

Broward County Public Schools

Palmview Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	22
Positive Culture & Environment	27
Budget to Support Goals	28

Palmview Elementary School

2601 NE 1ST AVE, Pompano Beach, FL 33064

[no web address on file]

Demographics

Principal: Robert Gibson

Start Date for this Principal: 7/7/2007

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 (52%) 2017-18: C (53%) 2016-17: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the 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.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	22
Title I Requirements	0
Budget to Support Goals	28

Palmview Elementary School

2601 NE 1ST AVE, Pompano Beach, FL 33064

[no web address on file]

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="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">77%</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="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">97%</p>

School Grades History

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

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We at Palmview Elementary Environmental Science Magnet School are dedicated to providing a meaningful, quality education where each individual student will achieve to his or her full potential. As positive role models, we will provide a safe, respectful and nurturing environment. We will create increasingly higher expectations, teach academic skills and model socially responsible behavior so that our students will develop and succeed.

Provide the school's vision statement.

Palmview Elementary School's vision is to provide a quality education through high academic standards in a safe environment.

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
Gibson, Robert	Principal	<p>Establish and monitor the school’s mission and goals that are aligned with the District’s mission and goals through active participation on stakeholders’ involvement in the school in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</p> <p>Demonstrate that student learning is a top priority through leadership actions that build and support school-based learning systems focused on school success. Work collaborative to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessment. Manage the school operations and facilities in a way that maximizes the use of resources to promote a safe, efficient, legal and effective learning environment. Lead and manage organization processes for school operations including, but not limited to student discipline, student attendance, school finance and financial reporting and maintenance of the physical plant.</p> <p>In addition the principal role include recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. Establish and coordinate procedures for student teacher, parent and community evaluation of curriculum. Implement and monitor procedures to ensure that the rights of all children and their parents are protected.</p>
Allen, Junoisier	Assistant Principal	<p>Reports directly to the principal. Understands the underlying philosophy for an Elementary School that matches the intellectual, social, emotional, and physical needs of pre-adolescents. Keeps abreast of developments and trends in curriculum and instruction, and provides leadership in determining program direction and improvement to curriculum and instruction at the Elementary School level. Knowledgeable of District policies, local policies, state and federal laws relating to students. Supervises and manages building operations to assure safety and efficiency.</p> <p>Assists in screening, selecting, assigning, supervising and evaluating of certified and educational support staff. Provides effective leadership for efficient operation of Student Services. Supervises and evaluates substitutes assigned to the building. Relates to students with mutual respect while carrying out a positive and effective discipline policy. Assists in coordinating the assignment of student teachers within the building including orientation of the student teachers, working with supervising teachers, and working with the university supervisors.</p> <p>Develops master schedules and calendars, which maximize the achievement of program objectives. Assists in the planning, scheduling and supervision of student activities. Monitors teaching and learning as directed by the principal (including observing classroom instruction and analyzing student learning data). Participates in the Multi-Tiered System of Supports (MTSS) a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of</p>

