The School District of Palm Beach County

Del Prado Elementary School

2019-20 Schoolwide Improvement Plan

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Del Prado Elementary School

7900 DEL PRADO CIR N, Boca Raton, FL 33433

https://dpes.palmbeachschools.org

Demographics

Principal: Laurie Riopelle

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
2018-19 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (76%) 2017-18: A (74%) 2016-17: A (70%) 2015-16: A (66%) 2014-15: A (81%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	28%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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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.

Del Prado Elementary School will educate our students to be caring, self-motivated, resourceful, and creative. Our students will attain individual excellence and skills mastery enabling them to adapt and meet the demands to succeed throughout their educational career and beyond.

Provide the school's vision statement.

The Del Prado teachers and parents, in cooperative partnership, are committed to fostering and enhancing our children's unique talents and creativity to develop involved citizens in a lifelong learning process. We have the courage to be different, the willingness to adapt, and the ability to be creative in the pursuit of excellence. Del Prado sets the standards for excellence in elementary education for forging partnerships based on trust and understanding.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Morem, Kathryn	Principal	Oversee the creation and implementation of the SIP. This includes data analysis, gathering parent input, coordinating schedules, overseeing instruction, and monitoring the effectiveness of the strategies and action steps.
Figueroa, Susan	Assistant Principal	Assist in creation of the SIP and monitor the implementation of the plan. This includes attending PLC's, data analysis and data chats, classroom observations, and mid-year SIP review to determine progress towards goals. Assist in determining which professional development is needed to support instructional practices of teachers.
Urbano, Kelly	Teacher, ESE	Assist in the implementation of the plan. Hold grade level data chats with the ESE team to assist in the backwards design of instructional planning. Monitor IEP goal progress and data collection. Participates as part of the SBT process,
Schmidt, Kathryn	Teacher, K-12	Assist in the creation of the SIP and in the implementation of the plan. Participates as part of the SBT process. Assist in determining which professional development is needed to support instructional practices of teachers. Coordinates all resources used for supplemental instruction. Provides direct instruction to students identified as needing supplemental and/or intensive instruction.
Montgomery, Tyler	Teacher, K-12	Assist in the creation of the SIP. Assist in determining which professional development is needed to support instructional practices of teachers. Provides direct instruction to students identified as needing supplemental instruction.
Simonsen, Jane	Teacher, K-12	Assist in the creation of the SIP. Provides direct instruction to students identified as needing supplemental instruction.
Cohen, Michele	Teacher, K-12	Assist in the creation of the SIP. Provides direct instruction to students identified as needing supplemental instruction.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	125	144	158	142	171	177	0	0	0	0	0	0	0	917
Attendance below 90 percent	14	10	14	14	14	13	0	0	0	0	0	0	0	79
One or more suspensions	2	0	1	0	3	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	17	31	38	31	26	37	0	0	0	0	0	0	0	180
Level 1 on statewide assessment	0	0	0	16	18	17	0	0	0	0	0	0	0	51

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	4	8	15	18	20	0	0	0	0	0	0	0	71

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	2	0	3	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

58

Date this data was collected or last updated

Tuesday 9/10/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	21	10	23	16	12	20	0	0	0	0	0	0	0	102
One or more suspensions	1	0	0	0	0	9	0	0	0	0	0	0	0	10
Course failure in ELA or Math	22	42	32	51	40	49	0	0	0	0	0	0	0	236
Level 1 on statewide assessment	0	0	0	14	9	32	0	0	0	0	0	0	0	55

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	5	6	16	12	37	0	0	0	0	0	0	0	82

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	21	10	23	16	12	20	0	0	0	0	0	0	0	102
One or more suspensions	1	0	0	0	0	9	0	0	0	0	0	0	0	10
Course failure in ELA or Math	22	42	32	51	40	49	0	0	0	0	0	0	0	236
Level 1 on statewide assessment	0	0	0	14	9	32	0	0	0	0	0	0	0	55

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	5	6	16	12	37	0	0	0	0	0	0	0	82

