

The School District of Palm Beach County

Pierce Hammock Elementary School



2020-21 Schoolwide Improvement Plan

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Pierce Hammock Elementary School

14255 HAMLIN BLVD, Loxahatchee, FL 33470

<https://phes.palmbeachschools.org>

Demographics

Principal: Dianne Rivelli Schreiber

Start Date for this Principal: 8/18/2016

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	57%
2019-20 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 (63%) 2017-18: A (63%) 2016-17: A (66%) 2015-16: A (67%)
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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Pierce Hammock Elementary School

14255 HAMLIN BLVD, Loxahatchee, FL 33470

<https://phes.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p>No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>48%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>46%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Alejo, Ariel	Principal	The school principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction.
Mooney, Dr. Edwina	Assistant Principal	The school assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. Provide support to English Language Learners both directly and indirectly in the school environment. The ELL Coordinator will coordinate instructional activities and curriculum, assessment and measurement, documentation, and participate in the programmatic decision-making process on behalf of non-proficient English learners.
Aspenwall, Susan	Teacher, K-12	As a 5th grade teacher, she is responsible for preparing lesson plans and educating students at all levels. Her duties include assigning homework, grading tests, and documenting progress. Teachers must be able to instruct in a variety of subjects and reach students with engaging lesson plans
Deeds, Anne	Teacher, K-12	As a 2nd grade teacher, she is responsible for preparing lesson plans and educating students at all levels. Her duties include assigning homework, grading tests, and documenting progress. Teachers must be able to instruct in a variety of subjects and reach students with engaging lesson plans
Mackey, Stephanie	Teacher, K-12	As a Kindergarten teacher, she is responsible for preparing lesson plans and educating students at all levels. Her duties include assigning homework, grading tests, and documenting progress. Teachers must be able to instruct in a variety of subjects and reach students with engaging lesson plans
Myers, Cindy	Teacher, ESE	The ESE Coordinator maintains Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/or facilitates IEP Team meetings, IEP annual reviews and 3-year evaluations for a caseload of students with disabilities. The ESE Coordinator works with the ESE Instructors to assist in providing information to students, parents and General Education Instructors on how to appropriately implement a student's IEP in the educational environment. The ESE Coordinator assists in acting as a liaison between the ESE Department and teachers as well as students and their families.
Abel, India	Teacher, K-12	As a 4th grade teacher, she is responsible for preparing lesson plans and educating students at all levels. Her duties include assigning homework, grading tests, and documenting progress. Teachers must be able to instruct in a variety of subjects and reach students with engaging lesson plans
Chirinsky, Yaumari	Teacher, K-12	As a 3rd grade teacher, she is responsible for preparing lesson plans and educating students at all levels. Her duties include assigning homework,

Name	Title	Job Duties and Responsibilities
		grading tests, and documenting progress. Teachers must be able to instruct in a variety of subjects and reach students with engaging lesson plans
Schauers, Tammy	Teacher, K-12	As a 1st grade teacher, she is responsible for preparing lesson plans and educating students at all levels. Her duties include assigning homework, grading tests, and documenting progress. Teachers must be able to instruct in a variety of subjects and reach students with engaging lesson plans
Simpson, Kathleen	Teacher, K-12	SAI Teacher who facilitates student learning and helps students better understand concepts or applications in ELA. She supports students and assists them in gaining effective reading skills and maximizing their potential for their academic success.

Demographic Information

Principal start date

Thursday 8/18/2016, Dianne Rivelli Schreiber

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

37

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	57%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities English Language Learners

(subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: A (63%) 2016-17: A (66%) 2015-16: A (67%)
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 .	

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	66	61	61	72	79	70	0	0	0	0	0	0	0	409
Attendance below 90 percent	0	9	8	12	3	8	0	0	0	0	0	0	0	40
One or more suspensions	0	0	1	2	2	2	0	0	0	0	0	0	0	7
Course failure in ELA	0	4	8	8	6	5	0	0	0	0	0	0	0	31
Course failure in Math	0	2	7	8	5	4	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
FY20 ELA Diag Levels 1 & 2	0	0	0	25	16	25	0	0	0	0	0	0	0	66
FY20 Math Diag Levels 1 & 2	0	0	0	8	16	26	0	0	0	0	0	0	0	50

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	2	8	7	6	5	0	0	0	0	0	0	0	28
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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	1	0	3	1	6	8	0	0	0	0	0	0	0	19
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Date this data was collected or last updated