Name	Position Title	Job Duties and Responsibilities
		<p>the educational system for supporting students. Participates in school improvement planning and implementation. Coordinates, schedules, and supervises building operations as assigned by the principal. Serves as the building principal in the absence of the principal. Performs other job-related duties as may be assigned by the principal.</p>
<p>Duverneau, Emmanuel</p>	<p>Instructional Coach</p>	<p>The Instructional Coach helps reflect on instruction and collaborate with teachers, encourage positive change in the school culture and promote the use of data analysis to inform teaching practice. The Instructional Coach facilitates family night academic events such as Literacy and Science nights. The Instructional Coach coordinates Student Recognition programs (AR, i-Ready, etc...). He/she creates systems of intervention to provide students with additional time and support for learning (pull out, push in). In addition to creating a schedule and coordinating student interventions and enrichment. Models reading or mathematical strategies in classrooms, evaluate academic needs within various subject areas and collaborate with teachers and administrators. He/she uses assessment data to improve instruction, and problem solve. Collaborates with the school's Leadership Team and other constituent groups to determine the school's strengths and needs for improvement in the area of ELA and math in order to improve students' reading, writing, and math skills.</p>
<p>Adderley, Renea</p>	<p>Instructional Coach</p>	<p>The Instructional Coach helps reflect on instruction and collaborate with teachers, encourage positive change in the school culture and promote the use of data analysis to inform teaching practice. The Instructional Coach facilitates family night academic events such as Literacy and Science nights. The Instructional Coach coordinates Student Recognition programs (AR, i-Ready, etc...). He/she creates systems of intervention to provide students with additional time and support for learning (pull out, push in). In addition to creating a schedule and coordinating student interventions and enrichment. Models reading or mathematical strategies in classrooms, evaluate academic needs within various subject areas and collaborate with teachers and administrators. He/she uses assessment data to improve instruction, and problem solve. Collaborates with the school's Leadership Team and other constituent groups to determine the school's strengths and needs for improvement in the area of ELA and math in order to improve students' reading, writing, and math skills.</p>
<p>Perez, Linda</p>	<p>Instructional Coach</p>	<p>The Instructional Coach helps reflect on instruction and collaborate with teachers, encourage positive change in the school culture and promote the use of data analysis to inform teaching practice. The Instructional Coach facilitates family night academic events such as Literacy and Science nights. The Instructional Coach coordinates Student Recognition programs (AR, i-Ready, etc...). He/she creates systems of intervention to provide students with additional time and support for learning (pull out, push in). In addition to creating a schedule and coordinating student interventions and enrichment. Models reading or mathematical strategies in classrooms,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>evaluate academic needs within various subject areas and collaborate with teachers and administrators. He/she uses assessment data to improve instruction, and problem solve. Collaborates with the school's Leadership Team and other constituent groups to determine the school's strengths and needs for improvement in the area of ELA and math in order to improve students' reading, writing, and math skills.</p>
<p>Green, Joline</p>	<p>Other</p>	<p>As the Exceptional Student Education (ESE) Specialists is responsible for providing support to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems. The ESE Specialist facilitates school-wide training on and support for the MTSS process, coordinates monthly MTSS progress monitoring meetings, and monitors the implementation of MTSS-related interventions. The ESE Specialist also facilitates enrollment and transition of new ESE students and assures appropriate placement and support for ESE students. Monitors academic progress of ESE students and conferences with students as needed. The ESE Specialist ensures that students' IEP accommodations are followed, and she also provides services to our gifted students.</p>
<p>Standifer, Shayla</p>	<p>School Counselor</p>	<p>Palmview Elementary school counselor provide academic support, help students begin the career exploration process, educate students about self-awareness and self-esteem, teach problem-solving and conflict resolution skills, provide individual and small group counseling services and make referrals to outside services. Our school counselor meets with parents and consults with external parties, such as child protective services or other social services agencies. The school counselor implements and coordinator school-wide initiatives such as Student of the Month Breakfast, Student of the Week, quarterly Award Assemblies, Kids of Character Program, Anti-Bullying Program, Red Ribbon Week, After-School Clubs and the Panda Credit School-Wide Positive Behavior Reinforcement Program.</p>

Demographic Information

Principal start date

Saturday 7/7/2007, Robert Gibson

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.*

1

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.*

4

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

561

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

2

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

1

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	88	85	81	94	99	83	0	0	0	0	0	0	0	530
Attendance below 90 percent	30	38	31	40	37	48	0	0	0	0	0	0	0	224
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
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	4	24	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	18	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	2	2	32	12	12	0	0	0	0	0	0	0	60

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	6	1	21	10	23	0	0	0	0	0	0	0	61

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	4	0	2	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Friday 9/10/2021

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	101	95	119	101	114	83	0	0	0	0	0	0	0	613
Attendance below 90 percent	21	18	20	21	15	12	0	0	0	0	0	0	0	107
One or more suspensions	2	4	3	1	0	1	0	0	0	0	0	0	0	11
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 ELA assessment	0	0	0	31	22	25	0	0	0	0	0	0	0	78
Level 1 on 2019 statewide Math assessment	0	0	0	27	21	18	0	0	0	0	0	0	0	66