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	84%	58%	57%	85%	53%	55%
ELA Learning Gains	73%	63%	58%	68%	59%	57%
ELA Lowest 25th Percentile	63%	56%	53%	64%	55%	52%
Math Achievement	86%	68%	63%	86%	62%	61%
Math Learning Gains	78%	68%	62%	61%	62%	61%
Math Lowest 25th Percentile	68%	59%	51%	54%	53%	51%
Science Achievement	77%	51%	53%	73%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	125 (0)	144 (0)	158 (0)	142 (0)	171 (0)	177 (0)	917 (0)
Attendance below 90 percent	14 (21)	10 (10)	14 (23)	14 (16)	14 (12)	13 (20)	79 (102)
One or more suspensions	2 (1)	0 (0)	1 (0)	0 (0)	3 (0)	1 (9)	7 (10)
Course failure in ELA or Math	17 (22)	31 (42)	38 (32)	31 (51)	26 (40)	37 (49)	180 (236)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	16 (14)	18 (9)	17 (32)	51 (55)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	82%	54%	28%	58%	24%
	2018	83%	56%	27%	57%	26%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	81%	62%	19%	58%	23%
	2018	83%	58%	25%	56%	27%
Same Grade Comparison		-2%				
Cohort Comparison		-2%				
05	2019	81%	59%	22%	56%	25%
	2018	83%	59%	24%	55%	28%
Same Grade Comparison		-2%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	82%	65%	17%	62%	20%
	2018	84%	63%	21%	62%	22%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	88%	67%	21%	64%	24%
	2018	91%	63%	28%	62%	29%
Same Grade Comparison		-3%				
Cohort Comparison		4%				
05	2019	78%	65%	13%	60%	18%
	2018	72%	66%	6%	61%	11%
Same Grade Comparison		6%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	74%	51%	23%	53%	21%
	2018	77%	56%	21%	55%	22%
Same Grade Comparison		-3%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	48	56	39	62	64	64	47				

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
ELL	67	64	63	79	77	59	53				
ASN	77	82		84	82						
BLK	100	90		94	70						
HSP	83	74	74	83	79	72	64				
MUL	89	67		89	87						
WHT	84	71	56	86	77	65	81				
FRL	73	65	59	78	75	72	68				

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	50	56	44	58	46	27	43				
ELL	72	72	68	76	66	73	67				
ASN	85	82		94	82		100				
BLK	86	80		79	60						
HSP	87	77	62	86	69	62	85				
MUL	95	92		83	73						
WHT	85	68	59	82	72	60	79				
FRL	76	73	63	75	58	41	73				

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	42	47	52	60	50	52	26				
ELL	61	74	83	79	64	64					
ASN	92	69		100	81						
BLK	92	80		77	70						
HSP	80	64	68	82	57	52	72				
MUL	90	79		90	57						
WHT	87	70	58	86	61	51	71				
FRL	78	68	66	81	61	45	59				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	78
Total Points Earned for the Federal Index	607

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	54
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	68
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	89
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	76
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	83
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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

White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	71
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

The component that showed the lowest performance was our Students with Disabilities. Contributing factors include high number of students with needs/low personnel, high student class size, and differing curriculum across grade levels. While the performance of this subgroup was the lowest performing overall, the increase in performance and gains for this group was significant from the previous year.

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

Science and grade 4 math had the greatest decline from the prior year; -3% each. Math curriculum lacked engagement and structure to push data. Discussions of math iii occurred but timing became am obstacle. The science curriculum was new to teachers and students and there were obstacles accessing the resources.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our scores are consistently above state averages. In 2019, scores in each areas were above state averages by at least 10%.

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

5th grade math showed the most improvement with a 6% increase in math gains for the FY19 school year. Departmentalization for 5th grade allowed math teachers to specialize in their content knowledge and be able to go beyond the lesson to enrich learning practices. Small group instruction was used daily for remediation of all students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The area of most concern is students scoring level 1 on the FSA. Given the overall performance of our school, we think this is an opportunity for growth for us.