Tuesday 9/1/2020

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	

Number of students enrolled	75	71	70	85	79	89	0	0	0	0	0	0	0	469
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Attendance below 90 percent	11	5	4	6	9	13	0	0	0	0	0	0	0	48
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One or more suspensions	0	0	2	0	4	4	0	0	0	0	0	0	0	10
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Course failure in ELA or Math	7	9	15	21	16	23	0	0	0	0	0	0	0	91
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Level 1 on statewide assessment	0	0	0	11	8	22	0	0	0	0	0	0	0	41
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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	2	2	1	7	8	17	0	0	0	0	0	0	0	37
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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	3	0	1	0	0	0	0	0	0	0	0	0	4
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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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	
Number of students enrolled	75	71	70	85	79	89	0	0	0	0	0	0	0	469
Attendance below 90 percent	11	5	4	6	9	13	0	0	0	0	0	0	0	48
One or more suspensions	0	0	2	0	4	4	0	0	0	0	0	0	0	10
Course failure in ELA or Math	7	9	15	21	16	23	0	0	0	0	0	0	0	91
Level 1 on statewide assessment	0	0	0	11	8	22	0	0	0	0	0	0	0	41

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	2	2	1	7	8	17	0	0	0	0	0	0	0	37

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	3	0	1	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	72%	58%	57%	71%	53%	55%
ELA Learning Gains	71%	63%	58%	67%	59%	57%
ELA Lowest 25th Percentile	53%	56%	53%	54%	55%	52%
Math Achievement	74%	68%	63%	76%	62%	61%
Math Learning Gains	61%	68%	62%	70%	62%	61%
Math Lowest 25th Percentile	50%	59%	51%	61%	53%	51%
Science Achievement	62%	51%	53%	60%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	2019	71%	54%	17%	58%	13%
	2018	69%	56%	13%	57%	12%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	74%	62%	12%	58%	16%
	2018	76%	58%	18%	56%	20%
Same Grade Comparison		-2%				
Cohort Comparison		5%				
05	2019	68%	59%	9%	56%	12%
	2018	80%	59%	21%	55%	25%
Same Grade Comparison		-12%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	75%	65%	10%	62%	13%
	2018	83%	63%	20%	62%	21%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	83%	67%	16%	64%	19%
	2018	75%	63%	12%	62%	13%
Same Grade Comparison		8%				
Cohort Comparison		0%				
05	2019	66%	65%	1%	60%	6%
	2018	72%	66%	6%	61%	11%
Same Grade Comparison		-6%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	63%	51%	12%	53%	10%
	2018	70%	56%	14%	55%	15%
Same Grade Comparison		-7%				
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	49	63	57	60	60	56	33				
ELL	55			45							
BLK	60	65		71	53		45				
HSP	70	59		68	62		57				
WHT	76	76	69	77	60	48	67				
FRL	68	73	45	70	62	56	58				
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				

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	63
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	443
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	54

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

Math lowest 25th percentile was 50% for the 2018-2019 school year. This is a 7 point increase from FY19. Based on last year's Winter Diagnostics, grade 3 and 5 ELA is performing below the targets as of 12/19. Grade 3 ELA is 67%, target is 76%. Grade 5 ELA 72% and the target is 79%. Grade 4 math proficiency 72% and the target is 80%. Grade 5 Science Winter Diagnostics score was 55%; the target is 68%. Science FSA 2018 71% proficiency, FSA 2019 62% proficiency, Diagnostics 2020 55%. Third grade 2020 ELA Diagnostics predicted 6 students to score a level 1.

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

5th grade ELA showed the largest decline, going from 80% in 2018, to 68% in 2019. The student population from FY19 had significantly higher academic needs as compared to the students in FY18. SWD percentage was higher in FY19. Winter diagnostics for 4th grade math showed a significant decline in math. Science is showing a decline in proficiency. Teachers last year were new to teaching science. Also, the grades 3 and 4 scope is a weakness due to ELA and Math as the areas of focus in those grades. Scheduling difficulties and the science block may have contributed to the decline.

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 gain for the school in 2019 was 61%, with the state average at 62%. Math lowest 25th percentile was 50% for the 2018-2019 school year, with the state average at 51%. The gap is not significant enough to explain factors contributing to the gap.

