Pahokee Elementary School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: D (40%) 2018-19: C (45%) 2017-18: C (41%)
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	CSI
* 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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Pahokee Elementary School

560 E MAIN PL, Pahokee, FL 33476

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 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	98%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

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.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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.

Name	Position Title	Job Duties and Responsibilities
		5. Assists with staff development activities, and the planning and 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
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.
Baity, Eureka	Administrative Support	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

Name	Position Title	Job Duties and Responsibilities
		accordance with established procedures. • Instruct and monitor students in the use of learning materials and equipment. • Use relevant technology to support and differentiate instruction. • 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 student assessments. • Participate in department, school, district and parent meetings. • Communicate necessary information regularly to teachers 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	Teacher, K-12	To plan, organize and implement an appropriate instructional program in an elementary Math 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 Math 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.

Name	Position Title	Job Duties and Responsibilities
		• 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.
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. 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.
Moreland, Cassandra	Magnet Coordinator	? Provide effective leadership and communication in area(s) of assignment. ? Actively participate in the process of planning, coordinating, and evaluating activities related to the magnet schools. ? Coordinate, plan and conduct programs that build capacity for instructional

Name	Position Title	Job Duties and Responsibilities
		effectiveness. ? Create effective communication between schools to gather, access, and disseminate pertinent information, including research-based development. ? Provide assistance regarding development and implementation of effective educational programs. ? Advise and assist proposed schools in the acquisition and utilization of instructional materials. ? Performs other duties as assigned.
Petithomme, Betty	Instructional Media	1. Informs students and staff of available technology/media and assist with its integration in the classroom. 2. Assembles collections of media that support the curriculum. 3. Is aware of cultural diversity/gender fair criteria in the selection and recommendation of materials. 4. Promotes ethical and efficient information seeking behaviors a. Models a variety of effective research techniques for a variety of formats for diverse purposes. b. Models and practices legal and ethical practices. 5. Supports intellectual freedom B. Teaching and learning 1. Is familiar with curriculum content and instructional practices within the building [while teaching release-time classes (elementary only)]. 2. Collaborates with and coaches teachers to provide instructional strategies and resources in teaching information and technology literacy skills. 3. Promotes the development of good reading habits. 4. Participates voluntarily in relevant growth activities. 5. Is knowledgeable about current trends in education. 6. Attends appropriate staff and department meetings
Eure, Karen	Teacher, K-12	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.

Name	Position Title	Job Duties and Responsibilities
		• 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.
Austin, Jermaine	Behavior Specialist	Assist students individually and in group sessions, to assist in overcoming problems, adjusting to life, and making positive changes. Maintains confidentiality of records relating to student sessions. Guides students in the development of skills and strategies to deal with their everyday problems.
Thomas, Idell	Administrative Support	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. • 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 student assessments.

Name	Position Title	Job Duties and Responsibilities
		• Participate in department, school, district and parent meetings. • Communicate necessary information regularly to teachers 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.

Demographic Information

Principal start date

Wednesday 8/4/2010, Karen Abrams

Number of teachers with a 2022 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 2022 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.*

6

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

338

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

0

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	59	40	49	55	55	57	0	0	0	0	0	0	0	315
Attendance below 90 percent	17	23	15	23	26	26	0	0	0	0	0	0	0	130
One or more suspensions	1	0	4	1	8	11	0	0	0	0	0	0	0	25
Course failure in ELA	9	17	28	31	19	26	0	0	0	0	0	0	0	130
Course failure in Math	8	9	22	23	11	35	0	0	0	0	0	0	0	108
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	31	21	29	0	0	0	0	0	0	0	81
Level 1 on 2022 statewide FSA Math assessment	0	0	0	26	23	33	0	0	0	0	0	0	0	82
Number of students with a substantial reading deficiency	0	0	0	45	35	43	0	0	0	0	0	0	0	123

Using the table above, complete the table below with the number of students by current grade level who have 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	12	24	35	29	40	0	0	0	0	0	0	0	147