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

1. Reading and math gains for our subgroups
2. Science Gains

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Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure effective and relevant instruction in alignment with LTO 1, Third grade reading proficiency
Rationale	Based off of FY19 data, our overall reading proficiency for third graders was 82%. English Language Learners (ELL's) show significant opportunity for growth. Only 33% of our ELL's in third grade were proficient (3+) versus 86% of non-ELL third graders.
State the measurable outcome the school plans to achieve	Increase reading proficiency of ELL's in third grade from 33% to 40%.
Person responsible for monitoring outcome	Susan Figueroa (susan.figueroa@palmbeachschools.org)
Evidence-based Strategy	* Implement a stronger more structured PLC cycle, which includes trained PLC leaders to guide their team in strategically planning and analyzing data. Include ESOL teachers in the PLC's. *Schedule tutorial for students in need of academic support. *Maintain up to date ELL plans. *Hold data chats with teachers to help them set goals and revise instruction. *Strategically schedule ELL push in support to assist students.
Rationale for Evidence-based Strategy	*PLC is a method of analyzing student data and facilitating discussions among teachers to create rigorous educational opportunities for students. ESOL teachers need to have the opportunity to plan standards based lessons with their general education counterparts. *In the past, we have seen tremendous growth in our students who take advantage of school-provided tutorials *ELL plans are created to meet the specific needs of ELL students. *Data chats build accountability among teachers and students and help to guide goal setting. *Push in support must be scheduled to provide the most effective instruction at the most opportune time.
Action Step	
Description	1. Train PLC leaders in the process of running effective PLC's and the PLC cycle so they can support and focus their teams. Administration will monitor PLC progress, 2. Schedule PLC's so that each grade level benefits from dedicated times to plan. Share that PLC schedule with all resource teachers and specialists that support our content curriculum so that they can participate in the PLC's. 3. Create tutorial lists, invite students and set up a tutorial schedule. Tutors will monitor student progress. 4. ESOL contact will meet with teachers individually to review and update ELL plans. 5.Schedule data chats with teachers as well as review the overall data of the grade level. This will help provide direction for instructional planning, reteaching, and student tracking. 6. Strategically group ELL's and schedule their support services to provide them with the most effective instruction to guide them to academic success. ESOL coordinator will create the schedule and monitor student progress.

Person Responsible	Susan Figueroa (susan.figueroa@palmbeachschools.org)

#2	
Title	To ensure effective and relevant instruction in alignment with LTO 2, High School Readiness
Rationale	Based off of FY19 data, math achievement went down in 4th grade by 3% and in 3rd grade by 2%.
State the measurable outcome the school plans to achieve	Increase 3rd and 4th grade math proficiency. Increase 3rd grade math proficiency from 82% to 84%. Increase 4th grade math proficiency from 88% to 91%.
Person responsible for monitoring outcome	Susan Figueroa (susan.figueroa@palmbeachschools.org)
Evidence-based Strategy	*Implement a stronger more structured PLC cycle, which includes trained PLC leaders to guide their team in strategically planning and analyzing data. *Hold data chats with teachers to help them set goals and revise instruction.
Rationale for Evidence-based Strategy	*PLC is a method of analyzing student data and facilitating discussions among teachers to create rigorous educational opportunities for students. *Data chats build accountability among teachers and students and help to guide goal setting.
Action Step	
Description	1. Train PLC leaders in the process of running effective PLC's and the PLC cycle so they can support and focus their teams. Administration will monitor PLC progress. 2. Schedule PLC's so that each grade level benefits from dedicated times to plan. PLC schedule will be shared with resource teachers and specialists that support our content curriculum so that they can participate in the PLC's. Teachers will backwards design together during PLC's. 3. Create tutorial lists, invite students and set up a tutorial schedule. Tutors will track student progress. 4.Schedule data chats with teachers as well as review the overall data of the grade level. This will help provide direction for instructional planning, reteaching, and student tracking. 5. Strategically group ELL's and schedule their support services to provide them with the most effective instruction to guide them to academic success. ESOL coordinator will create schedules and monitor student progress.
Person Responsible	Susan Figueroa (susan.figueroa@palmbeachschools.org)