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

Grade 3 Math target is 80% proficiency. Winter Diagnostics math scores for third grade was 89%. Math low 25% increased from 43% in 2018, to 50% in 2019. FY20 Diagnostics are on track to meet the targets for FY21 goals in ELA and Math. ELA percent proficient on the Winter Diagnostics was at 73%. Target is 77%. Math Diagnostics showed proficiency at 78%. FSA Target for math is 79%.

Grade 4 ELA 78% proficiency on Winter Diagnostics, their target is 76%. A schoolwide awareness of the low 25 students, was implemented in each classroom. Data chats and progress monitoring were readily used and monitored. Small group instruction, secondary standards, and tutorial were implemented schoolwide.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

1- Low 25% across all subgroups

2- Attendance

Based on this data trend our focus will be to increase learning gains in grades 4 and 5 and achievement for grade 3 in addition to focusing on the needs of our students with disabilities. If we do not support these concerns,

we are increasing the learning gaps, and students' improvement journey will be negatively affected.

When we focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners, especially our ESSA identified subgroups ELL and SWD.

The attendance rate is important because students are more likely to succeed in academics when they

attend school consistently. In addition to falling behind in academics, students who are not in school on

a regular basis are more likely to not be actively involved in school. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT. We will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days.

At Pierce Hammock Elementary we develop student engagement and participation towards 100% attendance through various incentives and recognition. For example, special seating in cafeteria, and rewards from the PTO.

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

Based on the data, previous schoolwide practices, and a Menti Survey conducted 10/15/20, these are the five priorities for FY21.

1. Communication
2. School Management
3. Professional and Ethical Behaviors
4. Student Learning
5. Decision Making/ Leadership Development

1. Communication must be an integral part of the planning of any initiative or effort from the earliest days, not at the end of the process after all of the important decisions are made. It must be a part of the school day every day. Great communication practices ultimately improve student achievement, which is our goal.

2. A defined School Management Plan creates a positive school culture. This must start before the first day of school and continue throughout the school year. A school's culture impacts and is impacted by the administrators, teachers, staff, students, and parents in a school community.

3. Professional and ethical behaviors among staff, teachers, administration, students, and all stakeholders is imperative in order to create a positive school climate. According to NEA, The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the

profession by unqualified persons.

4. Student learning is a priority. Pierce Hammock will establish collaborative grade level and cross grade level Teacher Teams within all grade levels focusing on standards, the scope and sequence, and student response to instruction. This ensures teachers are focused on best practices that support equitable & equal access to learning for all students all the time. Math, ELA, and Science standards assessments and diagnostic assessment data (USA's, PBPA, iReady, and Success Maker) will be used to track progress at the school and grade level. Differentiated small group instruction within all classrooms. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. Our tutorial program will offer incentives and be available for Distance Learners and Brick and Mortar students to ensure student participation and success. Increasing students learning gains in Literacy allows for our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities . Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought -after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.

5. Leadership development provides opportunities for faculty to provide input and lead change, (Leadership Matters, American Educator, 2018). This empowers and motivates teachers. Teacher buy in is higher when leadership is not just coming from administration. It also helps administration. Instructional leadership and teacher leadership in schools is strongly related to the performance of schools. Schools with higher levels of instructional leadership and teacher leadership rank higher in student achievement, for both mathematics and ELA. Collaborative Grade Level and Cross Grade Level Teacher Teams led by grade chairs and supported by administration and the PD Team provide opportunities for uninterrupted analysis of standards based teaching and learning; provides a high degree of accountability and continuity within and across grade levels; provides teachers and teams with the opportunity to progress monitor the achievement of all students and make decisions on next steps. Teams will establish coherent systems within the school (e.g. culture, communication, instruction).

The data indicate that holding teachers to high instructional standards—a key element of instructional leadership that is conceptually aligned with enhanced accountability—is among the most strongly related to higher achievement. Two elements of instructional leadership that are conceptually aligned with enhanced teacher authority and leadership—providing an effective administrator-teacher school improvement team and fostering a shared vision among faculty and administration for the school, (Leadership Matters, American Educator, 2018).

