

The School District of Palm Beach County

Palm Springs Elementary School



2021-22 Schoolwide Improvement Plan

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Palm Springs Elementary School

101 DAVIS RD, Palm Springs, FL 33461

<https://pses.palmbeachschools.org>

Demographics

Principal: Marjie Rowe

Start Date for this Principal: 8/9/2021

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* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (51%) 2017-18: C (49%) 2016-17: C (46%)
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 was approved by the Palm Beach County School Board on 10/20/2021.

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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101 DAVIS RD, Palm Springs, FL 33461

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">92%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">91%</p>

School Grades History

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

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Palm Springs Elementary School is to educate, affirm, and inspire each student in an equity embedded environment.

Provide the school's vision statement.

Palm Springs Elementary staff, students, family, and community members will work together to form an active partnership to foster a joy of learning, academic growth and mastery, and emotional intelligence. The diverse cultural heritage of the school community is valued and all stakeholders will have a voice. Palm Springs envisions an environment where everyone succeeds.

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
Rowe, Marjie	Principal	The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Silva, Patrica	Instructional Coach	The role of the Math Coach K-5 is to provide instructional support for planning core instruction as well as intervention. The math coach will assist teachers in analyzing data and developing instructional focus calendars during PLC.
Byer, Karen	Instructional Coach	The role of the Reading Coach K-5 is to provide instructional support for planning core instruction as well as intervention. The reading coach will assist teachers in analyzing data and developing instructional focus calendars during PLC.
Farinas, Annerys	Other	The role of the ESOL Coordinator is to work with teachers and families to develop and implement individual plans for ELL students. The ESOL Coordinator also works with the ESOL teachers to ensure that students are receiving appropriate services and intervention.
Perez, Carolina	Other	The role of the ESE Contact is to make sure that IEPs are written and implemented and that ESE students receive services and accommodations. The ESE contact works with families and provides procedural safeguards.
Liberia, Crystal	Teacher, K-12	The role of the teacher is to provide high quality instruction to students, assess and monitor progress while adapting/ differentiating instruction based on data results.

Demographic Information

Principal start date

Monday 8/9/2021, Marjie Rowe

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.*

14

Total number of teacher positions allocated to the school

83

Total number of students enrolled at the school

997

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

8

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

9

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	150	174	164	172	117	182	0	0	0	0	0	0	0	959
Attendance below 90 percent	0	66	52	42	22	47	0	0	0	0	0	0	0	229
One or more suspensions	0	0	2	1	1	4	0	0	0	0	0	0	0	8
Course failure in ELA	0	89	128	136	68	140	0	0	0	0	0	0	0	561
Course failure in Math	0	47	99	105	63	123	0	0	0	0	0	0	0	437
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	59	93	57	0	0	0	0	0	0	0	209
Level 1 on 2019 statewide FSA Math assessment	0	0	0	63	99	111	0	0	0	0	0	0	0	273
Number of students with a substantial reading deficiency	0	0	0	90	130	106	0	0	0	0	0	0	0	326
FY21 ELA Winter Diag Level 1 & 2	0	0	0	93	133	122	0	0	0	0	0	0	0	348
FY21 Math Winter Diag Level 1 & 2	0	0	0	76	122	131	0	0	0	0	0	0	0	329

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	64	107	108	57	130	0	0	0	0	0	0	0	466

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	4	1	29	3	27	0	0	0	0	0	0	0	65
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Sunday 8/15/2021

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	111	147	153	153	181	179	0	0	0	0	0	0	0	924
Attendance below 90 percent	0	77	65	48	65	66	0	0	0	0	0	0	0	321
One or more suspensions	0	6	2	3	9	2	0	0	0	0	0	0	0	22
Course failure in ELA	0	71	99	95	120	112	0	0	0	0	0	0	0	497
Course failure in Math	0	41	60	69	78	87	0	0	0	0	0	0	0	335
Level 1 on 2019 statewide ELA assessment	0	0	0	0	26	38	0	0	0	0	0	0	0	64
Level 1 on 2019 statewide Math assessment	0	0	0	0	16	25	0	0	0	0	0	0	0	41
ELA Winter Diagnostic Level 1 & 2	0	0	0	120	110	95	0	0	0	0	0	0	0	325
Math Winter Diagnostic Level 1 & 2	0	0	0	89	86	84	0	0	0	0	0	0	0	259