#3	
Title	To ensure effective and relevant instruction in alignment with LTO 2, High School Readiness
Rationale	Based off of FY19 data, our 5th grade students show opportunity for growth. Proficiency for 5th grade students dropped from the 2018 FCAT to the 2019 FCAT by 4% (81%-77%).
State the measurable outcome the school plans to achieve	Increase 5th grade science proficiency from 77%-80%
Person responsible for monitoring outcome	Susan Figueroa (susan.figueroa@palmbeachschools.org)
Evidence-based Strategy	*Implement a stronger more structured PLC cycle, which includes trained PLC leaders to guide their team in strategically planning and analyzing data. *Vertical planning, which includes grade levels working together to strategically plan science lessons. *Regular reminders to all K-5th grade teachers regarding science at every grade level as well as information on the fair game benchmarks.
Rationale for Evidence-based Strategy	*PLC is a method of analyzing student data and facilitating discussions among teachers to create rigorous educational opportunities for students. *Vertical planning builds accountability among teachers from grade level to grade level.
Action Step	
Description	1. Train PLC leaders in the process of running effective PLC's and the PLC cycle so they can support and focus their teams. Administration will monitor progress of PLC's. 2. Schedule PLC's so that each grade level benefits from dedicated times to plan. PLC schedule will be shared with resource teachers and specialists that support our content curriculum so that they can participate in the PLC's. Administration will meet with PLC leaders to monitor the effectiveness of the PLC. 3. Schedule vertical planning to deepen understanding of the standards and expectations across grade levels. Provide teachers with information on the standards that span across the grade levels.
Person Responsible	Susan Figueroa (susan.figueroa@palmbeachschools.org)

#4	
Title	To ensure effective and relevant instruction in alignment with LTO 1, Third grade reading proficiency
Rationale	A three-year analysis of the same cohort of students identified a trend from 77% proficient in 2017, to 72% proficient in 2018, to 66% proficient in 2019 in K-2 respectively as measured by iReady reading Spring diagnostics. The current second grade students had a proficiency level of 79% in 2018 and 78% in 2019 as measured by the iReady Spring Reading diagnostic. Therefore, they came into second grade with a measured proficiency of 78%.
State the measurable outcome the school plans to achieve	Increased reading proficiency in second grade from 66% to 80% as measured by iReady Spring Diagnostic 2020.
Person responsible for monitoring outcome	Susan Figueroa (susan.figueroa@palmbeachschools.org)
Evidence-based Strategy	*Teachers will participate in Cadre 2021, which provides targeted professional development linked to reading proficiency. *Implement a more structured PLC cycle, which includes trained PLC leaders to guide their team. *Strategically planning and analyzing data. *Hold data chats with teachers
Rationale for Evidence-based Strategy	This cohort of students has benefited from the Cadre previously as their first grade teachers participated in it last year. This year will be a continuation of support for the teachers of these now second grade students. PLC is a method of analyzing student data and facilitating discussions among teachers to create rigorous educational opportunities for students. Data chats build accountability among teachers and students and help to guide goal setting.
Action Step	
Description	1. Sign teachers up for the Cadre 2021 and schedule the face to face training's. Administration will work with the Cadre 2021 specialist to monitor effectiveness of the PD. 2. Schedule PLC's so that each grade level benefits from dedicated times to plan. PLC schedule will be shared with resource teachers and specialists that support our content curriculum so that they can participate in the PLC's. Administration will meet with PLC leaders to monitor the effectiveness of the PLC process. 3.Schedule data chats with teachers as well as review the overall data of the grade level. This will help provide direction for instructional planning, reteaching, and student tracking.
Person Responsible	Susan Figueroa (susan.figueroa@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Students are immersed in rigorous tasks 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 to 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. In music our students study the music of different eras and countries and in media, our library selection is filled with books related to the variety of cultures.

The SwPBS team will maintain and plan for a positive and supportive climate and culture. This will support all school initiatives including those in the SIP. A positive school climate contributes to the success of students and their relationships with their teachers.

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 Schoolwide Improvement Plan 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.

The school hosts multiple opportunities for parents, teacher and community members to come together throughout the year. These opportunities include Parent University, PTA meetings, SAC meetings, school functions and performances, multicultural night, as well as other events. Parents had the opportunity to help develop this School Improvement Plan and provide input. Parents are informed of important updates through the Parentlink System as well as through a weekly call out from administration. The school utilizes social media and our school's website to celebrate student achievement, recognize staff, and keep parents informed about school events.

