Washington Elementary Magnet School

2022-23 Schoolwide Improvement Plan

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Washington Elementary Magnet School

1709 W 30TH ST, Riviera Beach, FL 33404

https://wshe.palmbeachschools.org

Demographics

Principal: Vernicka Rolle

Start Date for this Principal: 7/1/2021

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* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (50%) 2018-19: D (40%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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)	**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	97%

School Grades History

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

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.

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Washington Elementary Magnet School in Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

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
Murray, Vernicka	Principal	The principal is the instructional leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction. The principal focuses on learning and continuous improvements which are aligned to the school as well as the district's mission and vision.
Rainey-Reese, Ranada	Assistant Principal	The Assistant Principal supports the Principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduces those changes in-school programs that will result in the achievement of school performance objectives and other District goals.
Collins, Crisna	Other	Math Curriculum Support. Build teacher capacity in math instruction through the coaching cycle and professional development in addition to working with students to close the achievement gap in math. Also collaborates with general education, support teachers, and intervention teachers to implement effective interventions for Tier II and Tier 3 students. Student data will be collected and analyzed to see if students are responding to the intervention.
Admore, Jeneka	School Counselor	The Guidance Counselor promotes a positive school climate and provides leadership in the school through implementation of a data driven, comprehensive school counseling program aligned with the District and school's mission to promote academic, social/emotional, and college/career development, while ensuring equity and access for all students.
Thelemaque, Ononde	Behavior Specialist	Behavioral Health Specialist is primarily responsible for: Interaction with/supervision of children in small group and individual sessions including crisis intervention, interdisciplinary teamwork, and community liaison. Responsibilities include therapeutic interactions on an individual and group basis. Develop and implement a comprehensive school counseling program with dedicated time to developing growth mindsets in children. Assists with staff and faculty to ensure a positive culture and environment.
Kelson, Leroy	Other	Science Curriculum Support. Builds teacher capacity in science instruction through the coaching cycle and professional development in addition to working with students to close the achievement gap in science.

Demographic Information

Principal start date
Thursday 7/1/2021, Vernicka Rolle

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.*

3

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

30

Total number of students enrolled at the school

250

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

2

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

7

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	47	35	41	34	38	35	0	0	0	0	0	0	0	230
Attendance below 90 percent	0	19	19	10	12	8	0	0	0	0	0	0	0	68
One or more suspensions	0	1	5	4	6	6	0	0	0	0	0	0	0	22
Course failure in ELA	0	11	13	6	18	16	0	0	0	0	0	0	0	64
Course failure in Math	0	5	3	8	12	7	0	0	0	0	0	0	0	35
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	20	14	0	0	0	0	0	0	0	35
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	17	12	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	0	1	3	24	18	23	0	0	0	0	0	0	0	69

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	0	12	14	11	23	15	0	0	0	0	0	0	0	75

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	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	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 10/7/2022

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	31	32	26	27	30	47	0	0	0	0	0	0	0	193
Attendance below 90 percent	0	19	13	12	18	15	0	0	0	0	0	0	0	77
One or more suspensions	0	1	0	1	3	2	0	0	0	0	0	0	0	7
Course failure in ELA	0	16	16	14	24	37	0	0	0	0	0	0	0	107
Course failure in Math	0	6	13	12	23	34	0	0	0	0	0	0	0	88
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	13	15	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide FSA Math assessment	0	0	0	13	14	17	0	0	0	0	0	0	0	44
Number of students with a substantial reading deficiency	0	3	4	0	18	12	0	0	0	0	0	0	0	37
ELA Winter Diagnostic Level 1 & 2	0	0	0	28	27	23	0	0	0	0	0	0	0	78
Math Winter Diagnostic Level 1 & 2	0	0	0	21	25	22	0	0	0	0	0	0	0	68

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	0	0	0	0	0	0	0	0	

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	

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	31	32	26	27	30	47	0	0	0	0	0	0	0	193
Attendance below 90 percent	0	19	13	12	18	15	0	0	0	0	0	0	0	77
One or more suspensions	0	1	0	1	3	2	0	0	0	0	0	0	0	7
Course failure in ELA	0	16	16	14	24	37	0	0	0	0	0	0	0	107
Course failure in Math	0	6	13	12	23	34	0	0	0	0	0	0	0	88
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	13	15	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide FSA Math assessment	0	0	0	13	14	17	0	0	0	0	0	0	0	44
Number of students with a substantial reading deficiency	0	3	4	0	18	12	0	0	0	0	0	0	0	37
ELA Winter Diagnostic Level 1 & 2	0	0	0	28	27	23	0	0	0	0	0	0	0	78
Math Winter Diagnostic Level 1 & 2	0	0	0	21	25	22	0	0	0	0	0	0	0	68

