Pierce Hammock Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Pierce Hammock Elementary School

14255 HAMLIN BLVD, Loxahatchee, FL 33470

https://phes.palmbeachschools.org

Demographics

Principal: Dianne Rivelli Schreiber

Start Date for this Principal: 10/1/2020

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	57%
2020-21 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%)
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	

* 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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	47%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 official "A" school status from FY19, 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	Position Title	Job Duties and Responsibilities
Chrissinger, Katie	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
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.
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
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, grading tests, and documenting progress. Teachers must be able to instruct in a variety of subjects and reach students with engaging lesson plans

Name	Position Title	Job Duties and Responsibilities
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.
King, Barbara	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
Bowers, Rhonda	Teacher, K-12	PE teacher who creates lesson plans that include standards set by the state in physical education as well as ELA standards and math standards. She promotes health and wellness with students and staff.
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.
Garcia, Natalie	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.

Demographic Information

Principal start date
Thursday 10/1/2020, 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.*
9

Total number of teacher positions allocated to the school
34

Total number of students enrolled at the school
445

Identify the number of instructional staff who left the school during the 2020-21 school year.
3

Identify the number of instructional staff who joined the school during the 2021-22 school year.
2

Demographic Data

Early Warning Systems

2021-22

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	81	79	71	59	75	82	0	0	0	0	0	0	0	447
Attendance below 90 percent	0	5	10	6	6	6	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	13	4	8	23	18	0	0	0	0	0	0	0	66
Course failure in Math	0	4	6	6	13	19	0	0	0	0	0	0	0	48
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	11	6	7	10	16	20	0	0	0	0	0	0	0	70
FY21 ELA Winter Diag Level 1 & 2	0	0	0	24	23	26	0	0	0	0	0	0	0	73
FY21 Math Winter Diag Level 1 & 2	0	0	0	11	28	25	0	0	0	0	0	0	0	64

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	7	4	7	14	16	0	0	0	0	0	0	0	48

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	3	1	0	1	3	5	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Monday 9/20/2021

2020-21 - 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	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

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
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	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

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
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				72%	58%	57%	76%	57%	56%
ELA Learning Gains				71%	63%	58%	66%	61%	55%
ELA Lowest 25th Percentile				53%	56%	53%	49%	56%	48%
Math Achievement				74%	68%	63%	78%	65%	62%
Math Learning Gains				61%	68%	62%	57%	63%	59%
Math Lowest 25th Percentile				50%	59%	51%	43%	53%	47%
Science Achievement				62%	51%	53%	71%	56%	55%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	71%	54%	17%	58%	13%
Cohort Comparison						
04	2021					
	2019	74%	62%	12%	58%	16%
Cohort Comparison		-71%				
05	2021					
	2019	68%	59%	9%	56%	12%
Cohort Comparison		-74%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	75%	65%	10%	62%	13%
Cohort Comparison						
04	2021					
	2019	83%	67%	16%	64%	19%
Cohort Comparison		-75%				
05	2021					
	2019	66%	65%	1%	60%	6%
Cohort Comparison		-83%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	63%	51%	12%	53%	10%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning. At Pierce Hammock Elementary School, we monitor and analyze the iReady scores to track proficiency in ELA for Kindergarten, First, and Second grades for Fall, Winter & Spring. Third, Fourth, and Fifth grade teams will use USA's to monitor and track proficiency in Fall, Winter, and Spring. In math, all grades, K-5, look at the USA's to determine areas of reteach needed in specific reporting categories. Science is progress monitored using fifth grade USA's in Fall, Winter, and Spring and Science Winter Diagnostics in Winter. iReady provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need. Unit Standardized Assessments (USAs) give teachers data on how well the students have mastered the standard. This supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53	43	73
	Economically Disadvantaged	41	42	70
	Students With Disabilities	33	22	44
	English Language Learners	0	0	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		98	97
	Economically Disadvantaged		97	94
	Students With Disabilities		100	100
	English Language Learners		100	100