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	77	74	97	102	0	0	0	0	0	0	0	409

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	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	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	111	147	153	153	181	179	0	0	0	0	0	0	0	924
Attendance below 90 percent	0	77	65	48	65	66	0	0	0	0	0	0	0	321
One or more suspensions	0	6	2	3	9	2	0	0	0	0	0	0	0	22
Course failure in ELA	0	71	99	95	120	112	0	0	0	0	0	0	0	497
Course failure in Math	0	41	60	69	78	87	0	0	0	0	0	0	0	335
Level 1 on 2019 statewide ELA assessment	0	0	0	0	26	38	0	0	0	0	0	0	0	64
Level 1 on 2019 statewide Math assessment	0	0	0	0	16	25	0	0	0	0	0	0	0	41
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Students with two or more indicators	0	59	77	74	97	102	0	0	0	0	0	0	0	409

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	2	0	29	0	1	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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				38%	58%	57%	40%	57%	56%
ELA Learning Gains				54%	63%	58%	58%	61%	55%
ELA Lowest 25th Percentile				46%	56%	53%	51%	56%	48%
Math Achievement				61%	68%	63%	48%	65%	62%
Math Learning Gains				68%	68%	62%	54%	63%	59%
Math Lowest 25th Percentile				58%	59%	51%	51%	53%	47%
Science Achievement				29%	51%	53%	40%	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	34%	54%	-20%	58%	-24%
Cohort Comparison						
04	2021					
	2019	38%	62%	-24%	58%	-20%
Cohort Comparison		-34%				
05	2021					
	2019	35%	59%	-24%	56%	-21%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	64%	65%	-1%	62%	2%
Cohort Comparison						
04	2021					
	2019	54%	67%	-13%	64%	-10%
Cohort Comparison		-64%				
05	2021					
	2019	48%	65%	-17%	60%	-12%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	26%	51%	-25%	53%	-27%
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 allows teachers and administrators the ability to track students' academic progress and growth across the entire school year. Teachers use performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If students fail to make adequate progress the teach can then adjust instruction and provide targeted intervention. Various reports from Performance Matters and EDW will be used to monitor and report student learning. In grades KG through 2 Palm Springs will use iReady diagnostic information in the fall, winter, and spring.

We will also use the Benchmark weekly assessments. In grades 3 to 5 we will use iReady, district FSQs and USAs in the fall, winter, and spring. District Diagnostics will be used for grades 3 to 5 in the winter and in the spring.

iReady provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.

FSQs and USAs provide teachers with data on how well the students have mastered individual standards. The data provided assists the teachers with instructional decision making.

Teachers have data chats with instructional coaches and administration. Teachers help students track and set data driven goals as well as communicate progress with families. Data is routinely analyzed at grade level PLCs where team collaborate to make data driven decisions.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21.2	20	31.1
	Economically Disadvantaged	21.9	20.2	31.6
	Students With Disabilities	10	18.2	9.1
	English Language Learners	12.7	13.3	19.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		53.9	64.1
	Economically Disadvantaged		54.4	63.9
	Students With Disabilities		41.7	58.3
	English Language Learners		42.3	52.9

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.4	24.5	37.4
	Economically Disadvantaged	23.9	23.3	35.4
	Students With Disabilities	15.4	15.4	25
	English Language Learners	13.8	10.9	26.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		75.2	64.2
	Economically Disadvantaged		74.5	64.3
	Students With Disabilities		83.3	61.5
	English Language Learners		67.2	54.1

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		51.4	51.4
	Economically Disadvantaged		50.4	50.7
	Students With Disabilities		30	27.3
	English Language Learners		35.4	35.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		46.8	41.9
	Economically Disadvantaged		45.4	40.6
	Students With Disabilities		30	18.2
	English Language Learners		34.2	29.9

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		44.7	32.8
	Economically Disadvantaged		45.5	33.3
	Students With Disabilities		38.2	24.3
	English Language Learners		25.7	11.8
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	30.8	29.7	22.7
	Economically Disadvantaged	30.5	29.3	22.3
	Students With Disabilities	25.7	27	21.1
	English Language Learners	20	16	8

