The School District of Palm Beach County

Barton Elementary School

2021-22 Schoolwide Improvement Plan

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Barton Elementary School

1700 BARTON RD, Lake Worth, FL 33460

https://brte.palmbeachschools.org

Demographics

Principal: Denise Sanon

Start Date for this Principal: 7/1/2012

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Native American Students* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (48%) 2017-18: C (48%) 2016-17: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
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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https://brte.palmbeachschools.org

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	97%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

School Board Approval

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SIP Authority

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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.

Barton Elementary School is committed to ensuring all learners reach their highest potential through an excellent and equitable collaborative community that prepares for college and career readiness.

Provide the school's vision statement.

Students will be given quality and purposeful instruction, driven by the standards that will result in student proficiency and growth.

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
Sanon, Denise	Principal	As principal of Barton Elementary, Mrs. Sanon manages and supervises all aspects of the school. She is the instructional leader and is responsible for ensuring that all students receive equitable instruction. Focus on the goal to increase student academic achievement in all content areas in addition to closing the achievement gap for all students. Building teacher capacity in meeting the needs of all students while building relationships with the community, parents, and business partners to support all of Barton's initiatives.
Johnson, Tara	Assistant Principal	Focus on the goal to increase student academic achievement in all content areas in addition to closing the achievement gap for all students. Building teacher capacity in meeting the needs of all students while building relationships with the community, parents, and business partners to support all of Barton's initiatives. In addition, providing, a safe, equitable learning environment for all students.
De La Cruz, Karla	Assistant Principal	Focus on the goal to increase student academic achievement in all content areas in addition to closing the achievement gap for all students. Building teacher capacity in meeting the needs of all students while building relationships with the community, parents, and business partners to support all of Barton's initiatives. In addition, providing, a safe, equitable learning environment for all students.
Fullerton, Ivania	Instructional Coach	Build teacher capacity in literacy instruction through the coaching cycle and professional development in addition to working with students to close the achievement gap in literacy. She will work specifically with ELA teachers in grades 2-3.
allen, chelsea	Other	Single School Culture Coordinator-Focus on student academic achievement in all content areas in addition to closing the achievement gaps for all subgroups. Building teacher capacity in meeting the needs of all students
Weller, Meleshia	Other	LTF-Focus on student academic achievement in all content areas in grades K-2 in addition to closing the achievement gaps for all subgroups. She will also build teacher capacity in meeting the needs of all students through differentiation. In addition, she will also work with grade level teams to curriculum plan and plan for reteaching and enriching.
Maggio, Tracy	Math Coach	Build teacher capacity in literacy instruction through the coaching cycle and professional development in addition to working with students to close the achievement gap in math. Math coach will also work with grade level teams to curriculum plan and plan for reteaching and enriching. She will work specifically with math teachers in grades 4-5.

Name	Position Title	Job Duties and Responsibilities
Eugene, Feky	Math Coach	Build teacher capacity in literacy instruction through the coaching cycle and professional development in addition to working with students to close the achievement gap in math. Math coach will also work with grade level teams to curriculum plan and plan for reteaching and enriching. He will work specifically with math teachers in grades 2-3.
Harrell, Jodi	Teacher, K-12	Ms. Harrell will work alongside teachers in building the capacity of ELA instruction in grades 4-5. She will focus on both ELA and writing and how to differentiate for our neediest students including ELLs, ESE, and L25. Ms. Harrell will work with students and teachers, in addition to support curriculum planning and analyzing data to better meet the needs of our students.
McNair, Adriana	Teacher, K-12	Ms. McNair will work alongside teachers in building the capacity of ELA instruction in grades 4-5. She will focus on both ELA and writing and how to differentiate for our neediest students including ELLs, ESE, and L25. Ms. Harrell will work with students and teachers, in addition to support curriculum planning and analyzing data to better meet the needs of our students.
Mowry, Elissa	Teacher, K-12	Ms. Mowry will work with both teachers and students and support in providing a safe, positive, learning environment for students. She will support the schools efforts in SwPBS, assisting teachers in setting expectations for their students and school-wide. In addition, she will also oversee implementation of AVID and support teachers in using AVID strategies in the classroom.
Miro, Dakota		Ms. Miro will work to ensure compliance for ELLs. She will also support by working closely with both ELL and classroom teachers to ensure that teachers are using ESOL strategies that benefit our students. She will actively participate in PLCs and grade level meetings and common planning sessions to integrate best practices when planning lessons. She will build teacher capacity in differentiating for ESOL students.
Orelus, Patrick		Mr. Orelus will work to ensure compliance for ELLs. He will also support by working closely with both ELL and classroom teachers to ensure that teachers are using ESOL strategies that benefit our students. He will actively participate in PLCs and grade level meetings and common planning sessions to integrate best practices when planning lessons. He will build teacher capacity in differentiating for ESOL students.
Bolen, Alana	Other	Ms. Bolen will work to ensure compliance for ESE students. She will also support by working closely with both ESE and classroom teachers to ensure that teachers are using ESE strategies that benefit our students. She will actively participate in PLCs and grade level meetings and common planning sessions to integrate best practices when planning lessons. She will build teacher capacity in differentiating for ESE students.

