevant technology to support and differentiate instruction. • Manage student behavior in the classroom by establishing and enforcing rules and procedures. • Maintain discipline in accordance with the rules and disciplinary systems of the school. • Provide appropriate feedback on work. • Encourage and monitor the progress of individual students and use information to adjust teaching strategies. • Maintain accurate and complete records of students' progress and development. • Update all necessary records accurately and completely as required by laws, district policies and school regulations. • Prepare required reports on students and activities. • Participate in department, school, district and parent meetings. • Communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs. • Establish and communicate clear objectives for all learning activities. • Prepare classroom for class activities. • Provide a variety of learning materials and resources for use in educational activities.

Name	Position Title	Job Duties and Responsibilities
		• Observe and evaluate student's performance and development. • Assign and grade class work, homework, tests and assignments.

Demographic Information

Principal start date

Wednesday 8/4/2010, Karen Abrams

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.*

0

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.*

0

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

335

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

4

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

4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	39	50	51	67	52	53	0	0	0	0	0	0	0	312
Attendance below 90 percent	0	21	21	25	18	25	0	0	0	0	0	0	0	110
One or more suspensions	0	0	0	2	2	1	0	0	0	0	0	0	0	5
Course failure in ELA	0	13	30	42	28	42	0	0	0	0	0	0	0	155
Course failure in Math	0	5	31	36	18	35	0	0	0	0	0	0	0	125
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	15	32	0	0	0	0	0	0	0	48
Level 1 on 2019 statewide FSA Math assessment	0	0	0	21	43	37	0	0	0	0	0	0	0	101
Number of students with a substantial reading deficiency	0	0	0	16	36	26	0	0	0	0	0	0	0	78
FY21 ELA Winter Diag Level 1 & 2	0	0	0	16	29	40	0	0	0	0	0	0	0	85
FY21 Math Winter Diag Level 1 & 2	0	0	0	12	30	35	0	0	0	0	0	0	0	77

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

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

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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

Date this data was collected or last updated
Wednesday 9/1/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	17	14	8	11	15	14	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	29	15	27	0	0	0	0	0	0	0	71
Level 1 on 2019 statewide Math assessment	0	0	0	30	18	18	0	0	0	0	0	0	0	66
FY20 ELA Diag Levels 1 & 2	0	0	0	0	0	0	0	0	0	0	0	0	0	
FY20 Math Diag Levels 1 & 2	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	7	30	19	41	16	16	0	0	0	0	0	0	0	129

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	39	50	51	67	52	53	0	0	0	0	0	0	0	312
Attendance below 90 percent	17	14	8	11	15	14	0	0	0	0	0	0	0	79
One or more suspensions	0	0	5	2	10	50	0	0	0	0	0	0	0	67
Course failure in ELA	0	0	51	67	52	53	0	0	0	0	0	0	0	223
Course failure in Math	0	0	8	11	15	14	0	0	0	0	0	0	0	48
Level 1 on 2019 statewide ELA assessment	0	0	0	29	15	27	0	0	0	0	0	0	0	71
Level 1 on 2019 statewide Math assessment	0	0	0	30	18	18	0	0	0	0	0	0	0	66
FY20 ELA Diag Levels 1 & 2	0	0	0	26	44	49	0	0	0	0	0	0	0	119
FY20 Math Diag Levels 1 & 2	0	0	0	17	39	38	0	0	0	0	0	0	0	94

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	7	30	19	41	16	16	0	0	0	0	0	0	0	129