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	2	0	9	0	0	0	0	0	0	0	0	0	13
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 8/24/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	33%	59%	56%				37%	58%	57%
ELA Learning Gains	43%						58%	63%	58%
ELA Lowest 25th Percentile	32%						53%	56%	53%
Math Achievement	43%	53%	50%				48%	68%	63%
Math Learning Gains	65%						54%	68%	62%
Math Lowest 25th Percentile	48%						43%	59%	51%
Science Achievement	19%	59%	59%				23%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	37%	54%	-17%	58%	-21%
Cohort Comparison		0%				
04	2022					
	2019	42%	62%	-20%	58%	-16%
Cohort Comparison		-37%				
05	2022					
	2019	32%	59%	-27%	56%	-24%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	49%	65%	-16%	62%	-13%
Cohort Comparison		0%				
04	2022					
	2019	42%	67%	-25%	64%	-22%
Cohort Comparison		-49%				
05	2022					
	2019	49%	65%	-16%	60%	-11%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	20%	51%	-31%	53%	-33%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	9	8		18	50						
ELL	52	55		55	82		18				
BLK	25	36	30	35	55	33	18				
HSP	47	56		59	84		20				
FRL	33	44	33	42	65	48	19				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	89
Total Points Earned for the Federal Index	372

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	59
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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
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 Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
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	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Based on the FY21-22 FSA data, we experienced an overall decline in Science proficiency (22% in FY21 to 19% in FY22) and ELA proficiency (36% FY21 to 33% in FY22) proficiency. Additionally, in our SWD population the data showed the following trends: ELA Learning gains were at a minimum and decreased by 31% from the previous year (3rd grade decrease of 20%, 4th grade increase by 19%, 5th grade decreased by 12%).

Our data shows:
In Science, we had 22% in FY21 to 19% in FY22
In ELA we had 36% FY21 to 33% in FY22
In Math we had 39% in FY21 to 43% in FY22

In our SWD population the data showed the following trends:
ELA Learning gain decreased by 31% (3rd grade decrease of 20%, 4th grade increase by 19%, 5th grade decreased by 12%).
ELA proficiency decreased by 1%

Our trend shows that Science has always been our lowest-performing cell. This may be attributed to the limited background of student knowledge prior to 5th grade and inconsistent instructional practices around the Science content.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring and the 2022 state assessment data, Science shows the greatest need for improvement. Our data trend shows that Science has always been our lowest-performing cell. This may be attributed to the limited background of student knowledge prior to 5th grade and inconsistent instructional practices around the Science content. Current data suggests that Science continues to be our lowest-performing area.

The data in science indicates a decline in performance. We showed an average of 5% decline over the last year.

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

Based on the data, there are several contributing factors in the overall decline of our most recent Science school data. These factors include: A lack of standards-based planning, instructional practices are not aligned to the depth of the standards, limited lab time, and limited background knowledge of content which has caused a more significant learning gap.

As a result of the aforementioned contributing factors, the following new actions need to be implemented to address our need for improvement: 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 2022 state assessments, showed the most improvement?

The data indicated the most improvement in 2019 was Math, 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 an 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?

Push in support was provided for all grade levels in math. All students in the lowest 25% were provided with an addition 30 minutes of math through small group instruction. During that small group instruction in all grade levels 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.

As an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary Prekindergarten (VPK) and a Migrant Education Program for students ages 3 to 5. These programs are supported by the Department of Early Childhood Education and the Migrant Education Department. Both programs follow all Florida statutes, rules, and contractual mandates, including using a developmentally appropriate curriculum that enhances children's age-appropriate progress in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten, ready to learn and be successful in school and later life.