Demographic Information

Principal start date

Sunday 7/1/2012, Denise Sanon

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.*

2

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.*

19

Total number of teacher positions allocated to the school

94

Total number of students enrolled at the school

1,078

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

10

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

12

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	153	163	163	201	125	210	0	0	0	0	0	0	0	1015
Attendance below 90 percent	0	45	42	64	30	48	0	0	0	0	0	0	0	229
One or more suspensions	0	0	2	8	2	7	0	0	0	0	0	0	0	19
Course failure in ELA	0	76	110	155	75	150	0	0	0	0	0	0	0	566
Course failure in Math	0	59	102	100	60	141	0	0	0	0	0	0	0	462
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	38	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	28	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	0	12	9	65	50	117	0	0	0	0	0	0	0	253
FY21 ELA Winter Diag Level 1 & 2	0	0	0	129	170	123	0	0	0	0	0	0	0	422
FY21 Math Winter Diag Level 1 & 2	0	0	0	103	125	112	0	0	0	0	0	0	0	340

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	59	102	119	75	142	0	0	0	0	0	0	0	497

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	34	0	0	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	158	173	165	170	215	156	0	0	0	0	0	0	0	1037
Attendance below 90 percent	0	47	57	42	71	57	0	0	0	0	0	0	0	274
One or more suspensions	0	0	4	5	9	7	0	0	0	0	0	0	0	25
Course failure in ELA	0	93	109	112	133	94	0	0	0	0	0	0	0	541
Course failure in Math	0	54	62	77	89	73	0	0	0	0	0	0	0	355
Level 1 on 2019 statewide ELA assessment	0	0	0	0	37	56	0	0	0	0	0	0	0	93
Level 1 on 2019 statewide Math assessment	0	0	0	0	27	40	0	0	0	0	0	0	0	67
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	164	124	0	0	0	0	0	0	0	288
FY20 Math Winter Diag Levels 1 & 2	0	0	0	0	105	92	0	0	0	0	0	0	0	197

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	69	71	74	116	87	0	0	0	0	0	0	0	417

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	40	33	0	0	0	0	0	0	0	76
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	158	173	165	170	215	156	0	0	0	0	0	0	0	1037
Attendance below 90 percent	0	47	57	42	71	57	0	0	0	0	0	0	0	274
One or more suspensions	0	0	4	5	9	7	0	0	0	0	0	0	0	25
Course failure in ELA	0	93	109	112	133	94	0	0	0	0	0	0	0	541
Course failure in Math	0	54	62	77	89	73	0	0	0	0	0	0	0	355
Level 1 on 2019 statewide ELA assessment	0	0	0	0	37	56	0	0	0	0	0	0	0	93
Level 1 on 2019 statewide Math assessment	0	0	0	0	27	40	0	0	0	0	0	0	0	67
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	164	124	0	0	0	0	0	0	0	288
FY20 Math Winter Diag Levels 1 & 2	0	0	0	0	105	92	0	0	0	0	0	0	0	197

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	69	71	74	116	87	0	0	0	0	0	0	0	417