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		51.3	60
	Economically Disadvantaged		50.7	59.5
	Students With Disabilities		38.1	45.8
	English Language Learners		36.8	42.9
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	47.2	38.3	24.4
	Economically Disadvantaged	46.1	36.5	24
	Students With Disabilities	38.5	20	7.7
	English Language Learners	31.4	23.6	14.8
Science	All Students	65.8	65.5	73.4
	Economically Disadvantaged	63.6	64.7	72.7
	Students With Disabilities	61.9	54.5	73.9
	English Language Learners	51.6	49.3	58.4

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	20	18	21	22	8		22				
ELL	31	38	32	25	8	13	28				
AMI	40			30							
ASN	42			33							
BLK	29	41		27	5	13	29				
HSP	34	39	26	28	7	4	27				
WHT	45	67		40	27		62				
FRL	34	42	39	29	8	9	33				
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	29	52	54	41	66	75	21				
ELL	34	52	45	56	68	59	20				
ASN	75			67							
BLK	38	59	57	59	61	56	32				
HSP	33	50	45	58	68	65	23				
WHT	54	60		80	73		41				
FRL	37	53	46	61	69	59	28				
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	28	47	42	26	42	48	30				
ELL	27	48	41	35	45	53	24				
BLK	38	63	57	44	58	53	36				
HSP	39	56	49	47	51	44	39				
WHT	43	58		62	54		60				
FRL	39	57	49	47	52	48	40				

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	29
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	42
Total Points Earned for the Federal Index	234

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
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	27
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	35
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	38
Asian Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	26
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	26
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	48
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	30
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?

FY19 FSA vs. FY21 data shows a slight drop in ELA scores while math data dropped significantly. ELA - 0% drop in grade 3, 15% drop in grade 4, and 2% gain in grade 5
 Overall the gains were 42% and gains in the Low 25% were 38%. The school's overall proficiency in ELA went from 38% to 34%. However, when you look at the group of students that took the test in grade 3 in SY19 and then tested again in SY21, there was a 3% gain with those students showing a more positive trend.
 MATH - There was a more significant decrease in math scores when looking at SY19 vs SY21 FSA data. The school dropped to a 29% overall proficiency. Learning gains were only 8% and gains in the Low 25% were only 9%. When looking at the cohort of students in SY19 who took the test as fifth graders in SY21, there was a 42% decrease - 64% as third graders as opposed to 22% as fifth graders.
 Based on this data trend our focus will be to increase the overall proficiency and learning gains - especially in math. Additionally, we will continue to focus on our ESSA identified student groups (ELL and SWD) who will receive targeted small group instruction, intervention, and tutorials. The trend in our data shows that we need to focus on foundational skills in reading and math with supports in place to scaffold grade level standards.

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

The greatest need for improvement is in the area of math - both in overall proficiency and learning gains. Another area of concern is the number of students earning a level 1 in ELA in grade 3 and who were then retained. Standards based instruction with grade level, complex texts for ELA will continue to be a focus during PLC planning sessions. Resources and strategies will be aligned and scaffolds will continue to be put in place to support students not yet performing at their grade level. Math foundational skills will have to be a focus this year for all grade levels. Progress monitoring data from FSQs and USAs during SY21 indicated that students were struggling - especially if they were enrolled in distance learning. As we plan for this school year, grade level standards based instruction will have to be accompanied by targeted and strategic review of previous math content.

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

In SY21, maintaining teaching stability was a challenge. Several classroom teachers were absent for ten to fourteen days and getting substitutes was difficult. In order to provide coverage, resource teachers were placed in rooms with no homeroom teacher. This meant there were numerous times when students in our ESSA student groups did not receive individualized, targeted support with fidelity.

Approximately 30% of our students did not return to brick and mortar. Contact information was not accurate which caused communication breakdowns. Many of our teachers and administrators

were also severely affected by the pandemic, many were quarantined which caused interruptions in instruction and support services.

Another contributing factor was the shift in professional development. Since teaching a virtual or hybrid model was necessary, most of the professional development was focused on the effective use of technology. Many teachers did not find it easy to both engage the in person students while at the same time engage the at home learners. Authentic engagement

This year we will focus on making sure the Conditions for Learning are in place in classrooms.

Focused and targeted small group instruction and intervention will resume with fidelity. Students will have opportunities to interact with content and utilize accountable talk to process new content.

Teachers will resume in person PLCs to plan collaboratively to implement grade level standards.

In order to provide a greater opportunity for ALL students to have access to accelerated courses, all third graders will have the opportunity to participate in the 3rd grade AMP.

