

Broward County Public Schools

# Palm Cove Elementary School



## 2021-22 Schoolwide Improvement Plan

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## Palm Cove Elementary School

11601 WASHINGTON ST, Pembroke Pines, FL 33025

[ no web address on file ]

### Demographics

**Principal: Priscille Elie**

Start Date for this Principal: 12/11/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	92%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (60%) 2017-18: C (50%) 2016-17: C (50%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Broward 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](http://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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## Palm Cove Elementary School

11601 WASHINGTON ST, Pembroke Pines, FL 33025

[ no web address on file ]

### 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 KG-5	Yes	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

### School Grades History

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

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<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 Cove Elementary is to develop each student's intrinsic ability to learn, think, communicate, and act responsibly in a changing world by providing a comprehensive and balanced instructional program that emphasizes necessary skills and strategies needed for academic success in a safe and secure learning environment.

#### **Provide the school's vision statement.**

The best is yet to come.

### 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
Elie, Priscille	Principal	The Principal will coordinate administrative oversight and plan all phases of instructional leadership for the school including educational programming, administration, budgetary planning, discipline, and counseling services.
Alvarez, Michelle	Assistant Principal	Assists in the planning, scheduling and supervision of student activities. Supervises and evaluates substitutes assigned to the building. Assists in the budget planning process at the building level. Relates to students with mutual respect while carrying out a positive and effective discipline policy.
Charpentier, Kimberly	Reading Coach	Work with teachers to identify issues with students or curriculum, set goals, and solve problems. Collaborate with educators and school administrators to develop curriculum and lesson plans. Coach teachers, conduct student assessments, and analyze student data.
Cartwright, Melinda	Staffing Specialist	Exceptional Student Education (ESE) Specialists are responsible for providing support to the teachers in the school to ensure that students with disabilities demonstrate increased participation and performance in the curriculum, statewide assessments, and creates and monitors student IEP goals.
Harmon, Dominique	Teacher, ESE	Provide the level and frequency of support needed for students based on the Individual Education Plan (IEP). Arrange for alternative classroom and testing accommodations for students with disabilities. Develop and adapt curriculum and testing materials to meet the needs of teachers and students.
Louis, Marlene	Instructional Coach	She will work with classroom teachers to support student learning in all content areas within the ASD Cluster and ensure that the students IEP goals are being met.
Ojeda, Lissy	School Counselor	Observing children and identifying their strengths, problems or areas for improvement. Offering guidance to students, parents and teachers. Monitoring the progress of children with difficulties to observe if improvement is being made.
Valiente, Jennifer	Math Coach	Math Coach's primary role is to coach math teachers to support best practices in using data, provide analysis of school-wide trends in instruction, make recommendations about potential next steps to address areas of need and support teachers with the math curriculum.
Zafra, Shaina	Instructional Coach	She will work as a support for classroom teachers to increase student learning in all content areas, provide pull out services for students, and support students during testing.



## Demographic Information

### Principal start date

Wednesday 12/11/2019, Priscille Elie

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

3

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

5

### Total number of teacher positions allocated to the school

40

### Total number of students enrolled at the school

449

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

1

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

3

## 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	57	60	90	89	80	90	0	0	0	0	0	0	0	466
Attendance below 90 percent	19	21	19	16	23	21	0	0	0	0	0	0	0	119
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	11	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	11	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	8	22	20	32	29	0	0	0	0	0	0	0	111

#### 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	3	2	10	13	17	0	0	0	0	0	0	0	45

**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	1	0	10	2	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Wednesday 9/22/2021

**2020-21 - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Number of students enrolled														
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA														
Course failure in Math														
Level 1 on 2019 statewide FSA ELA assessment														
Level 1 on 2019 statewide FSA Math assessment														

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

Indicator	Grade Level													Total
Students with two or more indicators														

**The number of students identified as retainees:**

Indicator	Grade Level													Total
Retained Students: Current Year														
Students retained two or more times														

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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

