

The School District of Palm Beach County

Acreage Pines Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

| | |
|---------------------------------------|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 10 |
| Planning for Improvement | 15 |
| Title I Requirements | 18 |
| Budget to Support Goals | 19 |

Acreage Pines Elementary School

14200 ORANGE BLVD, Loxahatchee, FL 33470

<https://apes.palmbeachschools.org>

Demographics

Principal: Darlene Karbowski

Start Date for this Principal: 7/1/2016

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 |
| 2018-19 Title I School | No |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 62% |
| 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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: B (56%) 2017-18: B (56%) 2016-17: B (60%) 2015-16: A (65%) 2014-15: A (64%) |
| 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.

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 10 |
| Planning for Improvement | 15 |
| Title I Requirements | 18 |
| Budget to Support Goals | 19 |

Acreage Pines Elementary School

14200 ORANGE BLVD, Loxahatchee, FL 33470

<https://apes.palmbeachschools.org>

School Demographics

| | | |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p> | <p>2018-19 Title I School</p> <p style="font-size: 24px;">No</p> | <p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">51%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="font-size: 24px;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">45%</p> |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| Grade | B | B | B | 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.

Acreage Pines Community Elementary is committed to providing students with a safe and challenging academic environment where each child can reach their highest potential and succeed in the global community by developing citizenship, accountability, respect, and exploration in the fields of Biomedical and Veterinary Technology.

Provide the school's vision statement.

Acreage Pines Elementary is growing respectful, inquiring, global learners within a happy, caring and stimulating environment where children will recognize and achieve their fullest potential, so that they can be successful within society.

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 |
|------------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Karbowski, Darline | Principal | The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. |
| Kolesar, Corrie | Teacher, K-12 | As grade chair, responsibilities include serving as a liaison between a school's leadership team and teachers in their grade level, Grade Level Chairs lead and coordinate the grade-level team's meetings, organizational practices, parent communication, and grade-wide activities. |
| Garrett, Theresa | Teacher, K-12 | As grade chair, responsibilities include serving as a liaison between a school's leadership team and teachers in their grade level, Grade Level Chairs lead and coordinate the grade-level team's meetings, organizational practices, parent communication, and grade-wide activities. |
| Nethercote, Ana Lucia | Teacher, K-12 | As grade chair, responsibilities include serving as a liaison between a school's leadership team and teachers in their grade level, Grade Level Chairs lead and coordinate the grade-level team's meetings, organizational practices, parent communication, and grade-wide activities. |
| Montez, Nina | Assistant Principal | The role of assistant principal is to support the principal to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. |
| LaVigna, Christie | Teacher, K-12 | As media specialist, responsible for ensuring students and staff are effective and ethical users of ideas and information. Empowering students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. |
| Schlosser, Jennifer | Teacher, K-12 | As grade chair, responsibilities include serving as a liaison between a school's leadership team and teachers in their grade level, Grade Level Chairs lead and coordinate the grade-level team's meetings, organizational practices, parent communication, and grade-wide activities. |
| Gamble (Abrams), Giana | Teacher, K-12 | As grade chair, responsibilities include serving as a liaison between a school's leadership team and teachers in their grade level, Grade Level Chairs lead and coordinate the grade-level team's meetings, organizational practices, parent communication, and grade-wide activities. |
| Ohm, Jennifer | School Counselor | To work with teachers and parents to make sure that students have the proper tools and guidance to effectively learn within their skill sets. They also |

| Name | Title | Job Duties and Responsibilities |
|--------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | ensure that curricula and programs address the social motional, developmental and educational needs of students. |
| Goolsby, Regina | Teacher, PreK | As grade chair, responsibilities include serving as a liaison between a school's leadership team and teachers in their grade level, Grade Level Chairs lead and coordinate the grade-level team's meetings, organizational practices, parent communication, and grade-wide activities. |
| Bermudez, Jennifer | Teacher, ESE | To help each child with special learning needs progress in school and prepare for life after school. ESE services include specially designed instruction to meet the unique needs of the child. ESE services may also include technology devices, therapy, special transportation, or other supports. |
| Carioti, Kim | Teacher, K-12 | As grade chair, responsibilities include serving as a liaison between a school's leadership team and teachers in their grade level, Grade Level Chairs lead and coordinate the grade-level team's meetings, organizational practices, parent communication, and grade-wide activities. |
| Serpenti, Michelle | Teacher, K-12 | As grade chair, responsibilities include serving as a liaison between a school's leadership team and teachers in their grade level, Grade Level Chairs lead and coordinate the grade-level team's meetings, organizational practices, parent communication, and grade-wide activities. |