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	40	33	0	0	0	0	0	0	0	76
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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				33%	58%	57%	30%	57%	56%
ELA Learning Gains				51%	63%	58%	56%	61%	55%
ELA Lowest 25th Percentile				54%	56%	53%	56%	56%	48%
Math Achievement				48%	68%	63%	44%	65%	62%
Math Learning Gains				62%	68%	62%	61%	63%	59%
Math Lowest 25th Percentile				53%	59%	51%	56%	53%	47%
Science Achievement				36%	51%	53%	35%	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	22%	54%	-32%	58%	-36%
Cohort Comparison						
04	2021					
	2019	34%	62%	-28%	58%	-24%
Cohort Comparison		-22%				
05	2021					
	2019	32%	59%	-27%	56%	-24%
Cohort Comparison		-34%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	38%	65%	-27%	62%	-24%
Cohort Comparison						
04	2021					
	2019	43%	67%	-24%	64%	-21%
Cohort Comparison		-38%				
05	2021					
	2019	49%	65%	-16%	60%	-11%
Cohort Comparison		-43%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	31%	51%	-20%	53%	-22%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

To progress monitor we will be using the following tools by grade level:
Grade 1
ELA-iReady Diagnostic in Fall, Winter, and Spring (whole school), Imagine Learning in Fall and Spring (ELLs) and WIDA screener as needed (ELL's), ACCESS Testing in Spring (ELL's), district FSQ's
Math- District provided FSQ's and USA's, iReady diagnostics in Winter

Grade 2
ELA-iReady Diagnostic in Fall, Winter, and Spring (whole school), Imagine Learning in Fall and Spring (ELLs) and WIDA screener as needed (ELL's), ACCESS Testing in Spring (ELL's), District FSQ's
Math- District provided FSQ's and USA's, iReady diagnostics in Winter

Grade 3
ELA-District Diagnostic (Winter) iReady Diagnostic in Fall, Winter, and Spring (whole school), Imagine Learning in Fall and Spring (ELL's) and WIDA screener as needed (ELLs), ACCESS Tesing in Spring (ELL's), District FSQ's
Math-District Diagnostic (Winter), District provided FSQ's and USA's, iReady in Winter

Grade 4
ELA-District Diagnostic (Winter) iReady Diagnostic in Fall, Winter, and Spring (whole school), Imagine Learning in Fall and Spring (ELLs) and WIDA screener as needed (ELL's), ACCESS Testing in Spring (ELL's), District FSQ's, Writing- (PBPA) Palm Beach Performance Assessment
Math-District Diagnostic (Winter), District provided FSQ's and USA's, iReady in Winter.

Grade 5
ELA-District Diagnostic (Winter) iReady Diagnostic in Fall, Winter, and Spring (whole school), Imagine Learning in Fall and Spring (ELL's) and WIDA screener as needed (ELL's), ACCESS Testing in Spring (ELL's), District FSQ's, Writing- (PBPA) Palm Beach Performance Assessment

Math-District Diagnostic (Winter), District provided FSQ's and USA's, iReady in Winter
Science-District NGSQ's, USA's, and District diagnostics in Winter.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11	15	34
	Economically Disadvantaged	11	15	34
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41	27	35
	Economically Disadvantaged	41	27	35
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11	16	21
	Economically Disadvantaged	11	16	21
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9	39	40
	Economically Disadvantaged	9	39	40
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19	20	15
	Economically Disadvantaged	19	20	15
	Students With Disabilities	0	9	17
	English Language Learners	0	10	17
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11	36	24
	Economically Disadvantaged	11	36	24
	Students With Disabilities	30	28	17
	English Language Learners	28	24	17

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10	22	23
	Economically Disadvantaged	10	22	23
	Students With Disabilities	7	9	9
	English Language Learners	4	10	17
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	23	26
	Economically Disadvantaged	15	23	26
	Students With Disabilities	33	28	17
	English Language Learners	23	24	17

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10	21	22
	Economically Disadvantaged	10	21	22
	Students With Disabilities	0	9	9
	English Language Learners	0	10	10
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	23	24
	Economically Disadvantaged	20	23	24
	Students With Disabilities	0	28	17
	English Language Learners	0	24	17
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	9	18	12
	Economically Disadvantaged	9	18	12
	Students With Disabilities	3	0	4
	English Language Learners	6	0	5

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	11	35	50	20	38	41	9				
ELL	20	39	48	27	36	41	10				
AMI	34	43		28	14						
BLK	24	47	60	32	36	36	27				
HSP	19	35	37	26	31	41	8				
WHT	8			25							
FRL	22	39	50	28	32	38	13				