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				37%	58%	57%	27%	57%	56%
ELA Learning Gains				58%	63%	58%	47%	61%	55%
ELA Lowest 25th Percentile				53%	56%	53%	53%	56%	48%
Math Achievement				48%	68%	63%	42%	65%	62%
Math Learning Gains				54%	68%	62%	39%	63%	59%
Math Lowest 25th Percentile				43%	59%	51%	39%	53%	47%
Science Achievement				23%	51%	53%	38%	56%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	37%	54%	-17%	58%	-21%
Cohort Comparison						
04	2021					
	2019	42%	62%	-20%	58%	-16%
Cohort Comparison		-37%				
05	2021					
	2019	32%	59%	-27%	56%	-24%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	49%	65%	-16%	62%	-13%
Cohort Comparison						
04	2021					
	2019	42%	67%	-25%	64%	-22%
Cohort Comparison		-49%				
05	2021					
	2019	49%	65%	-16%	60%	-11%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	20%	51%	-31%	53%	-33%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

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

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36	25	29
	Economically Disadvantaged	40	20	12
	Students With Disabilities	34	26	27
	English Language Learners	14	14	17
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		76	84
	Economically Disadvantaged		77	83
	Students With Disabilities		50	60
	English Language Learners		57	71

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		63	49
	Economically Disadvantaged		40	27
	Students With Disabilities		62	49
	English Language Learners		100	83
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19	15	7
	Economically Disadvantaged	20	15	8
	Students With Disabilities	17	0	0
	English Language Learners	0	0	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		67	69
	Economically Disadvantaged		66	66
	Students With Disabilities		50	40
	English Language Learners		67	67
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	46	44	26
	Economically Disadvantaged	48	42	25
	Students With Disabilities	0	25	0
	English Language Learners	60	20	40

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		33	25
	Economically Disadvantaged		33	25
	Students With Disabilities		18	8
	English Language Learners		20	20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11	14	9
	Economically Disadvantaged	11	14	9
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		41	51
	Economically Disadvantaged		42	51
	Students With Disabilities		17	17
	English Language Learners		0	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	64	55	32
	Economically Disadvantaged	63	55	32
	Students With Disabilities	40	33	17
	English Language Learners	50	60	40
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	63	48	58
	Economically Disadvantaged	63	18	13
	Students With Disabilities	50	0	33
	English Language Learners	50	40	40

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	9	38	36		8						
ELL	60	58		25	11		39				
BLK	26	27	18	19	11	13	14				
HSP	54	52		30	19		30				
FRL	35	36	24	25	15	10	22				
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	17	25	20	26	50	30	17				
ELL	49	58		63	55		15				
BLK	30	58	48	41	54	44	23				
HSP	51	58		61	51		24				
FRL	37	58	53	49	55	44	23				

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	12	44	36	16	29	27					
ELL	29	36	18	42	43		31				
BLK	23	49	70	38	39	38	28				
HSP	35	46	23	53	43	45	54				
FRL	27	47	53	42	39	39	38				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	220
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

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

Black/African American Students	
Federal Index - Black/African American Students	18
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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

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

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

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	27
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Our data shows:
In Science, we had 27% in FY19 to 20% in FY21
In ELA we had 42% FY19 to 37% in FY21
In Math we 37% in FY19 to 39% in FY21

Our SWDs demonstrated a 2.9% increase from FY19 to FY21 in ELA, however in Math they had a decline of 16.1% and in Science, we did not have any increases or declines.

Our trend shows that Science has always been our lowest-performing cell, however, we have never experienced such a significant decline. This may be attributed to the limited background of student knowledge prior to 5th grade and inconsistent instructional practices around the Science content. Science continues to be our lowest-performing area. Some of the contributing factors include a lack of time for standards-based planning, limited lab time, limited background knowledge of content, and instructional delivery
(Hybrid model), which has caused a more significant learning gap.

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

The data in science indicates a decline in performance. We showed an average of 5% decline over the last year. Contributing factors include: A lack of time for standards-based planning and utilizing the science resources, limited lab time, limited background knowledge of content, and instructional delivery (Hybrid model) has caused a more significant learning gap.
Our goal was not reached because of the limited background student knowledge prior to 5th grade and inconsistent instructional practices around the Science content.

