

The School District of Palm Beach County

# Pierce Hammock Elementary School



2018-19 Schoolwide Improvement Plan

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## Pierce Hammock Elementary School

14255 HAMLIN BLVD, Loxahatchee, FL 33470

<https://phes.palmbeachschools.org>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	No	45%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

### School Grades History

<b>Year</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
<b>Grade</b>	A	A	A	A*

### 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.

Pierce Hammock Elementary School, in partnership with parents and the community, is committed to impacting the lives of our students. Their potential for academic achievement, leadership, and personal growth will develop within a technologically-enriched learning environment.

#### Provide the school's vision statement.

In an effort to maintain our "A" school status, all subgroups for Pierce Hammock will demonstrate proficiency as set by the State of Florida criteria. Over the course of the school year, all students will demonstrate learning gains as measured on the School Accountability Report.

### School Leadership Team

#### Membership

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

Name	Title
Alejo, Ariel	Principal
Mooney, Dr. Edwina	Assistant Principal
Aspenwall, Susan	Teacher, K-12
Deeds, Anne	Teacher, K-12
Mackey, Stephanie	Teacher, K-12
Myers, Cindy	
Schauers, Tammy	Teacher, K-12
Chirinsky, Yaumari	Teacher, K-12
Tolentino, Vivian	Teacher, K-12

#### Duties

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

The Leadership Team regularly collaborates with their grade level as well as across grade levels with the administration. They meet with district personnel as well to bring information back to their grade level teams. They gather information from their team and represent the grade level during school meetings. They gather data and are kept informed of the areas of focus for the school by administration.

### Early Warning Systems

#### Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	9	6	11	12	9	0	0	0	0	0	0	0	53
One or more suspensions	0	0	1	1	4	2	0	0	0	0	0	0	0	8
Course failure in ELA or Math	10	8	12	24	15	28	0	0	0	0	0	0	0	97
Level 1 on statewide assessment	0	0	0	9	13	16	0	0	0	0	0	0	0	38

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	1	1	13	13	18	0	0	0	0	0	0	0	49

**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	1	0	0	0	0	0	0	0	0	1
Retained Students: Previous Year(s)	0	3	5	2	7	8	0	0	0	0	0	0	0	25

**Date this data was collected**

Sunday 9/23/2018

**Year 2016-17 - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	14	7	8	10	15	4	0	0	0	0	0	0	0	58
One or more suspensions	0	1	0	1	0	3	0	0	0	0	0	0	0	5
Course failure in ELA or Math	12	8	7	28	5	23	0	0	0	0	0	0	0	83
Level 1 on statewide assessment	0	0	0	12	8	18	0	0	0	0	0	0	0	38

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	1	1	10	6	16	0	0	0	0	0	0	0	38

**Year 2016-17 - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	14	7	8	10	15	4	0	0	0	0	0	0	0	58
One or more suspensions	0	1	0	1	0	3	0	0	0	0	0	0	0	5
Course failure in ELA or Math	12	8	7	28	5	23	0	0	0	0	0	0	0	83
Level 1 on statewide assessment	0	0	0	12	8	18	0	0	0	0	0	0	0	38

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	4	1	1	10	6	16	0	0	0	0	0	0	0	38

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

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

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

Math Lowest 25th Percentile Gains was the lowest component with 43% making gains. The previous year showed 61% making gains. As a Cohort Group, 5th grade performance in math was the lowest, 72% proficient. This is a decline from 87% proficiency in 2017. 4th grade same grade comparison went from 87% in 2017 to 75% proficient in 2018.

**Which data component showed the greatest decline from prior year?**

Math Lowest 25th Percentile Gains declined the most at 43% making gains. The previous year showed 61% making gains. This is an 18% decline.

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

Math Lowest 25th Percentile Gains had the largest negative gap with the state average of 47% making gains and the school 43% making gains.

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

The components that made the most improvement were in math achievement and science achievement with the school scoring 16% higher in proficiency in both areas when compared with state. Science went from 60% proficient to 71% proficient. Overall ELA went from 71% proficient to 76% proficient. Fifth grade same grade comparison showed a 19% point increase in ELA.

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

Science instruction was delivered through block scheduling. This allowed for more overall time as well as more time for hands on science experiments. An after school science tutorial was provided for students struggling in science. ELA tutorial was provided after school. Students also used iReady to practice reading in all Domains. Teachers tracked student progress and held data chats with students to motivate students to increase their achievement.