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 | 72 | 86 | 95 | 83 | 66 | 72 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 474 |
| Attendance below 90 percent | 22 | 14 | 10 | 6 | 12 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 82 |
| One or more suspensions | 2 | 2 | 3 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| Course failure in ELA or Math | 16 | 30 | 28 | 23 | 21 | 43 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 161 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 11 | 18 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 44 |

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 | 4 | 9 | 4 | 11 | 18 | 25 | 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 | 6 | 7 | 5 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

39

Date this data was collected or last updated

Monday 9/16/2019

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 | 15 | 13 | 4 | 8 | 21 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |
| One or more suspensions | 1 | 2 | 2 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Course failure in ELA or Math | 19 | 34 | 14 | 24 | 23 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 147 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 17 | 13 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 49 |

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 | 4 | 8 | 1 | 18 | 14 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 60 |

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 | 15 | 13 | 4 | 8 | 21 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |
| One or more suspensions | 1 | 2 | 2 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Course failure in ELA or Math | 19 | 34 | 14 | 24 | 23 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 147 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 17 | 13 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 49 |

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 | 4 | 8 | 1 | 18 | 14 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 60 |

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 | 67% | 58% | 57% | 67% | 53% | 55% |
| ELA Learning Gains | 57% | 63% | 58% | 57% | 59% | 57% |
| ELA Lowest 25th Percentile | 39% | 56% | 53% | 55% | 55% | 52% |
| Math Achievement | 72% | 68% | 63% | 76% | 62% | 61% |
| Math Learning Gains | 66% | 68% | 62% | 65% | 62% | 61% |
| Math Lowest 25th Percentile | 31% | 59% | 51% | 57% | 53% | 51% |
| Science Achievement | 62% | 51% | 53% | 46% | 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 | 72 (0) | 86 (0) | 95 (0) | 83 (0) | 66 (0) | 72 (0) | 474 (0) |
| Attendance below 90 percent | 22 (15) | 14 (13) | 10 (4) | 6 (8) | 12 (21) | 18 (13) | 82 (74) |
| One or more suspensions | 2 (1) | 2 (2) | 3 (2) | 1 (1) | 1 (0) | 1 (2) | 10 (8) |
| Course failure in ELA or Math | 16 (19) | 30 (34) | 28 (14) | 23 (24) | 21 (23) | 43 (33) | 161 (147) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 11 (17) | 18 (13) | 15 (19) | 44 (49) |

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 | 72% | 54% | 18% | 58% | 14% |
| | 2018 | 68% | 56% | 12% | 57% | 11% |
| Same Grade Comparison | | 4% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 59% | 62% | -3% | 58% | 1% |
| | 2018 | 69% | 58% | 11% | 56% | 13% |
| Same Grade Comparison | | -10% | | | | |
| Cohort Comparison | | -9% | | | | |
| 05 | 2019 | 64% | 59% | 5% | 56% | 8% |
| | 2018 | 65% | 59% | 6% | 55% | 10% |
| Same Grade Comparison | | -1% | | | | |
| Cohort Comparison | | -5% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 80% | 65% | 15% | 62% | 18% |
| | 2018 | 68% | 63% | 5% | 62% | 6% |
| Same Grade Comparison | | 12% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 70% | 67% | 3% | 64% | 6% |
| | 2018 | 75% | 63% | 12% | 62% | 13% |
| Same Grade Comparison | | -5% | | | | |
| Cohort Comparison | | 2% | | | | |
| 05 | 2019 | 63% | 65% | -2% | 60% | 3% |
| | 2018 | 66% | 66% | 0% | 61% | 5% |
| Same Grade Comparison | | -3% | | | | |
| Cohort Comparison | | -12% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 61% | 51% | 10% | 53% | 8% |
| | 2018 | 55% | 56% | -1% | 55% | 0% |
| Same Grade Comparison | | 6% | | | | |
| 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 | 43 | 49 | 48 | 50 | 54 | 39 | 44 | | | | |
| BLK | 68 | 43 | | 73 | 79 | | | | | | |
| HSP | 64 | 49 | | 72 | 56 | 25 | 52 | | | | |
| WHT | 68 | 61 | 42 | 71 | 68 | 28 | 64 | | | | |
| FRL | 59 | 49 | 38 | 63 | 53 | 34 | 59 | | | | |
| 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 | 35 | 29 | 30 | 45 | 50 | 53 | 17 | | | | |
| ASN | 67 | 82 | | 82 | 90 | | | | | | |
| BLK | 65 | 54 | | 65 | 69 | | | | | | |
| HSP | 66 | 51 | 42 | 66 | 46 | 46 | 50 | | | | |
| WHT | 68 | 54 | 30 | 72 | 55 | 50 | 58 | | | | |
| FRL | 63 | 59 | 38 | 62 | 51 | 31 | 52 | | | | |