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

The data in science indicates a decline in performance. We showed an average of 5% decline over the last year. Contributing factors include: A lack of time for standards-based planning and utilizing the science resources, limited time for labs, limited background knowledge of content, and instructional delivery (Hybrid model) has contributed to this need.
The following new actions will be implemented to address the need for improvement in science: A consistent routine for standards-based planning will need to be established across the content areas. This routine would include increased instructional support, increased standards-based planning time, science based professional development, an increased emphasis on science instruction across all grade levels, and a dedicated science lab schedule.

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

The data indicated the most improvement in 2019 was Reading, we had an increase of 10% in achievement and an increase of 11% in learning gains. When looking at progress monitoring from section 2C we see the overall students within some grades had a 3% to 1an 8% increase from the Winter to Spring testing windows. Students were tested in August and November, data chats were conducted with teachers, and adjustments were made to accommodations and small group pullouts. When looking at FSA 19 to FSA 21 out third graders had an increase of 15% in ELA achievement.

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

ELA instruction aligned with district-provided resources contributed to this improvement. Additionally, the IB Units complimented ELA instruction. Teachers collaborated and disaggregated data and the standards to better understand the content and ensure appropriate resources, materials, and best practices were being utilized.

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

The strategies needed to accelerate learning include emphasizing standards-based planning, continued deconstruction of ELA standards, and integration of SEL, AVID, and IB strategies and practices.

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

To support teachers and leaders on the school level, the following professional development opportunities will be offered: Effective components of learning walks, vertical team planning, and instructional coaching, as well as monitoring for learning.

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

Additional services that will be implemented to ensure the sustainability of improvement in the next year and beyond include The use of SAI teachers, the learning team facilitator, and resource teachers and staff for push-in and pull-out support. We will continue to incorporate professional learning communities, collaboration & mentor/peer support for teachers to ensure continuity of best practices and strategic lesson planning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on FSA data, we saw a decline in the reading proficiency or over 10%, we have utilized a Master Teacher to build the capacity of ELA instruction for the ELA teachers. With the support of a Master Teacher, we will be providing support to improve the reading proficiency through strengthening instructional practices. Our data shows: In ELA we had 42% FY19 to 37% in FY21 Our SWDs demonstrated a 2.9% increase from FY19 to FY21 in ELA. When looking at FSA 19 to FSA 21 out third graders had an increase of 15% in ELA achievement. Our FY 20 vs FY21 data also shows the third grade having an increase of 3% in level 3 and higher. Our SWDs showed a 4.9% increase from Diag 20 to Diag 21.
Measurable Outcome:	Our measurable goal for FY 21 will be in improving our overall reading proficiency from 27% to 37%. SWDs & ELLs' goal is a 5% increase in achievement in ELA.
Monitoring:	Students and Teachers will be monitored through data analysis of the FSQ's and USA's, and iReady. Teachers will conduct ongoing data chats with Administration as well as with their students.
Person responsible for monitoring outcome:	Eureka Baity (eureka.baity@palmbeachschools.sorg)
Evidence-based Strategy:	Professional Learning Communities, Professional Development, Coaching Cycle and personalized instruction through adaptive technology.
Rationale for Evidence-based Strategy:	The coaching cycle is a continuous series of steps an instructional coach follows when working with teachers to improve their proficiency in the classroom. Our Master Teacher will utilize the information obtained in the Professional Learning Communities (PLCs) & Professional Development (PDs) provide educators the opportunities to collaboratively dis-aggregate data, plan standards-based instruction utilizing research-based practices to implement effective classroom instruction to support all learners. Adaptive technology iReady, and walkthroughs to assist with improving instructional practices and reading proficiency. Technology allows for personalized instruction to support student growth as remediation and enrichment.

Action Steps to Implement

Professional Development/Professional Development
1. Rotational schedule will be developed to ensure all grade level teachers & resource teachers have opportunities to join PLCs.
2. Analysis of teacher needs through observation will determine the focus of PDs
3. Student data will be analyzed to determine student strengths and needs for improvement.
4. Teachers will collaborate to develop strategic lesson plans to ensure support of all students, specifically to support our ESSA-identified subgroup SWDs during whole group & small group instruction using research-based strategies & appropriate resources.
5. Build instructional capacity of the teachers by offering tiered/differentiated support of teachers.
6. Master Teacher will collaborate & support teachers and provide ongoing support, observations & feedback to ensure teacher development.