## Part II: Needs Assessment/Analysis

### School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				60%	59%	57%	53%	56%	56%
ELA Learning Gains				71%	60%	58%	55%	57%	55%
ELA Lowest 25th Percentile				73%	54%	53%	55%	51%	48%
Math Achievement				59%	65%	63%	58%	62%	62%
Math Learning Gains				60%	66%	62%	53%	60%	59%
Math Lowest 25th Percentile				49%	53%	51%	42%	47%	47%
Science Achievement				48%	46%	53%	37%	49%	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	57%	60%	-3%	58%	-1%
Cohort Comparison						
04	2021					
	2019	70%	62%	8%	58%	12%
Cohort Comparison		-57%				
05	2021					
	2019	47%	59%	-12%	56%	-9%
Cohort Comparison		-70%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	65%	-5%	62%	-2%
Cohort Comparison						
04	2021					
	2019	65%	67%	-2%	64%	1%
Cohort Comparison		-60%				
05	2021					
	2019	45%	64%	-19%	60%	-15%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	43%	49%	-6%	53%	-10%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool that was used was the i-Ready Diagnostic Assessment. Students are assessed on the computer based assessment three times during the school year.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19/37.3%	32/62.7%	41/74.5%
	Economically Disadvantaged	14/35.9%	26/66.7%	32/76.2%
	Students With Disabilities	2/22.2%	5/55.6%	5/62.5%
	English Language Learners	2/22.2%	3/33.3%	4/40%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17/33.3%	20/39.2%	38/69.1%
	Economically Disadvantaged	13/33.3%	15/38.5%	28/68.3%
	Students With Disabilities	2/22.2%	3/33.3%	6/66.7%
	English Language Learners	4/44.4%	0/0%	4/40%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32/39.5%	37/45.1%	55/66.3%
	Economically Disadvantaged	21/40.4%	26/50%	33/63.5%
	Students With Disabilities	2/12.5%	3/20%	8/53.3%
	English Language Learners	4/30.8%	3/21.4%	6/42.9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19/23.8%	27/32.9%	43/52.4%
	Economically Disadvantaged	13/25.5%	17/32.7%	26/50%
	Students With Disabilities	2/13.3%	1/6.7%	4/26.7%
	English Language Learners	2/16.7%	3/21.4%	10/71.4%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37/53.6%	29/40.3%	42/56.8%
	Economically Disadvantaged	26/52%	19/36.5%	27/50.9%
	Students With Disabilities	6/37.5%	3/17.6%	5/29.4%
	English Language Learners	3/30%	2/20%	4/40%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8/11.6%	13/18.1%	28/40.6%
	Economically Disadvantaged	4/8%	9/17.3%	16/33.3%
	Students With Disabilities	2/12.5%	2/11.8%	2/14.3%
	English Language Learners	1/10%	1/10%	4/40%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23/32.4%	25/34.2%	20/34.5%
	Economically Disadvantaged	17/32.7%	19/35.8%	17/38.6%
	Students With Disabilities	2/12.5%	3/18.8%	2/12.5%
	English Language Learners	1/14.3%	1/14.3%	1/16.7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10/14.1%	15/20.8%	22/37.3%
	Economically Disadvantaged	9/17.3%	12/23.1%	14/32.6%
	Students With Disabilities	2/12.5%	1/6.7%	3/21.4%
	English Language Learners	0/0%	0/0%	1/16.7%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22/29.3%	28/35.4%	27/39.1%
	Economically Disadvantaged	12/24%	16/30.2%	17/37.8%
	Students With Disabilities	1/5.3%	2/10%	2/14.3%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14/18.7%	19/23.5%	34/53.1%
	Economically Disadvantaged	10/20%	14/26.4%	22/51.2%
	Students With Disabilities	1/5.3%	1/4.8%	3/27.3%
	English Language Learners	0/0%	0/0%	0/0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

## 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	33	25		23	21		11				
ELL	29	18		23	18		36				
BLK	45	36	31	20	13	8	22				
HSP	55	33		33	11		33				
WHT	36			45							
FRL	44	35	38	22	13	9	16				
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	30	65	78	36	59	62	19				
ELL	48	73	75	56	76	71	43				
BLK	57	68	76	56	56	44	47				
HSP	61	73	70	61	61	53	45				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	70			80							
FRL	60	71	71	59	60	46	46				
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	20	36	36	30	44	35	17				
ELL	37	52	57	47	53	46					
BLK	51	56	48	59	53	48	34				
HSP	53	49	55	54	49	35	37				
WHT	67			83							
FRL	52	54	51	58	53	40	36				

### 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	28
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	220
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	28
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	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	25
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	35
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
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	41
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	26
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?**

The trends that emerged across the grade levels and core content areas is that Math is a much weaker area than Reading. Students in all subgroups and grade levels consistently scored lower on Math assessments. The lowest subgroup on the FSA data was the lowest 25% in the content area of Math.