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	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	2	3	6	16	16	19	0	0	0	0	0	0	0	62
Students retained two or more times	0	0	0	1	2	5	0	0	0	0	0	0	0	8

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	101	95	119	101	114	83	0	0	0	0	0	0	0	613
Attendance below 90 percent	21	18	20	21	15	12	0	0	0	0	0	0	0	107
One or more suspensions	2	4	3	1	0	1	0	0	0	0	0	0	0	11
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 ELA assessment	0	0	0	31	22	25	0	0	0	0	0	0	0	78
Level 1 on 2019 statewide Math assessment	0	0	0	27	21	18	0	0	0	0	0	0	0	66

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	0	0	0	0	1	0	0	0	0	0	0	0	1

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	2	3	6	16	16	19	0	0	0	0	0	0	0	62
Students retained two or more times	0	0	0	1	2	5	0	0	0	0	0	0	0	8

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				54%	59%	57%	54%	56%	56%
ELA Learning Gains				54%	60%	58%	54%	57%	55%
ELA Lowest 25th Percentile				52%	54%	53%	49%	51%	48%
Math Achievement				59%	65%	63%	66%	62%	62%
Math Learning Gains				57%	66%	62%	57%	60%	59%
Math Lowest 25th Percentile				65%	53%	51%	40%	47%	47%
Science Achievement				25%	46%	53%	48%	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	50%	60%	-10%	58%	-8%
Cohort Comparison						
04	2021					
	2019	54%	62%	-8%	58%	-4%
Cohort Comparison						
05	2021					
	2019	43%	59%	-16%	56%	-13%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	59%	65%	-6%	62%	-3%
Cohort Comparison						
04	2021					
	2019	62%	67%	-5%	64%	-2%
Cohort Comparison		-59%				
05	2021					
	2019	49%	64%	-15%	60%	-11%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	23%	49%	-26%	53%	-30%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready Diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. The Diagnostic offers a complete picture of student performance and growth, eliminating the need for multiple, redundant tests. Diagnostic results also set a personalized learning path for each student, ensuring they're working on instruction that matches their unique learning needs. For grade levels KG, 1st, 2nd, 3rd, 4th and 5th students the iReady Diagnostic Assessment is used for progress monitoring in ELA and Math. The iReady Diagnostic Assessment is administered three times per school year. Mastery Connect is a competency-based learning platform that helps teachers identify levels of understanding, target students for intervention, and inform instruction. Fifth grade student progress in Science is monitored with the Mastery Connect platform. Annually, fifth grade students participates in the district-wide Science Broward Standards Assessment administered on the Master Connect platform in addition to Beginning-of-the-Year, Monthly Checkpoints, and End-of-the-Year assessments.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	32	48
	Economically Disadvantaged	27	32	47
	Students With Disabilities	27	27	56
	English Language Learners	22	27	44
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19	15	35
	Economically Disadvantaged	18	15	35
	Students With Disabilities	33	20	33
	English Language Learners	13	15	30

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26	35	46
	Economically Disadvantaged	27	35	46
	Students With Disabilities	33	17	33
	English Language Learners	11	11	31
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	11	26
	Economically Disadvantaged	14	11	41
	Students With Disabilities	33	17	33
	English Language Learners	6	3	23

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32	30	49
	Economically Disadvantaged	31	31	49
	Students With Disabilities	6	16	30
	English Language Learners	9	13	40
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4	11	26
	Economically Disadvantaged	4	12	26
	Students With Disabilities	6	6	17
	English Language Learners	2	7	8

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	37	39
	Economically Disadvantaged	28	37	39
	Students With Disabilities	13	19	33
	English Language Learners	11	23	37
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16	25	35
	Economically Disadvantaged	16	25	35
	Students With Disabilities	13	15	17
	English Language Learners	11	18	19