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale:

To ensure progress towards student achievement in ELA, Math, and Science to align with the District's Strategic Plan; LTO #1; Increase reading proficiency and LTO #2; Ensure High School Readiness. Based on state data from FY 19, overall ELA data is 72% which is a decrease of 4%. When looking at ELA performance by grade, only third grade increased (+2%) while fourth grade decreased (-2%) and fifth grade decreased (-12%). Our ELA learning gains increased 10% from 61% in 2018 to 71% in 2019. In addition, our ELA L25 percentile increased 4% from 56% in 2018 to 54% in 2019. Our greatest decline from the previous year is a decrease in ELA learning gains, a decrease of 5%, 49% in 2018 to 53% in 2019. During midyear, our Diagnostic data demonstrated an increase in both ELA and Mathematics. ELA increase of 1% and Math showed an increase of 6%. Math was a significant area of focus. This data demonstrates we are on the correct path to meet our goals. Due to the lack of data for FY20 because of state mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21, however our iReady data shows our students are making progressive improvements.

Measurable Outcome:

Our measurable goals for FY21 will be to increase ELA academic achievement by 5% to result in 77% ELA proficiency. In FY21, to increase math academic achievement by 5% to result in 79% in FY21, and increase science achievement by 14% to result in 76% in FY21. During the midyear we achieved 73% proficiency in ELA and an 80% proficiency in Math. This is a strong indicator that we are on the right track to meet our goals. Science Diagnostics continued to show a decrease, 56% proficiency. During end of year, our students were taught through virtual distance learning. Due to the lack of data for FY20 because of state mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21.

Person responsible for monitoring outcome:

Ariel Alejo (ariel.alejo@palmbeachschools.org)

Evidence-based Strategy:

Establish Collaborative Grade Level and Cross Grade Level Teacher Teams within all grade levels focusing on standards, the scope and sequence, and student response to instruction. This ensures teachers are focused on best practices that support equitable & equal access to learning for all students all the time. Math, ELA, and Science standards assessments and diagnostic assessment data (USA's, PBPA, iReady, and Success Maker) will be used to track progress at the school and grade level. Differentiated small group instruction within all classrooms.

Rationale for Evidence-based Strategy:

Collaborative Grade Level and Cross Grade Level Teacher Teams led by grade chairs and supported by administrations and the PD Team provide opportunities for uninterrupted analysis of standards based teaching and learning; provides a high degree of accountability and continuity within and across grade levels; provides teachers and teams with the opportunity to progress monitor the achievement of all students and make decisions on next steps. Teams will establish coherent systems within the school (e.g. culture, communication, instruction).

Action Steps to Implement

1. Monitoring will occur through fidelity walks analysis of lesson plans, and ongoing student data.

Person Responsible

Ariel Alejo (ariel.alejo@palmbeachschools.org)

2. During ELA, Math, and Science teachers implement a coherent curriculum that focuses on academic standards.

Person Responsible Ariel Alejo (ariel.alejo@palmbeachschools.org)

3. Analyze student data to determine students for tutorial groups and the support necessary.

Person Responsible Kathleen Simpson (kathleen.simpson@palmbeachschools.org)

4. Provide teachers professional development on collaborative teaching teams and expectations and systems thinking schools.

Person Responsible Ariel Alejo (ariel.alejo@palmbeachschools.org)

5. Grade level teachers collaborate to design differentiated and rigorous standards-based lessons to engage students with the subject matter.

Person Responsible Dr. Edwina Mooney (edwina.mooney@palmbeachschools.org)

6. Teachers will consistently analyze data to determine action steps for future instruction. Specialty teachers will support and offer varied instructional methodologies and resources to support all students.

Person Responsible Cindy Myers (cindy.myers@palmbeachschools.org)

7. School administrators and/or member of the Leadership Team will attend the Collaborative Team meetings to support collaboration and provide system, policy, and procedure information as well as any input in areas of academic content and best practices when appropriate.

Person Responsible Dr. Edwina Mooney (edwina.mooney@palmbeachschools.org)

The school faculty will establish open systems in order to achieve school improvement goals, follow the mission and vision, and implement a system of procedures and expectations in each area of a school's functions. The systems will be fluid and continually adapted but well established and clear to all stakeholders.

Person Responsible Dr. Edwina Mooney (edwina.mooney@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In alignment with the District's Strategic Plan and with the goal to increase academic instruction of all students- Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction the History of the Holocaust, History of African Americans, study of the contributions of Hispanics and Women to the United States, and the Sacrifices of Veterans in serving our country.