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	7	36	54	21	51	56	12				
ELL	32	53	51	45	61	50	33				
AMI	27			41							
BLK	31	49	52	47	63	58	33				
HSP	36	50	52	51	61	52	39				
WHT	35	67		47	67						
FRL	33	51	54	48	62	53	36				

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	1	44	56	12	56	63	7				
ELL	23	51	50	42	62	60	18				
AMI	8	70		25	40						
BLK	31	55	69	42	63	67	47				
HSP	31	54	41	46	61	54	26				
WHT	19	50		53	70						
FRL	30	56	56	44	61	56	35				

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	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	262

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	30
Native American Students Subgroup Below 41% in the Current Year?	YES
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	30
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

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

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

White Students	
Federal Index - White Students	29
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Prior to COVID, FSA proficient data was on an upward trend in all content areas, 30% in FY18 ELA vs 33% in FY19 ELA. The same trend is evident in FSA Math 44% in FY18 vs 48% in FY19. Finally, Science FSA proficiency was 35% in FY18 and 36% in FY19.
Schoolwide, ELA has historically been an area of weakness across all grade levels. According to FY19 FSA ELA data, 33% of students were proficient on the FSA. However, that dropped to 21% on the FY21 District Diagnostic. According to FY21 iReady data only 27% of students were proficient on the Spring Diagnostic.
In addition, 3rd grade appears to be the grade level that historically performs lower than the other grade levels on the FSA-22% in FY19 while 4th grade was 34%, and 5th grade was 32%. Similar trends can be seen on the FY21 District Diagnostic where 3rd grade performed at 19%, 4th at 22% and 5th at 21%. According to FSA data, our SWD population is underperforming in all content areas. In FY19 FSA Math, only 20% of SWD were proficient, lower than any other subgroup including ELLS. The same applies to FY19 FSA ELA data that shows only 9% of SWD being proficient in ELA. The 2021 District Diagnostics showed similar trends with only 9% of SWD students being proficient on the ELA district diagnostic and 28% of SWD students being proficient on the 2021 Math District Diagnostic.

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

Based on FY19 state data, overall ELA data is 33% which is an increase of 3% from FY18 to FY19. However, there was a great decrease from FY19 FSA ELA data (33%) to FY21 District Diagnostic ELA data (21%). iReady data also shows that students need to improve on ELA. FY21 iReady Fall Diagnostic data showed that only 14% of students were proficient with 30% proficient by the end of the year (iReady Spring Diagnostic data). iReady data showed a decrease compared to FY19 where 37% of students were proficient on the iReady Spring Diagnostic data.
Subgroup data from FY19 also shows that SWD students are underperforming in ELA since only 7% of the students in that category were proficient. However, that is an increase from 2018 data that showed only 1% of SWD students were proficient but more improvements must be made. FY21 ELA District Diagnostic data showed that 9% of SWD students were proficient so there was no growth there.
In addition, improvements must be made in both math and science. While the FSA historical data showed an upwards trend in both content areas, when comparing FY19 FSA data to FY21 District Diagnostic data there was a decrease (FY19 FSA Math data-48% vs FY21 District Diagnostic Data-34%) and (FY19 FSA Science data-36% vs FY21 District Diagnostic data-18%).

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

The loss of instructional time due to COVID is a contributing factor to the decline of the FSA data that showed an upward trend. In Spring FY20, students did not have access to computers and/or the internet so they did not participate in class virtually. Although FY21 did eventually become a hybrid school year, originally, only about 40% of our students had returned to brick and mortar instruction. By the end of the school year, we doubled our brick and mortar students to approximately 80%. A focus on attendance and ensuring students are on campus is crucial. In addition, we must prepare teachers to better differentiate in the classroom. Our population is extremely diverse but data shows that some of our subgroups are falling behind such as SWD. Teacher's capacity to teach at the rigor of the standard while scaffolding and differentiating is key. Subgroup data must be tracked and instructional adjustments made based on data. In addition, teachers must ensure that students are using the accommodations daily in the classroom. Finally, resource teachers such as ESE and ELL resource teachers must work collaboratively with classroom teachers to plan for differentiated instruction and share best practices.