**School Data**

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	76%	57%	56%	76%	52%	52%
ELA Learning Gains	66%	61%	55%	68%	56%	52%
ELA Lowest 25th Percentile	49%	56%	48%	58%	51%	46%
Math Achievement	78%	65%	62%	78%	61%	58%
Math Learning Gains	57%	63%	59%	60%	61%	58%
Math Lowest 25th Percentile	43%	53%	47%	53%	51%	46%
Science Achievement	71%	56%	55%	73%	53%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	6 (14)	9 (7)	6 (8)	11 (10)	12 (15)	9 (4)	53 (58)
One or more suspensions	0 (0)	0 (1)	1 (0)	1 (1)	4 (0)	2 (3)	8 (5)
Course failure in ELA or Math	10 (12)	8 (8)	12 (7)	24 (28)	15 (5)	28 (23)	97 (83)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	9 (12)	13 (8)	16 (18)	38 (38)

**Grade Level Data**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	69%	56%	13%	57%	12%
	2017	67%	54%	13%	58%	9%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	76%	58%	18%	56%	20%
	2017	82%	57%	25%	56%	26%
Same Grade Comparison		-6%				
Cohort Comparison		9%				
05	2018	80%	59%	21%	55%	25%
	2017	61%	52%	9%	53%	8%
Same Grade Comparison		19%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	83%	63%	20%	62%	21%
	2017	71%	62%	9%	62%	9%
Same Grade Comparison		12%				
Cohort Comparison						
04	2018	75%	63%	12%	62%	13%
	2017	87%	64%	23%	64%	23%
Same Grade Comparison		-12%				
Cohort Comparison		4%				
05	2018	72%	66%	6%	61%	11%
	2017	66%	61%	5%	57%	9%
Same Grade Comparison		6%				
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	70%	56%	14%	55%	15%
	2017					
Cohort Comparison						

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	41	47	33	56	47	44	27				
BLK	73	60	40	62	32	10	62				
HSP	75	71		77	58	45	63				
WHT	76	64	56	78	62	57	74				
FRL	76	63	46	74	58	36	68				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	38	44	43	50	48	41	45				
BLK	54	63		58	56						
HSP	66	61	50	74	76	73	40				
WHT	78	67	53	80	69	63	75				
FRL	64	62	55	68	67	58	50				



### Part III: Planning for Improvement

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

#### Areas of Focus:

##### Activity #1

<b>Title</b>	If we deliver effective and relevant instruction in mathematics, then we will increase math achievement in all grade levels. This is in alignment with the District's Strategic Plan to Ensure High School Readiness, LTO #2.
<b>Rationale</b>	Math Lowest 25th Percentile Gains was the lowest component with 43% making gains. The previous year showed 61% making gains. As a Cohort Group, 5th grade performance in math was the lowest, 72% proficient. This is a decline from 87% proficiency in 2017. 4th grade same grade comparison went from 87% in 2017 to 75% proficient in 2018. If we meet these expectations, we will be in alignment with the District's Strategic Plan to ensure high school readiness.
<b>Intended Outcome</b>	Proficiency scores will increase across grade levels. Third grade goal is to increase to 88% proficiency. Fourth grade goals is to increase to 80% proficiency. Fifth grade goal is to increase to 80% proficiency. Lowest 25th percentile gains will increase from 43% to 48%. Overall math gains will increase from 57% to 62% making gains. Meeting these goals ensure that the school will be on target to meet the LTO of the Strategic Plan by 2021.
<b>Point Person</b>	Ariel Alejo (ariel.alejo@palmbeachschools.org)

##### Action Step

<b>Description</b>	<p>Pillars of Effective Instruction- Effective &amp; Relevant Instruction to Meet the Needs of All Students</p> <p>Students are immersed in rigorous tasks encompassing the full intent of the Florida Standards and content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 pertaining to Single School Culture and appreciation of multicultural diversity across content areas:</p> <p>Administration will collaborate with District math personnel and conduct classroom learning walks. Small group station teaching will be practiced in the classrooms during the math block. iReady will be used to help group students, provide remediation, and track student progress. iReady Toolbox will be used as a resource to provide support, remediation, and enrichment. Data chats will be conducted with students. Instruction will be differentiated based on student response to instruction and groups will remain fluid to address the needs of the individual learner.</p>
<b>Person Responsible</b>	Ariel Alejo (ariel.alejo@palmbeachschools.org)

##### Plan to Monitor Effectiveness

<b>Description</b>	Administration will collaborate with District math personnel and conduct classroom learning walks. The teams will track student progress during grade level planning and adjust instruction to reflect the needs of the students. Math standards assessments and diagnostic assessments data (FSQs, USAs, iReady) I-Ready on-going report reviews will be used to track progress at the school and grade level.
<b>Person Responsible</b>	Ariel Alejo (ariel.alejo@palmbeachschools.org)