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

Based on the 2019 FSA state assessment and school i-Ready data, the core subject area that is the greatest need for improvement is Math.

#### **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 factors that contributed to this need for improvement were inconsistent use of manipulatives in the classroom and lack of standards based centers and small group activities in the classrooms. The new actions that are being taking to address this need are the inclusion of Math pull out groups for the lowest 25% subgroup, more professional development in the area of math centers and small groups for classroom teachers, and additional resources for students such as Ready MAFS, First In Math, and i-Ready.

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

Based on the 2019 FSA state assessment and school i-Ready data, the core subject area that showed the most improvement is Reading learning gains along with the lowest 25% subgroup.

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

There were several factors for this improvement and new actions that contributed to the increase in overall performance, lowest 25%, and learning gains. Additional Reading pull out groups were created by the instructional coaches for the lowest 25% students and an after school FSA camp was implemented for the bubble students. Additional classroom resources and professional development was provided to all classroom teachers and instructional coaches in the area of Reading. All of these factors contributed to the overall increase in scores across the area of Reading.

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

In order to accelerate learning in all areas, students will need to be grouped and targeted for pull out and small group instruction based on specific areas of need. Data will be recorded weekly and analyzed during quarterly data chats.

#### **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 will be provided in both the areas of Reading and Math to classroom teachers and instructional coaches. The focus of the professional development in Math are standards based centers and use of manipulatives. The focus of the professional development in Reading are standards based interventions for the lowest 25% students and standards based centers.

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

The additional services that will be implemented are for students in both the areas of Reading and Math at Palm Cove are pull out groups with instructional coaches, FSA after school camp, and standards based centers.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to Math

**Area of Focus Description and Rationale:** The area of Math, specifically the lowest quartile subgroup, was identified as a critical need based on the 2019 FSA Math scores. Palm Cove students who were in grades 3-5 in the lowest quartile scored a 49% on the Math FSA compared to the District average of 53% and state average of 51%. Overall Math achievement for students in grades 3-5 was 59% and learning gains were 60%. Both scores were below the District and state averages.

**Measurable Outcome:** By June 2022, our goal is to improve overall learning gains in Math from 6% to 49% for students in the lowest quartile as measured by the Math FSA.

**Monitoring:** The students in the lowest quartile will be monitored through monthly data chats, daily resource intervention groups with instructional coaches, and math progress monitoring assessments.

**Person responsible for monitoring outcome:** Priscille Elie (priscille.elie@browardschools.com)

**Evidence-based Strategy:** The main strategy being implemented with the lowest quartile is through standards aligned instruction in pull out groups with coaches.

**Rationale for Evidence-based Strategy:** This strategy was implemented with specific students in order to increase learning gains on the Math FSA. The data is based on the data collected from the Math FSA and i-Ready Math Diagnostic Assessment. The resources used for selecting this strategy is standards based instruction and i-Ready. School City will be utilized to assess student progress

#### Action Steps to Implement

1. Leadership team to collect, monitor, and analyze student data to identify areas of gaps pertaining to standards. Based on this information teachers will receive professional learning training from the Elementary Learning Department and/or Cadre 10 Instructional Facilitators.
2. Based on areas of weakness, the leadership team will collaborate with teachers to implement research-based strategies and interventions needed to address areas of weakness continuing to develop strengths.
3. School City, i-Ready, and data spreadsheets will be used to monitor student achievement and learning gains to drive instruction.

**Person Responsible:** Jennifer Valiente (jennifer.valiente@browardschools.com)

**#2. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	The area of ELA, specifically the lowest quartile subgroup, was identified as a critical need based on the 2021 FSA ELA scores. Palm Cove students who were in grades 3-5 in the lowest quartile scored a 26%. Overall ELA proficiency was 47% for students in grades 3-5 and learning gains were 34%. Both scores were below the District and state averages.
<b>Measurable Outcome:</b>	Our goal is to improve overall learning gains in Reading from 26% to 73% for students in the lowest quartile as measured by the ELA FSA.
<b>Monitoring:</b>	The students in the lowest quartile will be monitored through monthly data chats, daily resource intervention groups with instructional coaches, and Reading progress monitoring assessments.
<b>Person responsible for monitoring outcome:</b>	Priscille Elie (priscille.elie@browardschools.com)
<b>Evidence-based Strategy:</b>	The main strategy being implemented with the lowest quartile is through standards aligned instruction in pull out groups with coaches.
<b>Rationale for Evidence-based Strategy:</b>	This strategy was implemented with specific students in order to increase learning gains on the FSA ELA . The data is based on the data collected from the FSA ELA and i-Ready Reading Diagnostic Assessment. The resources used for selecting this strategy is standards based instruction and i-Ready. School City will be utilized to asses student progress