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

Palm Springs was able to remain fairly consistent with ELA proficiency in spite of interrupted instruction due to the global pandemic. While there was a slight drop from SY19 FSA data compared to SY21, a decrease of 4 points, grade 3 was able to maintain and not lose ground while 5th grade made an actual 2% gain. Additionally, the cohort of students from SY19 to SY21 made a 3% gain in overall proficiency in ELA.

Another area of improvement was in the area of science - the 5th graders increased from 26% to 28%.

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

One factor contributing to improvements in ELA was a shift to standards based instruction during the core block. PLCs were shifted to focus on instructional planning based on data. Additionally, resource and support teachers worked with ESSA student groups to remediate and help close the learning gap that many students faced with the pandemic.

A contributing factor to the improvement in science is having a science resource teacher on the fine arts wheel. The teacher reviewed fair game questions with students in Kindergarten through 5th

grade and provided hands-on activities to engage students in all grade levels. During this school year, the science resource teacher is also implementing the SECME program and there will be a school wide science fair to teach students the scientific method. In order to enrich ALL students in STEM activities, and encourage a culture of inquiry and collaboration, the science resource teacher will coordinate a School-wide Enrichment Model (SEM). Students will participate in monthly STEM challenges in each grade level - thus assuring that ALL students have access to enrichment in the area of science.

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

Action steps to continue improvement:

1. Math and literacy coaches will provide support in PLCs to focus on the standards and ensure teachers understand how to teach the standards, materials, and resources.
2. Use of all adaptive technology programs to progress monitor students based on student groups to determine remediation and enrichment needs.
3. School administrators will conduct walkthroughs, monitor lesson plans, and engage teachers in data chats to ensure fidelity of instruction.
4. Math will be added to the fine arts wheel for 3rd to 5th graders to increase math computational fluency and review grade level standards.
5. A "media 2" block has been added to the fine arts wheel for students in KG to grade2 in order to have more time to complete minutes with
6. Learning Gains - We will use the resource teachers to provide tier 2 and tier 3 instruction to students who require intensive remediation and intervention blocks will be extended to 45 minutes.
7. Science - We will continue to use the science resource teacher on the wheel to provide instruction in fair game benchmarks and review of grade level standards. He will also work to increase students grasp of science vocabulary.
8. Plan for extended learning opportunities in reading and math within and beyond the school day.

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.

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule and our Instructional Coaches will continue to provide job embedded professional development.

During the summer of FY22, the leadership team received PD on Cambourne's Conditions for Learning. This training will be rolled out to teachers throughout the SY22 school year through faculty meetings and professional development days.

Teachers will receive PD on AVID strategies to implement in the classroom. Additionally, teachers will continue to learn about the Science of Reading and how to incorporate those into whole group and small group instruction.

Math professional development will focus on incorporating daily review to account for math learning loss and in effective small group instruction using the rotational model.

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

Continuing to increase proficiency in 3rd grade ELA is one of our priorities. Efforts are in place to strengthen reading skills in K and 1 so that achievement gaps in reading are closed. ELL and SWD

students provided targeted instruction using FSQ, USA, iReady, and District Diagnostic data results. All students will be provided small group instruction with additional teacher support (academic tutors, ESOL and ESE teachers) in grades KG -5. The goal is to close achievement gaps prior to entering grade 3 by providing extended learning opportunities for students performing below grade level in grades 2 and 3.

Student engagement is another area of focus and to facilitate active participation in the learning process, teachers must plan and employ engagement strategies. Professional development planned to assist teachers in the implementation of engagement strategies.

We will continue to provide opportunities for parent engagement and family workshops and events that assist school and home collaboration, student achievement and instructional engagement in ELA, Math and Science.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Palm Springs Elementary will focus on standards based instruction in math using data to plan and implement best practices. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners. PSES had a profound drop in math FSA scores. Our overall proficiency dropped to 29%. Grade 3 went from 64% to 33%, Grade 4 went from 54% to 21%, and Grade 5 went from 48% to 22%. The cohort of students that took the test as 3rd graders in 2019 to taking the FSA as 5th graders in 2021, there was a 42% decrease (64% to 22%).