Activity #2	
<b>Title</b>	If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade to 75%. This is in alignment with the District's Strategic Plan, LTO #1.
<b>Rationale</b>	Our school currently demonstrates a 76% proficiency. This is in alignment with the District goal to have all students reading at grade level by third grade. However, when the achievement scores are separated by grade level the data shows third grade is at 69% proficient. If we were to increase this score to 75% by 2021 we would meet and surpass the District Strategic Plan to to increase reading on grade level to 75% and ensure high school readiness by 2021.
<b>Intended Outcome</b>	Improve ELA proficiency from 69% to 74% in third grade for the 2019 school year to be on target for meeting the Strategic Plan by 2021.
<b>Point Person</b>	Ariel Alejo (ariel.alejo@palmbeachschools.org)

Action Step	
<b>Description</b>	<p>Pillars of Effective Instruction- Effective &amp; Relevant Instruction to Meet the Needs of All Students</p> <p>Students are immersed in rigorous tasks encompassing the full intent of the Florida Standards and content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 pertaining to Single School Culture and appreciation of multicultural diversity with a focus on Reading and Writing across content areas:</p> <p>Students use iReady to build knowledge across the content areas.</p> <p>Students receive small group instruction to differentiate the learning based on data and areas of individual student need.</p> <p>Teachers will use the Gradual Release Model to engage students and ensure all students are actively learning.</p>
<b>Person Responsible</b>	Ariel Alejo (ariel.alejo@palmbeachschools.org)

Plan to Monitor Effectiveness	
<b>Description</b>	Administration will collaborate with grade level teams and grade chairs followed by classroom learning walks. The grade level teams will track student progress during common planning and adjust instruction to reflect the needs of the students. ELA standards assessments and diagnostic assessments data (FSQs, PBC Diagnostics, and iReady) I-Ready on-going report reviews will be used to track progress at the school and grade level.
<b>Person Responsible</b>	Ariel Alejo (ariel.alejo@palmbeachschools.org)

## Part IV: Title I Requirements

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

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

There are many opportunities for family involvement. Parents can attend and participate on SAC, assist with school events, both on and off campus, and be active members of the Pierce Hammock Volunteer Committee. Parents volunteer in various capacities throughout the campus such as copying and preparing materials for instruction. Parents have the opportunity to attend evening parent involvement information sessions sponsored by the school counselor. Parents attend Book Fair Night, PTO events, and Family PTO Dinner Nights on campus and off campus.

### **PFEP Link**

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

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

The Operational school based team meets weekly to discuss students with barriers to academic and social success. A comprehensive school counseling program is in place (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation). Operational school based team that meets weekly to discuss students with barriers to academic and social success. We engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). We Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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

An annual Kindergarten round-up event is established to help review school expectations, procedures, and practices. All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance. Parent meetings will be conducted by administration and the guidance department to increase parent awareness of school offerings and transition to middle school and choice programs. Grade level information is shared through faculty meetings, Professional Development Days, and Google Team Drive

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

The school uses a Multi-Tiered System of Supports (MTSS) through PLC's and SBT with staff input as an evidence-based model as well as scheduled MTSS/Intervention meetings. It uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The resources are based on student need and are based on research based resources and strategies. Students are first identified based on trends and patterns using school wide and grade level data. Students that are not meeting standards in the Tier-1 core academic instruction are referred to the SBT team. Tier I of delivery of instruction consists of the universal core reading program of a 90 minute uninterrupted literacy block and a 60 minute uninterrupted math block. Students who need instructional intervention beyond what is

administered universally are provided with targeted, supplemental interventions delivered individually or in small groups at Supplemental or Intensive levels. Supplemental intervention supports students in addition to and aligned with the core curriculum and instruction. Intensive individualized intervention supports students and is aligned with the core curriculum and instruction. During these supports, teachers track student progress with a progress monitoring form. The data is collected at each level, graphed, and used to monitor the effectiveness of the interventions and used to determine the efficacy of the supports .

Our school integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SWPBS. We instill an appreciation for multicultural diversity through our anti-bullying program and character education. Multicultural Diversity is infused in the literacy curriculum in which students read authentic text with various multicultural content. Fifth Grade Safety Patrols attend annual trip to Washington DC, in which they visit the Martin Luther King Memorial.

Title X - Homeless students are registered in accordance with district policies. All policies related to ELL and ESE students are followed to create an optimal learning environment.

Supplemental Academic Instruction (SAI) - Provides immediate, intensive instruction (iii) in reading to targeted students.

Violence Prevention Programs - District-wide implementation of Single School Culture

Appreciation of Multicultural Diversity is emphasized during spotlighted months provided by the district calendar.

Nutrition Programs - School Food Service

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

The school is part of the Superintendent's College Friday Initiative. Career Day is held annually for community stakeholders to share occupation options for students.

### Part V: Budget

Total:	\$0.00
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