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

According to FY19 FSA data, overall math achievement was the data component that showed the most improvement with an increase of +4% (44% in 2018 to 48% in 2019). Specifically, 5th-grade students showed an increase of 16% in math. FSA data also shows that there was an increase in proficiency in American Indian students, there was an increase of 15% (23% in FY18 FSA Math and 38% in FY19 FSA Math). In addition, ELA FY21 District diagnostic data showed that American Indian students did not decrease despite the challenges with COVID. According to FY20 District ELA Diagnostic data, American Indian students were 24% proficient and 23% proficient in FY21 District ELA Diagnostic data. According to progress monitoring data, there was also an increase throughout the FY21 school year in the proficiency of ELA 5th grade with only 10% being proficient in Fall according to iReady Diagnostic Data to 22% proficient by Spring. There was also an increase in subgroup data when comparing FY19 Diagnostic to FY20 Diagnostic. SWD increased to 38.3% in FY20 (25.3% IN FY19) and American Indians increased to 59.5% in FY20 (41.7% in FY19).

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

Experienced teachers and effective collaboration and planning at PLCs contributed to success in these specific areas. At PLCs, experienced teachers shared best practices and data analysis was

done to improve student learning. Most importantly, additional tutorial and push-in support where academic tutors and resource teachers provided small group instruction to struggling students proved to be effective to the 5th-grade team. The small group instruction that was provided was targeted. The resource teacher and academic tutors planned with the experienced classroom teacher to better target students' strengths and weaknesses while focusing on the content that they must know for the grade-level assessments. In addition, tracking student attendance and having initiatives to bring students back to brick and mortar throughout the FY21 school year supported student gains.

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

In order to accelerate learning, teachers have to effectively plan to differentiate and scaffold instruction while still meeting the rigor of the standard. Historically, push-in support and double-down instruction has always produced positive student results so strategic scheduling must be in place to ensure that double-down support is happening in the classrooms. L25 students must be closely monitored and provided multiple opportunities to receive small group instruction from both the classroom teacher and double down teacher in both math and ELA. The data of student subgroups such as L25, ELL, and SWD must be tracked and reflected upon on an ongoing basis. This can take place at PLC and common planning since instructional adjustments must be made based on data analysis. All teachers must also receive additional planning support to ensure that they understand the content and have a deep understanding of what students need to know. Resources used in ELA, Math, and Science must be reviewed and ensured that they are meeting the full extent of the standard. Professional development on how to scaffold the learning must then occur to ensure that teachers know how to hold high expectations for all students while providing the necessary scaffolds. Finally, extra learning opportunities such as tutorial must be offered to students since we are still making up for the loss of instructional time due to COVID.

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.

To support teachers, teachers will receive professional development during Professional Learning Communities. They will learn how to break down standards and identify targets within the standard. In addition, professional development on the core actions and Marzano's taxonomy of instruction will be rolled out while engaging in lesson planning.
Most importantly, teachers need professional development on strategies that they can use in the classroom to reach diverse learners such as ESOL and SWD students. Implementation of these strategies in the classroom must be planned for at strategic points to ensure that students are understanding the content.
Teachers must also learn how to disaggregate data and identify next steps to ensure that all of their students are meeting their goals. Once strengths and weaknesses are identified, teachers should learn to make action plans to target the deficiencies.
Finally, a focus on cognitive student engagement in the classroom is key to student and teacher success. Teachers must learn to differentiate between compliance and engagement and plan for activities where they can monitor and regularly check in on student understanding to make instructional adjustments in the moment. The use of academic coaches to provide professional development through use of the coaching cycle will be crucial here so that teachers can learn in real-time while in the classroom.

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

Our primary focus will continue to be implementing standards-based instruction and differentiating instruction for all students.

1. Increase overall ELA proficiency, ELA learning gains, and third grade ELA proficiency. FSA FY19 Data shows that ELA is the content area that is performing the lowest (33%) when compared to the state average (57%). A focus on ELA in all grades K-5 is needed to increase student achievement in the tested grades.

2. Ensure learning gains and progress for ESSA categorized subgroups (SWD and AMI). State data shows that these students are underperforming when compared to other subgroups. While there has been a focus on our ELLs that make up 59% of the school and their ESSA percent is at 48%, a similar focus on meeting the needs of SWD and AMI is needed during PLC and Common Planning to ensure their needs are being met.

3. Increase in math and science proficiency. While there is an upwards trend in both math and science in all subgroups, we still want to focus on these two content areas and increase our gains.