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

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	In alignment with the School District of Palm Beach County Strategic Plan, 1a: Ensure consistent and effective literacy instruction in every PreK-3rd grade classroom. Although teachers are comfortable with identifying content standards, some still struggle with planning the HOW of standards-aligned instruction. As a result of not planning for the HOW of standards-based instruction, teachers are not teaching to the full depth of the standards. Consequently, teachers are not prepared to teach standards in their entirety.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our measurable outcome for the FY23 school year is to increase all content areas (ELA, Math & Science) to a minimum of 45% proficiency and/or an increase of 5% or more in proficiency.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The instructional practice related to the standards-aligned instruction area of focus will be monitored for the desired outcome in the following ways: 1. Administration will attend, participate in, and monitor planning for core academic instruction in ELA, Math, and Science. 2. Administration will monitor for implementation/ delivery of standards-based instruction through teacher observations, classroom walkthroughs (learning walks), and lesson plan reviews. 3. In PLC's, teachers and administration will disaggregate student assessment data to identify patterns of strengths, as well as opportunities for improvement. The disaggregated data will then be used to plan standards-based instruction to include plans for enrichment, on level, remediation, and small group instruction to meet the needs of students .
Person responsible for monitoring outcome:	Syrenthia Boldin (syrenthia.boldin@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence-based strategy implemented for the Area of Focus is the use of the Coaching Cycle to include goal setting, planning. observation, and reflection.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The Coaching Cycle is the specific strategy selected because we have identified a need for tiered support for teacher learning and growth to better meet then needs of our students . The resources/criteria used for selecting this strategy include: - Classroom observations -Disaggregation of data -Collaborative planning/ PLCs

Action Steps to Implement

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

Our action steps include:
- Identifying needs based on classroom observations
- Assigning coaches based on teacher needs within their core subjects.
-Creating a menu of instructional strategies to be shared at PLCs/ collaborative planning base on most 0current student data
-Collaborative planning to support teachers in addition to coaching supports.

Person Responsible   Syrenthia Boldin (syrenthia.boldin@palmbeachschools.org)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	In alignment with the School District of Palm Beach County Strategic Plan, 1a: Ensure consistent and effective literacy instruction in every PreK-3rd grade classroom. "FY 22 NGSS Science data indicated that only 18% of our students were proficient. Likewise, our "FY 22 ELA data indicated that 21% of our students were proficient. As a result of this strong correlation, we see the need to focus on literacy instruction to ensure our students are able to access the Science concepts with greater understanding.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	As a result of current data (18% proficiency), our goal is to increase 5th grade science proficiency to 45% (which is equal to 26 students) and/or a 5% increase.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	By continuing to build capacity of our leadership team and developing our teachers through the coaching cycle, professional development, collaborative planning, instructional walks, unpacking the standards to ensure that teachers have strong fidelity around what is expected during classroom instruction, we will improve our federal index increase to 45% or higher on the end of the year summative assessment.
Person responsible for monitoring outcome:	Karen Abrams (karen.abrams@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Explicit instruction that involves teaching specific skills or concepts in a highly structured manner. Our teachers will use explicit instruction to teach new skills or teach students to apply knowledge to real-world situations. We will also use Strategy instruction. Strategy instruction or strategy groups involves teaching students clear strategies that help them process and respond to an assignment or task.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The use of Explicit Instruction and Strategy group instruction used along with our different subgrouping strategies has been shown to be effective in teaching both struggling learners and students with disabilities. This along with prescriptive professional development for our teachers should help to improve our instructional practice.

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

Plan along with teachers to prepare lesson plans and instructional materials that facilitate active learning. In professional learning /collaborative planning, teachers will plan along with our Single School Culture Coordinator and other instructional leaders and utilize the formative assessment data to help plan instruction.

Teachers will then design lessons, that takes into consideration how to effectively teach content or skills to a classroom of students with different abilities and learning preferences.
The teacher will plan to:
*Clearly identify the expectations for learning
*Highlight important details of the concept or skill
*Gives precise instructions
*Models concepts or procedures
*Connects new learning to previously learned content.
Model use of the daily student monitoring tool to use as a guide to assist students mastery prior to the unit assessment.

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Our area of focus will be Instructional Practices specifically aligned to standards aligned instruction.

In alignment with the School District of Palm Beach County Strategic Plan, 1a: Ensure consistent and effective literacy instruction in every PreK-3rd grade classroom.

Based on the iReady data, and the prior data trends of our school, our student are struggling with Phonics and Phonological awareness. FY 22 end-of-year data indicated that the percentage of students not on track to score a level 3 or above are: Kinder (15%), Grade 1 (71%), Grade 2 (66%).