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	0	0	0	0	0	0	0	0	

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	

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%				36%	58%	57%
ELA Learning Gains	61%						38%	63%	58%
ELA Lowest 25th Percentile	47%						28%	56%	53%
Math Achievement	47%	53%	50%				49%	68%	63%
Math Learning Gains	73%						56%	68%	62%
Math Lowest 25th Percentile	73%						46%	59%	51%
Science Achievement	16%	59%	59%				30%	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	29%	54%	-25%	58%	-29%
Cohort Comparison		0%				
04	2022					
	2019	38%	62%	-24%	58%	-20%
Cohort Comparison		-29%				
05	2022					
	2019	37%	59%	-22%	56%	-19%
Cohort Comparison		-38%				

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	57%	65%	-8%	62%	-5%
Cohort Comparison		0%				
04	2022					
	2019	48%	67%	-19%	64%	-16%
Cohort Comparison		-57%				
05	2022					
	2019	39%	65%	-26%	60%	-21%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	29%	51%	-22%	53%	-24%

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	8			23							
BLK	33	62	47	47	73	73	15				
FRL	33	61	43	49	72	71	17				

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	10			20							
BLK	35	52		41	38		20				
FRL	35	48		38	37		15				

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	19		25	44						
BLK	36	37	27	49	54	42	26				
FRL	35	36	28	48	56	46	28				

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)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	350
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	16
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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
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	49
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?

FY 22 Data shows
Levels 3+
ELA
3 = 20%
4 = 48%
5 = 37%
SWD - 7%

Math
3rd: 31%
4th: 57%
5th:46%
SWD - 21%

Science
5th Grade - 14%

FY21 FSA results:
ELA
3rd: 27%
4th: 38%
5th: 36%
SWD - 9%

Math
3rd: 53%
4th: 43%
5th: 29%
SWD - 18%

Science
5th Grade - 24%

FY19 FSA results:
ELA
3rd: 29%
4th: 39%
5th: 37%
SWD - 17%

Math
3rd: 57%
4th: 48%
5th: 40%
SWD - 29%

Science
5th Grade - 29%

The trends we are finding is that the students are not progressing towards mastery of the grade level standards at the rate necessary to meet the challenges of state assessments.

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

When looking at our data above, we have noticed that our greatest need for improvement is with our 3rd grade students in FY 22 which are our current 4th graders. We also see a great need for our ESSA identified subgroup, the SWDs, this is a total of 25 students throughout the school.
FY22 ELA
3 = 20%
SWD: 7%

FY21
ELA
3rd: 27%
SWD: 9%

FY19
3rd: 29%
SWD: 17%

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

During FY22. we had many issues with attendance of both teachers and students due to the contact tracing mandates that were in effect. We had many new teachers, therefore their inexperience with the content and standards affected instruction.
During FY21, the Virtual learning format for instruction had been a challenge for the teachers to ensure the same fidelity of instruction. We have hybrid instruction now that students are returning to the building. This form of instruction is an adjustment for teachers as they have to ensure that no one group is left out during instruction.

To support learning for all students we implemented:

1. Small Group Differentiated Instruction: The school utilized Out-of-System Tutors and instructional materials targeted to provide strategic, differentiated instructional supports for high-needs learners.

2. Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD.

3. Extended Day/Year Tutorials: Teachers will facilitate tutorials for high-needs students beyond the regular school day/year to provide additional targeted and strategic instruction.

4. Instructional Coaching: Instructional Coaches through PLCs where teachers were supported through the Continuous Improvement Model.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our greatest area of improvement was identified in math. In FY19, 5th grade math proficiency was 40%. In FY21, it dipped to 29%. In FY22, 5th grade math proficiency soared to 46% achievement. There is also an upward trajectory in 4th grade math as well, with proficiency ranging from: FY19-39%. FY21-43% and FY22-57%.

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

Our success can be due to the thorough standards analysis across all grades and content areas in our PLCs; adjusted new instruction & reteaching focusing on accelerating student achievement & mastery.