4. Strengthen core instruction while providing scaffolds to improve academic achievement for all students. If core instruction is effective in all grade levels, the need to remediate will be lower and students in all grade levels will be better prepared to achieve.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	If we focus on standards-based instruction to increase learning gains in school-wide ELA, Math, and Science, then we will increase student achievement and ensure alignment to the District's Strategic Plan; this area of focus aligns directly with our District Strategic Plan, Theme 1 with the goal of increasing reading on grade level by 3rd grade to 75%. Based on state data from FY19, overall ELA data is 33% which is an increase of 3% when compared to FY18. However, the state average was 57%. When looking at ELA performance by grade and comparing FY19 to FY18, third grade decreased (-4%), fourth grade increased (+5% same grade comparison and +8% cohort comparison), and fifth grade increased (+7% same grade comparison and +3% cohort comparison). Our learning gains in ELA decreased by 6% from 56% in 2/018 to 51% in 2019. Also, our ELA L25 percentile decreased by 2% from 56% in 2019 to 54% in 2019. Our greatest decline from the previous year is a decrease in ELA learning gains, a decreased of 5%; 56% in 2019 to 51% in 2019. In addition, district diagnostic data from FY21 shows a decrease in ELA from 33% in FY19 FSA to 22% in FY21. ELA must also be a focus for students in K-3 as evident in progress monitoring data. According to FY21 iReady Spring Diagnostic data results, 34% of 1st graders were proficient in ELA and only 21% of 2nd graders were proficient in ELA.
Measurable Outcome:	Our measurable goals for the FY22 school year as in ELA as measured by the FY22 FSA and iReady in Grades K-2 will be: ELA overall FSA proficiency-31% ELA Learning Gains-70% ELA L25% Gains-70% Our goal is to increase all ESSA groups by 10%.
Monitoring:	Monitoring is key to student success and school improvement. Data is then used to make instructional adjustments and ensure that we are on track to meeting our goals. Monitoring will happen through: Data Analysis Classroom Walkthroughs Review of Lesson Plans Student work samples Student attendance Data chats with academic coaches, teachers, and students Formal Observations Informal observations
Person responsible for monitoring outcome:	Denise Sanon (denise.sanon@palmbeachschools.org)
Evidence-based Strategy:	1. Effective Core Instruction and focus on the literacy block-Teachers will learn how to teach to the full extent of the standard and understand the components of the literacy block to help students read on grade level. 2. Effective PLCs focusing on ELA-This will ensure teachers collaborate to discuss best practices while scaffolding instruction for struggling readers. 3. Double Down Instruction during the ELA block-Incorporating double down, small group instruction to support students learning at their ability with a variety of grade-level tasks. 4. Tutorial-FSA tutoring programs to ensure learning is supplemented with additional resources and instructional time.

Rationale for Evidence-based Strategy:	1. Effective Core Instruction- If core instruction is effective, there will be a decrease in the need to reteach which will increase student proficiency. A focus on the literacy block will also reduce the need for intervention if students are receiving this effective instruction. 2. Effective PLCs-Through collaboration and planning for standards-based instruction with a focus on scaffolding and differentiation, teachers will provide effective core instruction to students. 3. Double Down Instruction- Double down instruction will allow that all students receive strategic, small group instruction that is differentiated to meet their specific needs. During the core ELA block, if double down instruction is in place students are guaranteed to receive more small group, differentiated instruction. 4. Tutorial-Students will receive additional learning opportunities to increase proficiency and growth.

Action Steps to Implement

1. Effective Core Instruction
a. Plan for standards-based instruction through PLCs.
b. Implementation of scaffolds to address all learners.
c. Effective student grouping.
d. Monitoring will occur through lesson plan reviews, classroom walk-throughs, virtual classroom visits, student data analysis, and data chats.

Person Responsible Tara Johnson (tara.johnson@palmbeachschools.org)

2. Effective PLCs
a. Plan for aligning instruction to meet the rigor of the standards at PLCs.
b. Plan for data-driven instruction and action planning at PLCs.
c. Provide professional development to teachers in how to differentiate and scaffold instruction to meet the needs of all students.
d. Monitoring will occur through lesson plan reviews, classroom walk-throughs, student data analysis, and data chats.