Addressing the Areas of Focus will contribute to the continuous monitoring of proven successful actions and processes as well as the development of new actions and processes to benefit student achievement. These deliberately designed action steps and processes are research-based with a history of success. They share a common theme of impacting student achievement, and the predicted outcomes would not be exclusive to only the Areas of Focus. It is anticipated Science Achievement and Math Achievement of the Lowest 25th Percentile of Students will demonstrate positive data gains as a result from the action steps developed for both Areas of Focus as well. Students are continuously engaged in rigorous standards-based activities which highlight multicultural diversity within the arts. Throughout the school year, the school has students participate in art expos and music programs of different cultures, countries, and eras; relying on Fine Arts teachers to contribute to this execution. Students have access to books about cultures and contributions of Black and African Americans, Latino and Hispanics, and women in US History. Fifth grade studies the Holocaust and patrols visit the Holocaust Memorial Museum in Washington, DC. (School Board Policy 2.09 and Florida State 1003.42) This access to ongoing multi-cultural studies enriches our students' educational experience and demonstrates our commitment to connect meaningfully with all facets of our school community.

Pierce Hammock Elementary School integrates and continuously develops a Single School Culture by sharing our universal guidelines for success, teaching expected behaviors, communicating with parents, and monitoring PBS. Best practices for inclusive education are addressed through our anti-bullying campaign, mentoring and implementation of PBS programs. These actions influence student achievement and create an environment conducive to learning. Pierce Hammock Elementary School implements a School-Wide Positive Behavior Program by recognizing students exhibiting positive behaviors on campus. Students will be recognized every week for demonstrating an act of kindness or support for their fellow classmate(s). Additional programs include National Elementary Honor Society. FSA tutorials will begin in January 2021 and end in May 2021. Pierce Hammock Elementary School integrates Single School Culture by sharing our Universal Guidelines for Success, Single School Culture Scripts, Family Nights, Curriculum Nights, and SAC meetings. The effectiveness of these efforts are monitored using SwPBS data from online data warehouses (EDW and Performance Matters). In addition, we utilize a behavior matrix, and teaching expected behaviors, communicating with parents, and monitoring SwPBS. Special funds are allocated for teachers, and support staff. Funds are also utilized for tutorials, supplies, refreshments for parental training, and remediation. Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and ELL students. Violence Prevention Programs: Safe and Drug Free Schools - District receives funds for Red Ribbon Week and programs that support prevention of violence in and around the school. These programs help to prevent the use of alcohol, tobacco, drugs, and foster a safe, drug free learning environment supporting student achievement and promoting an appreciation of multicultural diversity through planned activities. Single School Culture (SSC) for Academics: Teachers attend scheduled meetings where teachers collaborate and student work and assessments are analyzed to determine areas of strengths and weaknesses to drive instruction.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents and students. The school monitors SwPBS through data. All faculty received Threat Assessment Training this year and District and School Personnel have been collaborating to ensure equity and safety for all students on and off campus. Additional Guidelines have been implemented along with incentives for meeting student success. PTO assists with the incentives and volunteered time to manage and promote this system on campus. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

FY20 was our first year to implement National Elementary Honor Society. 4th and 5th grade students met criteria and regularly held meetings. Grades had citizenship were emphasized. Criteria had to be maintained. The philanthropic focus was to clean up the beaches. This was an enrichment opportunity for upper elementary students. Pierce Hammock was awarded the Lowe's Grant. This grant was used to provide a Panther Break Room for all K-5 students. The area helps children calm and focus themselves so they can be better prepared for learning and interacting with others. At times it is also used as a reward area when academic or behavior goals are met. The PTO volunteered their time to weekly reward students whose names were drawn from a bucket of Panther Paws, tickets earned for being responsible, respectful, and safe.

SEL strategies are also incorporated into all parent, families and community meetings. Each meeting is initiated by an opening ritual to establish a positive and welcoming environment and the meeting concludes with an optimistic closure where participants are encouraged to provide feedback, and reflect on what was shared. On-going communication is established to keep parents informed as well.

We monitor the progress of students on a continuous basis and update our Action Plans during Professional Learning Communities (PLC's) and other professional development opportunities. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and PBS programs.

Our teachers continue to learn about our students' cultural backgrounds through classroom meetings, SBT, counseling program, and mentoring opportunities for targeted students. Social Emotional Learning (SEL) program has been established in order to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Leadership Development				\$468.01
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	2861 - Pierce Hammock Elementary	School Improvement Funds	515.0	\$468.01
			<i>Notes: Tutorial for those students meeting criteria of a significant learning loss since Winter Diagnostics. Professional Development resources and materials to foster the Focus of Leadership Development. Pending SAC approval.</i>			
					Total:	\$468.01