Person Responsible	Eureka Baity (eureka.baity@palmbeachschools.sorg)

Adaptive technology (i-Ready)
A. Establish procedures and expectations for the use of technology during small group instruction.
B. Train teachers and students on effective usage of all programs.
C. Monitoring will occur through weekly reports and celebrations.
D. Data conversations with teachers & students to monitor progress.

Person Responsible	Betty Petithomme (betty.petithomme@palmbeachschools.org)

Coaching Cycle
Instructional coaching
a) Use student-centered coaching with data-based planning, pre-conferences, observations, co-teaching, post-conference with data.
b) Build instructional capacity of the teachers by offering tiered/differentiated support of teachers.
c) Set up model classrooms to highlight instructional best practices and learning environments

Person Responsible	Eureka Baity (eureka.baity@palmbeachschools.sorg)

Additional Schoolwide Improvement Priorities

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

The Safe School data indicated that we are ranked #486 our of 1395 elementary schools for violent. We will use our School Wide Positive behavior, Mental Health Professional and Universal Discipline Guidelines to communicate and address the discipline behaviors of the school.

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 Statue 1003.42 our school highlights multicultural diversity within the curriculum and the the arts. Our students participate in activities and studies including, but not limited to, art expose 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.

The School wide Positive behavior teams is designed to address the behavioral and rewards for students. Students are awarded with Starbucks for behavior and achievements, certificates and other motivational incentives will be awarded. We will have student assemblies to communicate the expectations for students and parent trainings for our Parents through the Parent Learning Academy.

We will also address our behavioral needs through the School Base Team that partners with available resources and the parent to discuss. address and monitor the behavioral concerns.

Part IV: Positive Culture & Environment

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

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

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

The School wide Positive behavior team is designed to address the behavioral and rewards for students. Students are awarded with Starbucks for behavior and achievements, certificates and other motivational incentives will be awarded. Pahokee Elementary School recognized for IB attitudes and learner profiles in which they also receive certificates, they are posted on the IB knowledge tree and also receive other motivational items tor recognition.

Our Emotional Behavior Support Professional also provide Welcoming rituals through our morning messages and optimistic closures to support the emotional health of all students.

We also implemented a positive reward system in which student receive weekly rewards and incentive to encourage positive behaviors through out the school.

Our parent family and engagement plan and our school compact are revised each year during our SAC meeting at the end of each year and our Title 1 meeting at the beginning of the year. During these meetings, parents and community stake holders are given the opportunity to give their input as to what they would like to see implemented at the school for the upcoming school year, as it relates to staff/ parent trainings, meetings and communication.

Parents receive information monthly regarding all of our school activities and meetings through Parentlink, Marquee, Flyers and Social Media.

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

Mr. Vieira is the SWPB chair and is responsible for assuring that systems are in place to address behavioral problems as well as rewards. He is in charge if the School wide Positive behavior team that has been designed to address the behavioral and rewards for students. Pahokee Elementary School recognized for IB attitudes and learner profiles in which they also receive certificates, they are posted on the IB knowledge tree and also receive other motivational items tor recognition. We also implemented a positive reward system in which student receive weekly rewards and incentive to encourage positive behaviors through out the school.

Our Emotional Behavior Support Professional also provide welcoming rituals through our morning messages and optimistic closures to support the emotional health of all students.

Stakeholders are given the opportunity to give their input as to what they would like to see implemented at the school for the upcoming school year, as it relates to staff/ parent trainings, meetings and communication.

Our Parent Liaison Parents and community members receive information monthly regarding all of our school activities and meetings through Parentlink, Marquee, Flyers and Social Media.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	$22,500.00