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

Our area of focus will be Instructional Practices specifically aligned to standards aligned instruction.

In alignment with the School District of Palm Beach County Strategic Plan, 1a: Ensure consistent and effective literacy instruction in every PreK-3rd grade classroom.

Based on the FY21-22 FSA data ELA overall proficiency was 36%. FY 22 end-of-year data indicated that the percentage of students not on track to score a level 3 or above are: Grade 3 (67%), Grade 4 (59%), Grade 5 (80%).

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Our measurable outcome for the FY23 school year is to increase ELA scores to a minimum of 45% proficiency and/or an increase of 5% or more in proficiency as measured by Winter and Spring Progress Monitoring.

Grades 3-5: Measureable Outcome(s)

Our measurable outcome for the FY23 school year is to increase ELA scores to a minimum of 45% proficiency and/or an increase of 5% or more in proficiency as measured by Winter and Spring Progress Monitoring.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

We will monitor our teachers through the coaching cycle, professional development, collaborative planning, instructional walks, unpacking the standards to ensure that teachers have strong fidelity around what is expected during classroom instruction.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Abrams, Karen, karen.abrams@palmbeachschools.org

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

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Explicit instruction that evolves teaching a specific skills or concepts in a highly structured manner. Our teachers will use explicit instruction to teach new skills or teach students to generalize knowledge to novel settings. I

We will also use Strategy instruction. Strategy instruction or strategy groups involves teaching students clear strategies that help them process and respond to an assignment or task. Because of our various level of achievement and the achievement gaps that our students are facing we will us this strategy to help students master a learning strategy and decrease learning gaps.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

The use of Explicit Instruction and Strategy group instruction, used along with our different subgrouping, strategies has been shown to be effective in teaching both struggling learners and students with disabilities. This along with prescriptive professional development for our teachers should help to improve our instructional practice.

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

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Coaching - provide coaching and other professional development support that enables teachers to reflect on how to improve student learning and implement various instructional programs and practice through PLCs and collaborative planning.	Baity, Eureka, eureka.baity@palmbeachschools.sorg
Professional Learning We will participate in ongoing Professional Learning to continuing to build capacity of our leadership team and develop our teachers through professional development and collaborative planning. Through these professional learning opportunities we will: *Clearly identify the expectations for learning *Highlight important details of the concept or skill *Gives precise instructions *Models concepts or procedures *Connects new learning to previously learned content.	Boldin, Syrenthia, syrenthia.boldin@palmbeachschools.org
Literacy Leadership - Meet regularly with the Literacy Leadership Team to monitor the areas of focus to determine literacy needs, monitor progress and identify next steps	Abrams, Karen, karen.abrams@palmbeachschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

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 statue 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.

The School wide Positive behavior team is designed to address the behavioral and rewards for students. Students are awarded with Starbucks for behavior and Academic achievements as well as certificates and other motivational incentives. Pahokee Elementary School students are also recognized for IB attitudes and learner profiles in which they also receive certificates and their names are posted on the IB knowledge tree. Our students receive other motivational items for various recognitions.

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

We also implemented a positive reward system in which student receive weekly rewards and incentive to encourage positive behaviors through out the school. Also included in our positive environment is the game changer ball that is given at each monthly faculty meeting. The first ball is given to two employees (1 instructional and 1 non instructional) by administration and each month the selected employee will recognize a peer staff member to receive the ball. The staff member will write on the ball a message to display why they were chosen.

Our parent family and engagement plan and our school compact are revised each year during our SAC meeting at the end of each year. During these meetings, parents and community stake holders are given the opportunity to view the previous plan and give their input as to what they would like to see changed or 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 school culture and environment.

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 Mr. Jermaine Austin also provide welcoming rituals through our morning messages and optimistic closures to support the emotional health of all students.

Stakeholders are given the opportunity through our monthly School Advisory Council meetings 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, (Tarchur Tomlin) Parents and community members receive information monthly regarding all of our school activities and meetings through Parentlink, Marquee, Flyers, newsletters, Class Dojo and Social Media.