1. Small Group Differentiated Instruction: The school utilized Out-of-System Tutors and instructional materials targeted to provide strategic, differentiated instructional supports for high-needs learners. Currently, teachers are still grouping their students based on their ability level. The teachers support the students both live and virtually using break-out rooms.

2. Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups to ensure students are reinforced in the standards missed in FY20 and FY21.

3. Extended Day/Year Tutorials: Teachers will facilitate tutorials for high-needs students beyond the regular school day/year to provide additional targeted and strategic instruction.

4. Instructional Coaching: Instructional Coaches will model, coach teachers, to improve instruction.

5. Instructional shifts were implemented to ensure the academic focus was a priority. A content expert leads instruction and small group student-focused groups.

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

Accelerated learning has been a focus at WES, we implemented the Student Academic Support Plan (SASP), state money was allocated to support students. All our students were invited to participate. Teachers focused on standards-based content learning, specifically Reading and Math. We will have teachers instruct using grade level materials and resources ensuring to accommodate with strategies

and best practices.

For fourth grade, we have implemented a summer virtual academy where students will receive instruction to close achievement gaps to accelerate their learning in preparation for the Fifth grade. Teacher re-allocation (certified gifted) to ensure a strong match of teacher and students, to support accelerated and gifted classrooms.

A cohort of advanced students within each K-2 classroom will be identified to receive AMP curriculum instruction.
Developing a Student Government in third through fifth grade. Students will participate in key meetings/ events to support. They will be mentor students to younger students. They will be ambassadors for visitors and events.

We are conducting a thorough standards analysis of the standards that were not mastered across all grades and content areas in our PLCs, and we will adjust new instruction and reteach to ensure instruction is fully aligned and focused on accelerating student achievement to standards mastery.

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.

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD.

During preschool and through FY22 the teachers will receive PD to focus on Marzano's taxonomy of instruction. Teachers will receive PD on the mental process students experience when learning. They will be instructed on the understanding of the various levels of learning and the application of learning. Teachers will focus on various high-yield strategies to support student learning specifically with:
-Identifying similarities and differences.
-Summarizing and note-taking.
-Reinforcing effort and providing recognition.
-Homework and practice.
-Nonlinguistic representations.
-Cooperative learning.
-Setting objectives and providing feedback.
-SEL
-Small group differentiation

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

Sustaining the mindset of improvement throughout the campus is a priority for today and the future.

1. Utilizing Small Group Differentiated Instruction with Academic Tutors and strategically selected research-based instructional materials ensures that the differentiated needs of students are met with targeted instruction and interventions. Tutors will be placed based on the academic needs based on classroom demographics and ESSA subgroups.

2. Learning Team Facilitator: Developing teachers' instructional expertise to facilitate highly effective instruction through deep, focused professional development, collaborative planning, and data analysis will help accelerate student learning to grade-level proficiency. Coaching support ensures that instruction

is strategic, data-driven, and highly effective in meeting students' differentiated needs, prioritizing the identified ESSA subgroups.

3. Extended Day/Year Tutorials keep students and families engaged in learning and helps prevent academic backslide with targeted instruction based on data-driven academic needs, especially for the identified ESSA subgroups.

4. Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups.

5. As an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and supported by the Department of Early Childhood and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards.

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.**	FY 22 Data shows Levels 3+ ELA 3 = 20% 4 = 48% 5 = 37% SWD - 7% Math 3rd: 31% 4th: 57% 5th:46% SWD - 21% Science 5th Grade - 14% FY21 FSA results: ELA 3rd: 27% 4th: 38% 5th: 36% SWD - 9% Math 3rd: 53% 4th: 43% 5th: 29% SWD - 18% Science 5th Grade - 24% FY19 FSA results: ELA 3rd: 29% 4th: 39% 5th: 37% SWD - 17% Math 3rd: 57% 4th: 48% 5th: 40% SWD - 29% Science 5th Grade - 29% The trends we are finding is that the students are not progressing towards mastery of the grade level standards at the rate necessary to meet the challenges of state

<table>
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<td></td>
<td>assessments.