| 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 | 24 | 60 | 55 | 44 | 44 | 43 | 27 | | | | |
| ELL | | | | 73 | | | | | | | |
| BLK | 53 | 64 | | 64 | 75 | | 36 | | | | |
| HSP | 66 | 56 | | 78 | 71 | 67 | 43 | | | | |
| WHT | 71 | 53 | 60 | 76 | 56 | 38 | 51 | | | | |
| FRL | 59 | 49 | 42 | 69 | 60 | 53 | 40 | | | | |

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 | 56 |
| 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 | |
| Total Points Earned for the Federal Index | 394 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 100% |

Subgroup Data

Students With Disabilities

| | |
|---------------------------------------------------------------------------|----|
| Federal Index - Students With Disabilities | 47 |
| 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 | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |

Native American Students

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

| Asian Students | |
|------------------------------------------------------------------------------------|-----|
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 66 |
| 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 | 53 |
| 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 | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 57 |
| 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 | 51 |
| 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.

Based on data trends from FSA ELA and Math student achievement in proficiency for both subjects is a consistent area of opportunity for the ESE population. Contributing factors for this gap may relate back to instructional delivery and additional support that meet the needs of this group.

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

Math learning gains for the bottom quartile showed the largest decrease with a 19% decline from 50% to 31%. A contributing factor to this is meeting the needs of the ESE subgroup which largely makes up the bottom quartile.

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.

Math learning gains for the bottom quartile also showed the biggest gap between state performance and school performance. Learning gains in Math among the cohort moving from grade 4 to grade 5 continually show opportunity.

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

Science achievement continued to show the largest gain for the second year in a row ,increasing 6% in the past year and 15% over the past two years. A focus on tutorial, changes to the master schedule and incorporation of science curriculum in the after school program were contributing factors.

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

An area of concern based on EWS is attendance. 15% of the student body in grades K-5 missed 10 days of school or more. Factoring in tardies and early dismissals makes the amount of missed instructional time even more detrimental. Often times the students missing instruction are SWD and bottom quartile students

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

1. Math learning gains bottom quartile
2. ELA learning gains Bottom quartile
3. ELA learning gains
4. Math learning gains
- 5.

Part III: Planning for Improvement

Areas of Focus:

| | |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| #1 | |
| Title | To ensure effective and relevant instruction a focus will be placed on math learning gains for bottom 25th percentile |
| Rationale | Math learning gains for the bottom 25% decreased 19%. This group is comprised largely of SWD and FRL. It is necessary for this group to make adequate gains to begin to close the achievement gap and move toward proficiency. |
| State the measurable outcome the school plans to achieve | The number of students making learning gains in the bottom quartile for math will increase 20%. This falls in line with the district Strategic Plan/ strategic theme: effective and relevant instruction to meet the needs of all students. The objective is to establish personalized learning opportunities for all students, as well as the initiative: provide instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner as most appropriate. |
| Person responsible for monitoring outcome | Darline Karbowski (darline.karbowski@palmbeachschools.org) |
| Evidence-based Strategy | Utilizing high quality classroom instruction via a rotational model with emphasis on small group instruction, number talks, and use of SuccessMaker as adaptive learning for intervention, differentiation, and personalization of learning path. This facilitates the natural progression of the Concrete-Representational-Abstract Instructional Approach. |
| Rationale for Evidence-based Strategy | Using adaptive technology can enhance mathematics learning and supports effective mathematics teaching and skills practice. Well-designed mathematics interventions can increase student achievement, specifically in the acquisition and practice of basic skills, especially when integrated with classroom instruction (Parr, J. M., & Fung, I. 2000). |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Review data, determine PD, and guide next steps, implementing standards-based instruction using a rotational model for instructional delivery. 2. Review the master schedule and put changes in place to optimize Math instructional time. 3. Differentiate instruction using push-in services to provide relevant instruction for the needs of students. 4. Analyze data of the lowest 25% with grades 4 and 5, set attainable goals, and provide tutoring, and support as needed. 5. Refer struggling students to SBT and into RTI process; particularly when reading intervention is needed. 6. Participate in district Trailblazer program, completing PD and implementation in classrooms, providing digital and blended learning opportunities utilizing current technology. 7. Grade level teacher will attend district cadre and share with the team at following PLC, providing instructional programming relevant to each groups learners 8.Utilize "look fors", visiting math classrooms biweekly. 9. Monitoring will occur by meeting regularly with Intervention team members, reviewing the progress of lowest 25%, reviewing data from class assessments, FSQ, USA, other district assessments, Successmaker, and adjusting instruction. 10. Regularly review data at PLCs:Successmaker, Diagnostics, and FSQs 11. 11. Implement a leadership team mentoring program for students |