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51	54	67
	Economically Disadvantaged	42	49	58
	Students With Disabilities	43	36	43
	English Language Learners	100	0	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		79	86
	Economically Disadvantaged		70	79
	Students With Disabilities		62	73
	English Language Learners		100	100

Grade 3				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students		74	77
	Economically Disadvantaged		71	75
	Students With Disabilities		67	74
	English Language Learners		25	25
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students		86	76
	Economically Disadvantaged		82	71
	Students With Disabilities		78	78
	English Language Learners		67	0

Grade 4				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students		76	83
	Economically Disadvantaged		68	76
	Students With Disabilities		64	62
	English Language Learners		0	0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	62	73	68
	Economically Disadvantaged	49	59	59
	Students With Disabilities	46	54	62
	English Language Learners	100	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		79	89
	Economically Disadvantaged		77	88
	Students With Disabilities		68	82
	English Language Learners		68	68
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	70	66	71
	Economically Disadvantaged	61	57	59
	Students With Disabilities	47	57	73
	English Language Learners	68	33	25
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	74	77	92
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners	0	0	50

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2019-20**	**C & C Accel 2019-20**
SWD	59	64		59	57		47				
ELL	46			38							
BLK	57	64		44	43		43				
HSP	63	50		58	38		31				
MUL	57			46							
WHT	83	80		83	67		74				
FRL	60	45	33	56	35	33	45				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
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	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	57
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	42
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	
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	50
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	48
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	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	77
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Pierce Hammock proficiency percentages for ELA, math, and science have declined from 2018 to 2019. Science was most notable with a 9% decrease. ELA and math showed a 4% decrease. Reviewing FSA 21 will show another decrease in proficiency in math and science as well as learning gains in all three tested areas. This coincided with our FY21 Winter Diagnostics. This year's fifth grade students will need significant remediation and monitoring based on the proficiency percentage of 49% level 3 and above. Third grade ELA met the goal of a 5% proficiency increase. 4th grade students should be closely monitored to be sure the trend is continuing to increase in order to meet this year's proficiency and gains goals. The FY21 Level 1 students all met good cause exemption, but should be instructed and monitored with a focus on their weaknesses. Most of these students met the minimum requirements for good cause exemption.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

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%. FY21 FSA proficiency showed 49% for 4th grade math students. 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.

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

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 science 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.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

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.

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

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 ensure 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).

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

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 USA's 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, such as Flocabulary and Generation Genius, and research based strategies will be aligned to grade level standards. 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 students needing remediation and enrichment to encourage 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 employee s. 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. In math, AMP is available in grades 3-5.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

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. iReady continuing professional development has been planned. ESE optional Professional Development is provided monthly to help create a diverse learning environment for all learners. Optional Marzano Professional Development is provided to ensure a high level of teaching practices are evident in all classrooms using research based

strategies. Also, science support from the district will be provided to 5th grade science teachers. Data chats will be completed with teachers three times this year to discuss student progress as well as intervention options to help all learners. Teams will establish coherent systems within the school (e.g. culture, communication, instruction). 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) will lead to increased student achievement.

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

Communication must be an integral part of the planning of any initiative or effort from the earliest days. It must be a part of the school day every day. Great communication practices ultimately improve student achievement.

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.

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. Systems need to be in place and reviewed often to maintain a single school culture which will positively affect student achievement.