Person Responsible Karla De La Cruz (karla.delacruz@palmbeachschools.org)

3. Double Down Instruction
a. Double down teacher will follow a schedule to ensure students receive additional small group instruction.
b. Double down teacher will provide targeted standards-based instruction to students based on students' strengths/weaknesses.
c. Monitoring will occur through lesson plan reviews, classroom walk-through, student data analysis, and data chats.

Person Responsible chelsea allen (chelsea.allen@palmbeachschools.org)

4. Tutorial
a. Students needing remediation and enrichment will be identified to receive additional instruction outside of the school day.
b. Students will receive standards-based instruction to meet their academic goals and increase academic achievement.
c. Monitoring will occur through attendance, lesson plan reviews, and student data analysis.

Person Responsible Karla De La Cruz (karla.delacruz@palmbeachschools.org)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	If we focus on standards-based instruction to increase learning gains in school-wide ELA, Math, and Science, then we will increase student achievement and ensure alignment to the District's Strategic Plan; this area of focus aligns directly with our District Strategic Plan, Theme 1 with the goal of increasing reading on grade level by 3rd grade to 75%. In addition, the focus on math and science will directly align with our District Strategic Plan, Theme 1 with the goal of ensuring high school readiness. Math FSA FY19 raw data shows an increase of 4% from 44% in 2018 to 48% in 2019 but the state average was at 68% in 2019 so there is a 20% gap. The math learning gains decreased by 1% from 61% in 2018 to 62% in 2019. Math L25 decreased 3% from 56% in 2018 to 53% in 2019. Science FSA FY19 state data shows an increase of 1% from 35% in 2018 to 36% in 2019 with the state average being 53%, a gap of 18%. ESSA data shows SWD was 35% and Native American students were at 35%. In addition, district diagnostic data in math showed a decrease of -15% in overall Math (48% FY19 FSA to 33% FY21 Diag) and a decrease of -18% in overall Science 36% FY19 FSA to 18% FY21 Diagnostic.
Measurable Outcome:	Our measurable goals for the FY22 school year as in math and science as measured by the FY22 FSA are as follows: Math overall FSA proficiency-40% Math Learning Gains-70% Math L25% Gains-70% Science overall FSA proficiency-30% Our goal is to increase all ESSA groups by 10%.
Monitoring:	Monitoring is key to student success and school improvement. Data is then used to make instructional adjustments and ensure that we are on track to meeting our goals. Monitoring will happen through: Data Analysis Classroom Walkthroughs Review of Lesson Plans Student work samples Student attendance Data chats with academic coaches, teachers, and students Formal Observations Informal observations
Person responsible for monitoring outcome:	Denise Sanon (denise.sanon@palmbeachschools.org)
Evidence-based Strategy:	1. Effective Core Instruction in math and science-Teachers will learn how to teach to the full extent of the standard and create rigorous tasks for students. 2. Effective PLCs-This will ensure teachers collaborate to discuss best practices while scaffolding instruction for struggling readers. 3. Double Down Instruction-Incorporating double down, small group instruction to support students learning at their ability with a variety of grade-level tasks. 4. Tutorial-FSA tutoring programs to ensure learning is supplemented with additional resources and instructional time.
Rationale for	1. Effective Core Instruction- If core instruction is effective, there will be a decrease in the need to reteach which will increase student proficiency.

Evidence-based Strategy:	2. Effective PLCs-Through collaboration and planning for standards-based instruction with a focus on scaffolding and differentiation, teachers will provide effective core instruction to students. 3. Double Down Instruction- Double down instruction will allow that all students receive strategic, small group instruction that is differentiated to meet their specific needs. 4. Tutorial-Students will receive additional learning opportunities to increase proficiency and growth.

Action Steps to Implement

1. Effective Core Instruction
a. Plan for standards-based instruction through PLCs.
b. Implementation of scaffolds to address all learners.
c. Effective student grouping.
d. Monitoring will occur through lesson plan reviews, classroom walk-throughs, virtual classroom visits, student data analysis, and data chats.

Person Responsible Tara Johnson (tara.johnson@palmbeachschools.org)

2. Effective PLCs
a. Plan for aligning instruction to meet the rigor of the standards at PLCs.
b. Plan for data-driven instruction and action planning at PLCs.
c. Provide professional development to teachers in how to differentiate and scaffold instruction to meet the needs of all students.
d. Monitoring will occur through lesson plan reviews, classroom walk-throughs, student data analysis, and data chats.