**Action Steps to Implement**

1. Leadership team to collect, monitor, and analyze student data to identify areas of gaps pertaining to standards. Based on this information teachers will receive professional learning training from the Elementary Learning Department and/or Cadre 10 Instructional Facilitators.
2. Based on areas of weakness, the leadership team will collaborate with teachers to implement research-based strategies and interventions needed to address areas of weakness continuing to develop strengths.
3. School City, i-Ready, and data spreadsheets will be used to monitor student achievement and learning gains to drive instruction.

**Person Responsible** Kimberly Charpentier (kimberly.charpentier@browardschools.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.

**Palm Cove Elementary works extensively to build a positive school culture and environment for all stakeholders by implementing events and activities for all. The target for a positive school culture and environment is to continue to increase the level of parent involvement at this school. We have had an upward trend which reflects the increased effort placed upon engaging parents through SAC, School Advisory Committee, meetings and family events held in the evenings when parents are more easily accessible. Our goal is to continue to conduct activities, such as Literacy and Math nights in order to involve all stakeholders in the educational process.**

## 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 Cove implements daily SEL(Social Emotional Learning) Mindfulness practices in each classroom. During our morning announcements, our school reviews our FAST expectations for students that include Follow directions, Act responsibility, Show respect, and Think positively. Our school Guidance Counselor coordinates and implements activities for Peace Week, Anti-Bully Month, and Multi Cultural events. All staff is expected to maintain positive student relationships, parent involvement, and positive customer service at all times.

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

Parents are encouraged to provide a supportive home environment, attend parent conferences and school family events.

Students are expected to adhere to the FAST expectations and school and classroom rules.

Staff is expected to provide students and families with positive customer service, maintain positive student relationships, and establish positive peer relationships.

Administration and Support Staff are expected to support the entire staff and maintain positive and professional relationships to ensure that they are able to perform their duties in the school setting.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$19,169.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	690-Computer Software	3311 - Palm Cove Elementary School	Title, I Part C		\$7,736.00
			Notes: First in Math software program for students in grades K-5 to improve their math fluency.			
	5100	500-Materials and Supplies	3311 - Palm Cove Elementary School	Title, I Part C		\$4,184.00
			Notes: Instructional materials to use for reteach, remediation, and enrichment during extended learning opportunities (ELO), intervention groups, and small group instruction.			

	5100	120-Classroom Teachers	3311 - Palm Cove Elementary School	Title, I Part C		\$3,500.00
			<i>Notes: Salaries for teachers to conduct ELO activities for students in the lowest 25th percentile, students in need of reteach, remediation, and enrichment.</i>			
	5100	140-Substitute Teachers	3311 - Palm Cove Elementary School	Title, I Part C		\$3,000.00
			<i>Notes: Substitutes to conduct professional development and data chat analysis in the content of math.</i>			
	5100	100-Salaries	3311 - Palm Cove Elementary School	Title, I Part C		\$749.00
			<i>Notes: Salaries for materials and training for parent training academy in ELA, Math, and Science.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$11,433.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	500-Materials and Supplies	3311 - Palm Cove Elementary School	Title, I Part C		\$4,184.00
			<i>Notes: Instructional materials to use for reteach, remediation, and enrichment during extended learning opportunities (ELO), intervention groups, and small group instruction in ELA</i>			
	5100	120-Classroom Teachers	3311 - Palm Cove Elementary School	Title, I Part C		\$3,500.00
			<i>Notes: Salaries for teachers to conduct ELO activities for students in the lowest 25th percentile, students in need of reteach, remediation, and enrichment.</i>			
	5100	140-Substitute Teachers	3311 - Palm Cove Elementary School	Title, I Part C		\$3,000.00
			<i>Notes: Substitutes to conduct professional development and data chat analysis in the content of ELA</i>			
	5100	100-Salaries	3311 - Palm Cove Elementary School	Title, I Part C		\$749.00
			<i>Notes: Salaries for materials and training for parent training academy in ELA, Math, and Science.</i>			
<b>Total:</b>						<b>\$30,602.00</b>