Area of Focus Description and Rationale: In the past, PSES had strong learning gains scores in math. In 2019, the overall learning gains was 68% and the learning gains in the lowest 25% was 58%. In SY21, the gains dropped to 8% and the learning gains in the lowest 25% was 9%. Based on the 2019 ESSA data, PSES is not designated as either a CSI or TSI school. Overall, we made 51% of the Federal percentage of points. Additionally, every student group made over the 41% threshold of available points. Many students struggled with participating in math fully as distance learners. By focusing on standards based instruction for both the lesson as well as intervention and remediation, we will be able to help students to recover from math learning loss. Our goal is to be strategic and focus on standard-based instruction in whole group and small group instruction. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.

Measurable Outcome: FY22 FSA proficiency in MATH will increase from 27% to 40%.
 Learning Gains will increase from 8% to 60%.
 Learning Gains in the Lowest 25% will increase from 9% to 60%.
 ESSA Student Groups
 ELL - from 48% to 55%
 SWD - from 48% to 55%
 Economically Disadvantaged - from 50% to 55%
 Hispanic - from 49% to 55%
 Black/African American - 52% to 57%

Monitoring: Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At PSES, we strategically plan for a variety of monitoring techniques:
 -Review of progress monitoring assessments (FSQs, USAs, iReady, etc.)
 -Review of lesson plans, classroom walks, student work samples/portfolio/binder reviews, student attendance, data chats, formal observations, and PLC attendance/participation. The monitoring will be supported by key members of the leadership team - Principal, Asst. Principal, Coaches, ESE Contact, and ESOL Coordinator.

Person responsible for monitoring outcome: Marjie Rowe (marjie.rowe@comcast.net)

Evidence-based Strategy: 1. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.
 2. Incorporate small group instruction to support/scaffold students with grade level

standards based instruction.

3. Strategically use resource support teachers during the math block to provide instruction in areas of weakness with grade level standards.

4. Provide extended learning opportunities beyond the school day to remediate and enrich students with grade level standards based instruction.

1. PLCs and job embedded professional development allows teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Rationale for Evidence-based Strategy:

2. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA.

3. Standards based remediation and enrichment during the math block allows for students to prepare for FSA and increases learning gains.

4. Students who participate in extended learning opportunities beyond the school day have increased results on FSQs, USAs, and state standardized testing.

Action Steps to Implement

PLCs/Professional Development -

1. Create a calendar of PLC meetings and arrange for coverage.

2. Work with LTF and Coaches and grade level teams to develop a list of PLC protocols

3. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs

4. Coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.

5. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.

6. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.

7. Work in partnership with South Region Educational Board (SREB) to build PLC facilitator capacity in using the FCIM model with grade level teams.

Person

Responsible Patrica Silva (patti.silva@palmbeachschools.org)

Small Group Instruction -

1. Students will be assessed using USA's and FSQ's in Math.

2. Teachers will analyze student data to determine strengths and weaknesses in content area.

3. Teachers will create all small group rotational cycles to ensure all students are able to access grade level standards through scaffolding and differentiation in math.

4. There will be a math resource teacher added to the fine arts schedule for grades 3 to 5. During Media 2, K-2 students will have time to complete SuccessMaker lessons.

5. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

6. Teachers develop ongoing formative assessments to track student learning and make adjustments to instruction.

7. Teachers will have the opportunity to observe other teachers and/or coaches in utilizing best practices for small group instruction.

Person

Responsible Marjie Rowe (marjie.rowe@comcast.net)

Remediation/Enrichment -

1. Create a master board schedule to provide support in classrooms during the math block.

2. Increase the time of intervention from 30 minutes to 45 minutes.

3. Allocate resources and interventionists and monitor using the SBT Progress Monitoring document
4. Utilize academic tutors to support math instruction with small groups of students.
5. Work with teachers to develop PMPs for students and communicate these with families
6. Teachers will develop a system for small group instruction during the math block so that all students not on grade level are provided additional instruction on grade level standards
7. Accelerationist will work with grade 3 teachers and students to model and coach instructional strategies that support standards based instruction.
8. Students in grade 3 will be exposed to the AMP scope and sequence.

Person Responsible Marjie Rowe (marjie.rowe@comcast.net)

Extended Learning Opportunities -

1. Create a system for three tutors to work with students given a "stay home" directive so that children absent can stay current with grade level instruction.
2. Analyze student data to determine students for tutorial groups for math.
3. Choose research-based resources and create a schedule with October being the target for full implementation for after school tutorial.
4. Provide training for tutors to understand expectations and become familiar with materials to execute tutorials.
5. Use the School-wide Enrichment Model (SEM) to provide all students the opportunity to participate in activities that promote higher order thinking skills.