Person Responsible Karla De La Cruz (karla.delacruz@palmbeachschools.org)

3. Double Down Instruction
a. Double down teacher will follow a schedule to ensure students receive additional small group instruction.
b. Double down teacher will provide targeted standards-based instruction to students based on students' strengths/weaknesses.
c. Monitoring will occur through lesson plan reviews, classroom walk-through, student data analysis, and data chats.

Person Responsible chelsea allen (chelsea.allen@palmbeachschools.org)

4. Tutorial
a. Students needing remediation and enrichment will be identified to receive additional instruction outside of the school day.
b. Students will receive standards-based instruction to meet their academic goals and increase academic achievement.
c. Monitoring will occur through attendance, lesson plan reviews, and student data analysis.

Person Responsible Karla De La Cruz (karla.delacruz@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.

When looking at SafeSchoolsforAlex.org, we see our school ranks #415 out of 1,395 elementary schools statewide. We recorded 0.3 incidents per 100 students. This rating was for a total enrollment of 1,094 with 3 incidents in the 2019-2020 school year. When looking at the ranking details the incidents rated very high are property incidents. Violent incidents rate low and drug/ public order incidents rate very low. Our total reported suspension rate was in the moderate ranking with 36 suspensions for the 1094 students. Overall, our school incident ranking is low. To continue to support our students and maintain our low ranking, we will continue to integrate a Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols. We utilize a behavior matrix, teach expected behaviors, and monitor SwPBS. At Barton, we integrate Single School Culture by sharing our Universal Guidelines for Success, through Family Nights, Curriculum Nights, SAC meetings, and announcements. Some of these meetings may be virtual this year due to COVID 19. The effectiveness of these efforts is monitored using SwPBS data from online data warehouses (EDW and Performance Matters). Data is monitored by the administration team and discussed at grade level meetings and PLCs if necessary. We recognize students who exhibit positive behaviors on campus by providing incentives throughout the year.

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 via student protocols. We utilize a behavior matrix, teach expected behaviors, and monitor SwPBS. At Barton, we integrate Single School Culture by sharing our Universal Guidelines for Success, through Family Nights, Curriculum Nights, SAC meetings, and announcements. Some of these meetings may be virtual this year due to COVID 19.

In addition, students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:
-The History of the Holocaust
-The History of Black and African Americans

-The Contributions of Latino and Hispanics
-The Contributions of Women
-The Sacrifices of Veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

School academic goals are predominately displayed and discussed in PLCs, faculty meetings, and parent meetings. Parent meetings with support from APTT address the academic goals with students and families and provide families with strategies that they can implement at home to help the child succeed. Tutorial that begins usually begins in Winter is also offered before school, after school, and on Saturdays. Administration, teachers, and coaches also conduct data chats with teachers and students to support our academic goals. Enrichment clubs such as SECME and the Leadership Club provide additional academic opportunities for students and possible avenues to advance their career goals after high school.

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

Barton Elementary builds positive relationships with parents, families, and other community stakeholders in alignment with the school's mission to support the needs of all students. Monthly SAC meetings are at a time that is conducive to parent participation. Parent University provides parents opportunities to learn about how to support student learning at home. APTT also provides parents and families with data-based action planning and strategies that they can use at home to support student learning. Parent University and other monthly parent events are planned to help parents understand how they can support student's education at home. This school year, due to social distancing, we will be facilitating most of these meetings virtually. Parents have access to laptops and the internet and will be able to participate virtually. Partnership with For the Children through 21st Century provides students with additional academic tutoring, enrichment, extracurricular activities, homework assistance, health and wellness opportunities, social and emotional learning, and family services. Other partnerships include PBSO, Publix, and Red Apple which provides teachers and students with needed supplies.The community liaison and assistant principals works diligently to foster and maintain these positive relationships with the community in addition to ensure that parents attend school functions and are actively involved in their child's education. Teachers also play a key role in promoting the home school relationship.

Part V: Budget

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

1	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
2	**III.A.**	**Areas of Focus: Instructional Practice: Differentiation**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	120-Classroom Teachers	0741 - Barton Elementary School	School Improvement Funds	1001.0	$0.00
			Notes: Pending SAC approval			
					Total:	**$0.00**