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 on grade level by third grade 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 FY21 goals for FY22, however our iReady data shows our students are making progressive improvements. We will also use our FSA FY21 proficiency percentages to take into consideration gains and losses in percentages from FY19 to FY21. This will provide a more accurate outlook of what we need to focus on and where we need to go, as in most areas it is more than a 5 percentage point increase needed from FY19 to FY22.
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.
Monitoring:	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.
Person responsible for monitoring outcome:	Katie Chrissinger (katie.chrissinger@palmbeachschools.org)
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).
Rationale for Evidence-	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

based Strategy:	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 Katie Chrissinger (katie.chrissinger@palmbeachschools.org)

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

Person Responsible Katie Chrissinger (katie.chrissinger@palmbeachschools.org)

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

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

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

Person Responsible Katie Chrissinger (katie.chrissinger@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.moooney@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 Katie Chrissinger (katie.chrissinger@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

PIERCE HAMMOCK ELEMENTARY-2861 ranked #603 out of 1,395 elementary schools statewide. This school ranked #47 / 82 elementary schools in the county. PIERCE HAMMOCK ELEMENTARY Reported 0.4 incidents per 100 students. When compared to all elementary schools statewide, it falls into the moderate category.

Pierce Hammock Elementary will provide professional development centered around Texts, Tasks, and Talk, and research based, higher order thinking instruction to guarantee learners have the opportunity become inquirers, knowledgeable students, thinkers, communicators, as well as principled, open-minded, caring, risk-takers, and balanced reflective individuals.

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 Area 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 gains as a result of the action steps developed for the Area 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 integrates and continuously develops a Single School Culture by sharing our universal guidelines for success, teaching expected behaviors, communicating these expectations to parents via student handbook, and monitoring SwPBS through data, lessons, and resources., 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 weekly 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 2022 and end in May 2022. Pierce Hammock Elementary integrates Single School Culture by sharing our Universal Guidelines for Success, 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

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.

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 last 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. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts.

Our PBIS universal school guidelines and matrix is evident through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, and Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year. PTO assists with the incentives and volunteers 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. The Assistant Principal, School Counselor, and ESE Coordinator completed an extensive training in the area of threat assessment, called CSTG Nav360.

SEL strategies are also incorporated into all parent, family, 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 continue to maintain a single school culture through PBIS celebrations as well as advisory sessions that discuss applicable topics based on school culture/climate and mental health. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers.

Suite 360 is the curriculum that the school district selected to implement the five-hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

Monitoring of attendance, including late drop-offs and early pick-ups by our teachers, the counselors, and the SBT is key to building a positive culture. To address the issue, the school-based team currently meets to discuss truancy with students and families. When appropriate, attendance contracts are signed and/or a home visit is made. On a daily basis, One Voice is used to call the homes of students that are absent.

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success students, receive brag tags, certificates, individual reward tickets, and incentives. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to teachers throughout the year for going above and beyond.

We instill citizenship through our Safety Patrols, this group consist of only 5th grade students who are responsible, respectful, and set a good example for the students. Their main job is to maintain the safety of our students. They begin their day on post at 7:30AM by assisting students throughout our campus. At the end of the day, they are back on post ensuring that the students at get home safely

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 to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps.

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

FY20 was out first year to implement National Elementary Honor Society. 4th and 5th grade students met criteria and regularly held meetings. Grades and 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.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Resources- 2-1-1 is a community helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages. Caring staff will listen to each individual's situation to provide information on available social services, community services and resources that include food assistance, medical clinics, foreclosure prevention, parenting info on developmental concerns (Help Me Grow) & special needs, senior services that include free "Sunshine" daily calls, services for teens and more. Calls are Free, Confidential, and available 24/7.

Additional resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness. Our Case Manager and School Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

Safe and Drug Free Schools initiatives such as Red Ribbon Week and other programs that support prevention of violence in and around the school are implemented on an ongoing basis.

The school nurse provides support and nutrition information for those students who have food allergies or have been diagnosed with diabetes.

Teaming is leveraged across all school staff to ensure the effective implementation of school initiatives and other programs, including weekly PLCs, weekly Administrative Collaboration, monthly Instructional Leadership Team meetings, monthly Wellness / Safety Meetings - to name a few.

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Leadership Development				$5,216.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	120-Classroom Teachers	2861 - Pierce Hammock Elementary	School Improvement Funds		$5,216.00
					Total:	**$5,216.00**