Person Responsible Crystal Liberia (curacaoteacher@yahoo.com)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Palm Springs Elementary will focus on standards based instruction in ELA using data to plan and implement best practices. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners. There was some stability in the 2021 ELA scores from the previous 2019 scores. Grade 3 remained the same at 34% overall proficiency while grade 5 increased from 35% to 37%. There was a significant drop in ELA scores in 4th grade - 38% to 23%. This could be attributed to the fact that all third grade students were promoted regardless of a reading deficiency. When looking at a cohort of students that took the test as 3rd graders in 2019 to taking the FSA as 5th graders in 2021, there was a 3% increase (34% to 37%). Based on the 2019 ESSA data, PSES is not designated as either a CSI or TSI school. Overall, we made 51% of the Federal percentage of points. Additionally, every subgroup made over the 41% threshold of available points. Intervention and remediation was a challenge in the 2021 school year and will be a focus for this school year. Many students struggled with participating in ELA fully as distance learners. By focusing on standards based instruction for both the lesson as well as intervention and remediation, we will be able to help students to recover from learning loss. Our goal is to be strategic and focus on standard-based instruction in whole group and small group instruction. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.

Measurable Outcome:

FY22 ELA FSA proficiency in grades 3 to 5 will increase from 31% to 40%.
 ELA Gains will increase from 42% to 50% and gains in the Low 25% will increase from 38% to 50%.
 K - 2 proficiency as measured by iReady will be 70%.
 ESSA Student Group Goals:
 ELL - from 48% to 55%
 SWD - from 48% to 55%
 Economically Disadvantaged - from 50% to 55%
 Hispanic - from 49% to 55%
 Black/African American - 52% to 57%

Monitoring:

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At PSES, we strategically plan for a variety of monitoring techniques:
 -Review of progress monitoring assessments (FSQs, USAs, iReady, etc.)
 -Review of lesson plans, classroom walks, student work samples/portfolio/binder reviews, student attendance, data chats, formal observations, and PLC attendance/participation. The monitoring will be supported by key members of the leadership team - Principal, Asst. Principal, Coaches, ESE Contact, and ESOL Coordinator.

Person responsible for monitoring outcome:

Marjie Rowe (marjie.rowe@comcast.net)

Evidence-based Strategy:

1. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

2. Incorporate small group instruction to support/scaffold students with grade level standards based instruction.
3. Strategically use resource support teachers during the intervention block to provide instruction in areas of weakness with grade level standards.
4. Provide extended learning opportunities beyond the school day to remediate and enrich students with grade level standards based instruction.

1. PLCs and job embedded professional development allows teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Rationale for Evidence-based Strategy:

2. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA.

3. Standards based remediation and enrichment during the math block allows for students to prepare for FSA and increases learning gains.

4. Students who participate in extended learning opportunities beyond the school day have increased results on FSQs, USAs, and state standardized testing.

Action Steps to Implement

PLCs/Professional Development -

1. Create a calendar of PLC meetings and arrange for coverage.
2. Work with LTF and Coaches and grade level teams to develop a list of PLC protocols
3. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
4. Coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
5. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
6. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.
7. Work in partnership with South Region Educational Board (SREB) to build PLC facilitator capacity in using the FCIM model with grade level teams.

Person

Responsible Karen Byer (karen.byer@palmbeachschools.org)

Small Group Instruction -

1. Grade 3 to 5 students will be assessed using USA's and FSQ's in ELA. Benchmark assessments will be used in grade K - 2. iReady will also be used to monitor progress.
2. Teachers will analyze student data to determine strengths and weaknesses in ELA.
3. Teachers will create all small group rotational cycles to ensure all students are able to access grade level standards through scaffolding and differentiation in ELA.
4. There will be academic tutors to work with small groups to assist students in ELA.
5. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
6. Teachers develop ongoing formative assessments to track student learning and make adjustments to instruction.
7. Teachers will have the opportunity to observe other teachers and/or coaches in utilizing best practices for small group instruction.

Person

Responsible Marjie Rowe (marjie.rowe@comcast.net)

Remediation/Enrichment -

1. Create a master board schedule to provide support in classrooms during core instruction as well as the

intervention block.