Washington Elementary's goal is to improve student achievement to ensure progress towards meeting the expectations of the District's Strategic Plan for our tested 3rd, 4th and 5th Grade Students in the areas of ELA, Mathematics, and Science for 5th grade.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will
increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.</td>
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<tr>
<td>Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</td>
<td>Student Learning Outcomes
By February 2023 Math Achievement +3%, Math Learning Gains +3% Low 25s +3%, including our ESSA identified subgroups SWDs.
By May 2023 Math Achievement +5%, Math Learning Gains +5% Low 25s +5%, including our ESSA identified subgroups SWDs.

By February 2023 Science Achievement +3%, Low 25s +3%, including our ESSA identified subgroups SWDs.
By May 2023 Science Achievement +5%, Low 25s +5%, including our ESSA identified subgroups SWDs.

Teacher Practice:
By February 2023, 50% of the teachers are displaying and utilizing word walls to support student learning
By May 2023, 85% of the teachers are displaying and utilizing word walls to support student learning

Coaching:
By February 2023, 35% of the teachers will be out of a Tier 1 support status
By May 2023, 55% of the teachers will be out of a Tier 1 support status</td>
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<td>Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.</td>
<td>Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.
School-Based Leadership (SBLT) will monitor and assess ongoing support for standards-based instruction to ensure that students have ample opportunities for hands-on practice and to gain knowledge. Monitoring will be through data analysis of F.A.S.T., i-Ready, Math SuccessMaker, and FSQs/USAs. SBLT will conduct classroom observations, and review lesson plans. SBLT will monitor the Coaching Continuum cycle through the review of the coaching agendas, coaching schedule, and the impact on students' data.</td>
</tr>
<tr>
<td>Person responsible for</td>
<td>Vernicka Murray (vernicka.rolle@palmbeachschools.org)</td>
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monitoring outcome:	
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Small Group Differentiated Instruction: The school will utilize 4 Out-of-System Tutors and instructional materials targeted to provide strategic, differentiated instructional supports for high-needs learners (UniSIG). 2. Professional Development/Professional Learning Communities: Teachers will engage in strategic, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices for accelerating student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. Instructional leaders - Coaches, Single School Culture Coordinator and others - will provide support to build instructional capacity. 3. Extended Day/Year Tutorials: Teachers will facilitate tutorials for high-needs students beyond the regular school day/year to provide additional targeted and strategic instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	1. Utilizing Small Group Differentiated Instruction with Out-of-System Tutors and strategically selected instructional materials ensures that the differentiated needs of students are met with targeted instruction and interventions. Out-of-System Tutors will be placed based on the academic needs based on classroom demographics and ESSA subgroups. 2. Developing teachers' instructional expertise to facilitate highly effective instruction through deep, focused professional development, collaborative planning, and data analysis will help accelerate student learning to grade-level proficiency. Coaching support ensures that instruction is strategic, data-driven, and highly effective in meeting students' differentiated needs, prioritizing the identified ESSA subgroups. 3. Extended Day/Year Tutorials keep students and families engaged in learning and helps prevent academic backslide with targeted instruction based on data-driven academic needs, especially for the identified ESSA subgroups.

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.

1. Small Group Differentiated Instruction
a. The school will employ Out-of-System Tutors for "double-down" support in grades 3-5 to ensure small group differentiated instruction.
b. Tutors will participate in professional development with teachers when possible on Item Specifications, unpacking standards, aligning complexity, and DOK (Depth of Knowledge) question stems to reduce teacher-talk and increase standards accountability.
c. Tutors will support students using Ready Florida and Phonics for Reading to address foundation level gaps and support standards-mastery through differentiated small group instruction to support ESSA subgroups
(SWDs).
d. SSCC will implement the Coaching Continuum based on tutors/teachers' instructional needs.
f. Incorporate classroom libraries with resources that empower students to strive for higher achievement.
g. Monitoring will occur through daily classroom walks, data analysis and data chats.

Person Responsible	Ranada Rainey-Reese (ranada.rainey-reese@palmbeachschools.org)

2. Professional Development/Professional Learning Communities:
a. The SSCC and Coaches will conduct professional development for all teachers based on instructional needs as reflected by data.
b. Leadership team will create schedules conducive to providing support to teachers and academic tutors.
c. Agendas for PLCs will be data-driven to determine needs and focus standards.
d. SSCCs will assist teachers with an in-depth understanding of test item specifications, unpacking standards, aligning complexity, and implementation/creation of DOK (Depth of Knowledge) question stems to replace teacher-talk with standards-based student accountability.
e. Teachers will collaborate on instructional strategies, best practices, academic vocabulary to support student achievement especially for ESSA subgroups (African-American, ED,SWD).
f. SSCCs will support Lesson Study to build instructional practices/pedagogy and deepening student knowledge through practice.
g. Monitoring will occur through administration participation and data analysis.