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 counselor provides classroom guidance for all students. The focus of her instruction is on social personal relationships, well being, personal safety, character education, as well as other topics related to social emotional growth. The school has a School Wide Positive Behavior Supports committee. The

committee is responsible for helping to create the systems and procedures for the school related to culture and climate, and universal guidelines and expectations for student behavior across all school settings. We celebrate character education through a Pawsome Panthers/Student of the Month awards programs in conjunction with business partnerships.

The school has a full-time Behavioral Health Professional who meets with students on a daily basis to provide support and identification of social emotional needs or make referrals to additional resources.

The ESE Coordinator and ESOL Coordinator conduct transition meetings to ensure continuation of any needed services as students transition to middle school.

In alignment with school board policy 2.09 and Fl Statute 1003.42, our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to art expos of different cultures, music of different eras and countries, and books related to a variety of cultures and contributions of African Americans, Latino and Hispanics and women in US History. Our fifth grade focuses on the Holocaust studies and may culminate with a visit to the Holocaust Memorial Museum in Washington DC.

This year Del Prado is hosting Kindness Matters club. Kindness Matters is an after school club that teaches students ways to contribute to their community and beyond.

Boca Helping Hands: BHH provides weekend meals for students who are in need. Coordinators come on campus once a week to refill backpacks that go home on Friday and come back on Monday.

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

The School Based Team meets weekly to identify students who need assistance beyond core instruction. Through this team, data is collected and analyzed and strategies are implemented in order to facilitate effective remediation strategies for behavior and/or academics. The goal is to have noted improvement in either or both areas, depending on the student's needs. The implementation of strategies is monitored regularly by the team, which revisits the cases on an ongoing basis. The administration, ESE Coordinator, ESOL Contact, SAI Teacher, and the BHP provide support to the classroom teachers in using the district intervention process. Parents and guardians are included in meetings. Teachers inform parents of strategies being implemented.

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 update our action plans during Peace Zone Team meetings. We instill an appreciation for multicultural diversity, though our anti bullying campaign, structured lessons, and implementation of SwPBS programs.

SAI: Services are provided to students through the SAI teacher at our school. Students are selected to participate in the program based on if they are identified as needing supplemental or intensive instruction. Students meet with the teachers daily to receive 150 minutes of additional support and instruction weekly (30 minutes per day).

We also hold a Kindergarten Orientation ("Round Up") in May for the families who will be attending Del Prado the following fall, during which students and parents are given tours of the school, a review of Florida Standards and student expectations, and have an opportunity to meet the key members of the staff (i.e. Counselor, Administration, SACC Director, ESE Coordinator) and PTA.

Middle school visits and tours are arranged by the Guidance Counselor in the spring.

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.

Professional Learning Communities meet on a 6 day rotation. The PLC leader facilitates the group in maximizing desired student outcomes through instruction.

All curriculum is inventoried and tracked to ensure students have the materials they need. Teachers are provided with adequate training to access and utilize the curriculum.

The ESE Coordinator and ESOL Contact meet with their respective teams weekly to align their resources to the needs of students identified as needing support.

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

Del Prado has numerous business partners. These business partners promote student success in preparation for successful post secondary outcomes and citizenship through incentive programs. For example, Pizza Hut provides free pizza to students that read a set amount of books, Moe's Southwest Grill provide free meals to students based on an academic goal, etc..

Part V: Budget

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

1	III.A.	Areas of Focus: To ensure effective and relevant instruction in alignment with LTO 1, Third grade reading proficiency	$0.00
2	III.A.	Areas of Focus: To ensure effective and relevant instruction in alignment with LTO 2, High School Readiness	$0.00
3	III.A.	Areas of Focus: To ensure effective and relevant instruction in alignment with LTO 2, High School Readiness	$0.00
4	III.A.	Areas of Focus: To ensure effective and relevant instruction in alignment with LTO 1, Third grade reading proficiency	$0.00
		Total:	$0.00