2. Increase the time of intervention from 30 minutes to 45 minutes.
3. Allocate resources and interventionists and monitor using the SBT Progress Monitoring document.
4. Utilize academic tutors to support ELA instruction with small groups of students.
5. Work with teachers to develop PMPs for students and communicate these with families
6. Teachers will develop a system for small group instruction during the ELA block so that all students not on grade level are provided additional instruction on grade level standards
7. Create a culture of reading by implementing school wide events both during and after the school day.
8. Create a dedicated block of time in K - 2 for systematic phonics instruction with practice using decodable text.

Person Responsible Marjie Rowe (marjie.rowe@comcast.net)

Extended Learning Opportunities -

1. Create a system for three tutors to work with students given a "stay home" directive so that children absent can stay current with grade level instruction.
2. Analyze student data to determine students for tutorial groups for ELA.
3. Choose research-based resources and create a schedule with October being the target for full implementation for after school tutorial.
4. Provide training for tutors to understand expectations and become familiar with materials to execute tutorials.
5. Use the School-wide Enrichment Model (SEM) to provide all students the opportunity to participate in activities that promote higher order thinking skills.

Person Responsible Crystal Liberia (curacaoteacher@yahoo.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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 PSES ranks 573 out of 1395, moderate, when compared to all elementary schools statewide and 46 out of 82 in the county. We reported 0.4 incidents per 100 students.

PSES ranked #1 for both the county and the state with regards to violent incidents and property incidents. This was rated as very low with zero incidents reported. In the area of Drug/Public Order Incidents we rated very high with .39 out of 100 students. The area of concern was weapons possession. The students who were identified did not threaten any individual and administration worked with the families and the students. We had 0 in-school suspensions and 23 out of school suspensions in 2019-2020.

To support our students and make an impact on incidents we will integrate a Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student handbook, and monitoring SwPBS through data and AVID strategies, lessons and resources.

Palm Springs will provide mentoring of our at risk students to support and foster positive relationships with all. We have also developed an SEL Plan to assist students with feeling safe and secure when at school.

SEL Plan:

- * Classroom guidance is on the fine arts wheel to teach the SEL Standards**
- * One School Counselor is available at all times to assist with students that need counseling or are having difficulty at school or at home**
- * SBHP and School Counselors work with McKinney Vento students and students in Foster Care**
- * Counselors using an extra period of Guidance to teach the SEL Book of the Quarter**
- * Teachers able to request either the SBHP or School Counselors to work with individuals, small groups, or even the whole class to address SwPBS needs**
- * Implement Student of the Month recognition and Panther Cafe rewards**
- * Student Mentoring Program in place for one on one checks throughout the day**

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.

Palm Springs Elementary integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS Team developed and implemented a behavior matrix and posted expectation posters throughout the school. Additionally, weekly messages broadcast during morning and afternoon announcements that support the components of the matrix. A student of the month program is implemented with students receiving a medal of honor and the opportunity to sit in the Panther Cafe area of the cafeteria.

Our school is an AVID school. Advancement Via Individual Determination's (AVID) mission is to close the achievement gap by preparing all students for college readiness and success in a global society. It is designed to ensure all students, especially the least served students who are in the academic middle to succeed in a rigorous curriculum, complete a rigorous college preparatory path, enter mainstream activities of the school, enroll in four-year colleges, and become educated and responsible participants and leaders in their communities and our society.

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. The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students.

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, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students 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 Instruction applicable to appropriate grade levels including but not limited to:

- (a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.
- (b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
- (c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.
- (d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting

democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

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

Principal/Assistant Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, administration can positively influence the school culture with strategies that encourage collaboration.

Leadership Team: This team represents all areas of the school - both instructional and non-instructional. This team plans many extra-curricular events and celebrate diversity and encourage parent and family engagement. Such events include, but are not limited to AVID Night, Dual Language Night, Multicultural Night, Science and Math Night, Grade 5 Moving On, and Awards assemblies. This fosters pride and connects the community to the school.

School Based Team: The SBT provides a system to implement the MTSS process. This includes students experiencing academic as well as behavioral challenges. The team works to provide Tier 2 support as supplemental instruction as well as Tier 3 intensive support. Case managers work to collect and graph data to optimize the resources and strategies used with students in order to accelerate progress.

SBHP: Provides immediate support for students experiencing trauma based situations. The SBHP also works to share resources with families such as outside counseling, homelessness support, etc.

School Counselors: Supports a positive culture and environment through the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselors ensure students feel safe, welcome, and included.

Teachers: Incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00