Person Responsible	Ranada Rainey-Reese (ranada.rainey-reese@palmbeachschools.org)

3. Extended Day/Year Tutorials:
a. Teachers facilitate tutorial instruction after school, on Saturdays, during vacation breaks.
b. Students groups will be based on data analysis from the most recent FSA scores, Winter Diagnostics, and all other district data. Priority will be given to our most needy population (African-American, ED, SWD).
d. Teachers will receive professional development on Item Specifications, unpacking standards, aligning complexity, and implementation/creation of DOK (Depth of Knowledge) question stems to replace excessive teacher-talk with standards-based student accountability.
e. Tutorials will be structured based on content. Students will rotate amongst content expert teachers.
f. Monitoring will occur through data analysis and lesson plan review.

Person Responsible	Vernicka Murray (vernicka.rolle@palmbeachschools.org)

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

When looking at the STAR Early Literacy Enterprise Assessment, we see in Kindergarten we have 32% on or above grade level. In 1st grade we have 49% on or above grade level. In 2nd grade, the STAR Early Reading Enterprise Assessment, we have 25% on or above grade level.
If we focus on Standards-based instruction to increase overall k-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

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

FY 22 Data shows
Levels 3+
ELA
3 = 20%
4 = 48%
5 = 37%
SWD - 7%

FY21 FSA results:
ELA
3rd: 27%
4th: 38%
5th: 36%
SWD - 9%

FY19 FSA results:
ELA
3rd: 29%
4th: 39%
5th: 37%
SWD - 17%

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will

increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

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)

Student Learning Outcomes
By February 2023 ELA Achievement +3%, Math Learning Gains +3% Low 25s +3%, including our ESSA identified subgroups SWDs.
By May 2023 ELA Achievement +5%, Math Learning Gains +5% Low 25s +5%, including our ESSA identified subgroups SWDs.

Teacher Practice:
By February 2023, 50% of the teachers are displaying and utilizing word walls to support student learning
By May 2023, 85% of the teachers are displaying and utilizing word walls to support student learning

Coaching:
By February 2023, 35% of the teachers will be out of a Tier 1 support status
By May 2023, 55% of the teachers will be out of a Tier 1 support status

Grades 3-5: Measureable Outcome(s)

Student Learning Outcomes
By February 2023 ELA Achievement +3%, Math Learning Gains +3% Low 25s +3%, including our ESSA identified subgroups SWDs.
By May 2023 ELA Achievement +5%, Math Learning Gains +5% Low 25s +5%, including our ESSA identified subgroups SWDs.

Teacher Practice:
By February 2023, 50% of the teachers are displaying and utilizing word walls to support student learning
By May 2023, 85% of the teachers are displaying and utilizing word walls to support student learning

Coaching:
By February 2023, 35% of the teachers will be out of a Tier 1 support status
By May 2023, 55% of the teachers will be out of a Tier 1 support status

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.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Monitoring will occur throughout our PLC for each grade level. Each team will review F.A.S.T., iReady diagnostic and growth monitoring checks, Reading running records, and end of unit assessments from the Benchmark Series. We will also use grade level FSQ and USA to track growth.

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

Murray, Vernicka, vernicka.rolle@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?

1. Small Group Differentiated Instruction: The school will utilize 4 Out-of-System Tutors and instructional materials targeted to provide strategic, differentiated instructional supports for high-needs learners (UniSIG).

2. Professional Development/Professional Learning Communities: Teachers will engage in strategic, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices for accelerating student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. Instructional leaders - Coaches, Single School Culture Coordinator and others - will provide support to build instructional capacity.

3. Extended Day/Year Tutorials: Teachers will facilitate tutorials for high-needs students beyond the regular school day/year to provide additional targeted and strategic instruction.

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?

1. Utilizing Small Group Differentiated Instruction with Out-of-System Tutors and strategically selected instructional materials ensures that the differentiated needs of students are met with targeted instruction

and interventions. Out-of-System Tutors will be placed based on the academic needs based on classroom demographics and ESSA subgroups.