Person Responsible Darline Karbowski (darline.karbowski@palmbeachschools.org)

#2

Title To ensure effective and relevant instruction a focus will be placed on ELA learning gains for bottom 25%

Rationale ELA learning gains for the bottom 25% remained flat. These gains are significantly below the state and district average. This group is comprised largely of SWD and FRL. It is necessary for this group to make adequate gains to begin to close the achievement gap and move toward proficiency.

State the measurable outcome the school plans to achieve The number of students making learning gains in the bottom quartile for ELA will increase 10%. This falls in line with the district Strategic Plan/ strategic theme: effective and relevant instruction to meet the needs of all students. The objective is to establish personalized learning opportunities for all students, as well as the initiative: provide instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner as most appropriate.

Person responsible for monitoring outcome Darline Karbowski (darline.karbowski@palmbeachschools.org)

Evidence-based Strategy Utilizing a balanced literacy format incorporating strategies and resources from iReady as adaptive technology and iReady toolbox as a resource for independent practice, as well as differentiation to deliver high quality ELA classroom instruction.

Rationale for Evidence-based Strategy Using the iReady tools, students have shown greater learning gains. The tool box and adaptive technology provide for a very individualized learning experience for each student to best develop literacy skills.

Action Step

- Description**
1. Teachers will attend professional development to hone their practice specifically in the areas of monitoring and grouping.
 2. Students will use iReady to build skills in ELA.
 3. Students will use accountable talk to explain their thinking.
 4. Teachers will be provided with training in word work and guided reading and iReady.
 5. Teachers in grade 2 will participate in Cadre 2021 continuing the PD delivered 2 grade K and 1 teachers the prior two years.
 6. PLC focus for grades 4 and 5 will be on writing. Best practices will be reviewed, differentiation of instruction, scope and sequence, and scoring with fidelity.
 7. Administration will continue walking through classrooms, focusing on standards-based instruction, independent reading time and use of complex text.
 8. Differentiate instruction using push-in services to provide relevant instruction for the needs of students.
 9. Monitoring will occur by meeting regularly with Intervention team members, reviewing the progress of lowest 25%, reviewing data from class assessments, FSQ, USA, other district assessments, iReady, and adjusting instruction.
 10. Regularly review data at PLCs: iReady, Diagnostics, and FSQs
 11. Implement a leadership team mentoring program for students

Person Responsible Darline Karbowski (darline.karbowski@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).

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction will also be infused as applicable to appropriate grade levels including but not limited to:

- (a) History of the Holocaust
- (b) History of African and African Americans
- (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.

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.

N/A

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.

N/A

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

N/A

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.

N/A

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

N/A

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 a focus will be placed on math learning gains for bottom 25th percentile | | | | \$600.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | | | 2141 - Acreage Pines Elementary School | School Improvement Funds | | \$600.00 |
| | | | <i>Notes: These funds will be used to provide after school tutorial using SuccessMaker resources. This tutorial will begin no later than February 1, 2020 and will specifically target students from the SWD and FRL groups, as well as those in the bottom 25%.</i> | | | |
| 2 | III.A. | Areas of Focus: To ensure effective and relevant instruction a focus will be placed on ELA learning gains for bottom 25% | | | | \$600.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | | | 2141 - Acreage Pines Elementary School | | | \$600.00 |
| | | | <i>Notes: These funds will be used to provide after school tutorial using iReady resources. This tutorial will begin no later than February 1, 2020 and will specifically target students from the SWD and FRL groups, as well as those in the bottom 25%.</i> | | | |
| Total: | | | | | | \$1,200.00 |