2. Developing teachers' instructional expertise to facilitate highly effective instruction through deep, focused professional development, collaborative planning, and data analysis will help accelerate student learning to grade-level proficiency. Coaching support ensures that instruction is strategic, data-driven, and highly effective in meeting students' differentiated needs, prioritizing the identified ESSA subgroups.

3. Extended Day/Year Tutorials keep students and families engaged in learning and helps prevent academic backslide with targeted instruction based on data-driven academic needs, especially for the identified ESSA subgroups.

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
1. Develop Literacy Leadership Schools must have a Literacy Leadership Team, consisting, in part, of a School administrator, Reading coach, Media specialist, Lead teacher Develop a plan to monitor the implementation & ensure compliance with the reading plan Walkthroughs to weekly monitor and support reading instruction & intervention (Look Fors, CAO updates) School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data)	Murray, Vernicka, vernicka.rolle@palmbeachschools.org
1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching) a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQs in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment). b. Teachers will analyze student data to determine strengths and weaknesses in content area. c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning & adjust instruction continuously	Pierre Ross, Germaine , germaine.pierreross@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.

At Washington Elementary, we believe in an equitable and accessible education for all students. Each individual is granted the opportunity to be active participants within the school to promote a positive culture and environment. We promote acceptance of diversity within groups especially our ESSA subgroups to ensure lifelong learners and success towards college and career readiness to be productive members of society.
*Extracurricular activities/ Clubs are offered to students to help them interact with other students outside of

their classmates. These extracurricular activities/ clubs allow students to build on their social engagement with their peers.

*SwPBS an organizational framework to improve the emotional, social, behavioral, and academic outcomes of all students. (ex. Shark Store and Shark Cards)

* School Spirit is developed through a variety of activities: School Mascot with a the slogan: A Learner Today, A Leader Tomorrow, a SHARK Forever! , school store, shark cards, and School Spirit Days will allow students to wear their school spirit shirt.

*Parent and Family Trainings -Washington Elementary's staff and administrators strive to empower parents and families to support their children's academic and social-emotional development by strengthening school, family, and community partnerships through communication, trainings, and resource support. (ex. APTT, Curriculum Night)

*BHP provides a continuum of support through the collaboration of proactive and effective initiative/effort of a multidisciplinary team, to include prevention, intervention, and intensive strategies that meet the needs of individual students. This will ensure that the social, physical, and emotional needs of our students are met.

*School Counseling The school counselor provides leadership in the school through the implementation of a data-driven, comprehensive school counseling program (Suite360) aligned with the district and school's mission to promote academic social-emotional support while ensuring equity and access for all students. (ex. A virtual Lunch Bunch based on the social-emotional needs of the students at the time.)

*School Based Team supports academic learning by providing multi-tiered interventions for academic and behavioral concerns that hinders a student's academic success. School counselor, ESE Contact, BHP and School Psychologist meet every 6 weeks to track a student's progress. If needed, further interventions and testing may be completed to establish ESE eligibility.

*SAC is a team of various stakeholders of the community that assists in preparation and review of the school improvement plan and school's annual budget. SAC approves school improvement funds to support school improvement plan goals. SAC, with the use of school staff, determines the use of school recognition funds. SAC adopts bylaws and maintains a record of meeting minutes that is available to the public.

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

All our stakeholders play an integral part towards developing a safe, positive environment. The stakeholders are:

Administration communicates and monitors expectations of the developed procedures and criteria within the SwPBS Shark Behavior Matrix.

Teachers are in charge of instructing students on the behavior expectations and monitoring while acknowledging and celebrating their success.

Non-Instructional staff supports by monitoring and acknowledging students' success by distributing incentives.

SAC is a team of various stakeholders of the community and the school that assists in preparation and review of the school improvement plan and provides input with the behavior matrix and school wide expectations.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all student receive equal access to the pillars of Effective Instruction: Students are immersed in rigorous task encompassing the 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 Instruction will also be infused as applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust, the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in

November shall be designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.
(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
(c) Women's Contribution
(d) Sacrifices of Veterans, and the value of Medal of Honor recipients
These concepts are introduced as stand-alone teaching points and may also be integrated
into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.
Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender, This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum Additionally, topics are often addressed in greater depth through the school counselor during her instruction on the wheel and special events held throughout the school year.
Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.