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	25	36
	Economically Disadvantaged	28	25	36
	Students With Disabilities	0	6	7
	English Language Learners	9	11	22
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26	27	47
	Economically Disadvantaged	26	27	47
	Students With Disabilities	0	0	15
	English Language Learners	6	6	21
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	4	23	40
	Economically Disadvantaged	0	23	40
	Students With Disabilities	0	0	2
	English Language Learners	0	4	6

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	21	31		14	23		10				
ELL	41	49	23	22	17	21	32				
BLK	48	52	38	22	19	20	23				
HSP	31	47		26	22		44				
FRL	42	53	33	24	24	29	26				
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	25	59	56	25	48	50					
ELL	45	47	58	55	59	78	16				
BLK	54	58	53	56	57	63	26				
HSP	45	40		66	52	64	17				
FRL	53	54	51	59	57	62	26				

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	18	24		30	24						
ELL	45	43	38	64	55	41	17				
BLK	52	55	49	61	53	34	45				
HSP	61	60	50	78	71	64	57				
FRL	53	53	49	65	56	40	46				

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	31
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	35
Total Points Earned for the Federal Index	251
Total Components for the Federal Index	8
Percent Tested	93%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	19
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	30
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	32
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	36
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
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?

Overall students across all grade levels showed an upward trend on the i-Ready Diagnostic Assessment used to progress monitoring over three assessments periods during the school year. According to the i-Ready Diagnostic Assessment data 44% of the students in grade levels 1st – 5th were proficient in ELA and 37% of the students in grade levels 1st – 5th were proficient in Math by the spring assessment period. When comparing the 2018-2019 Florida Standards Assessment data to 2020-2021 i-Ready Diagnostic Assessment data shows a significant decrease in the achievement levels of students in grade levels 3rd-5th in both ELA and Math. According to the 2018-2019 Florida Standards Assessment data 54% of the students in grade levels 3rd-5th scored a level 3 or above in ELA and 59% of the students in grade levels 3rd-5th scored a level 3 or above in Math. According the i-Ready Diagnostic Assessment The subgroup data showed lower achievement in students who were identified as students with disabilities. Students who are English Language Learners also did not perform at the same level as non-ELL peers.

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

Based on the 2019 state assessment, achievement in the area of Science demonstrated the greatest need for improvement. Science Achievement rate decreased significantly from 48% in 2017-18 to 25% in 2018-19. Based on the 2020-2021 i-Ready Diagnostic Assessment data 37% of the students in grade levels 1st – 5th were proficient in Math by the spring assessment period.

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

Based on last year's data, our school's lowest performance was in the areas of Math and Science. Contributing factors to the need for improvement may be attributed to the teachers' lack of professional learning development in technology integration, implementing hybrid instruction, technology issues, technology support, lack of substitutes to assist with teacher absences, quarantining classes, and high rates of teacher absences due to the number of positive cases of COVID-19. Contributing factors to the need for improvement may be attributed to students' ability to comprehend grade level text complexity, students' lack of content area vocabulary, remote students' learning environment, students' attendance, students' lack of engagement, students' technology issues, and students' lack of technical support.

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

Based off of the 2018-2019 state assessment Math learning gains of the lowest 25% percentile showed the most improvement increase from 40% to 65%. Based off the i-Ready Diagnostic Assessments progress monitoring tool in Reading across all grade levels showed the most improvement in comparison to Math and Science. On the spring 2020-2021 administration of the i-Ready Diagnostic Assessment 44% of students across grade levels 1st – 5th scored proficient in comparison to 37% in Math and 40% in Science.

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

There were several contributing factors for the overall improvements. Palmview Elementary School ensures that school-wide instructional focused calendars aligned with Florida Standards, which are

collaboratively created by staff and coaches in all subject areas across each grade level. Learning goals and performance scales are aligned to the Florida Standards are posted, used daily to set purpose for learning and guide teacher instruction. Lesson plans are written in accordance with Florida Standards, collected and reviewed by administration bi-weekly. Student progress with each standard is monitored and data is collected through bi-weekly formative assessments and monthly checkpoints. Monthly data chat that focused on student mastery of standards, instructional strategies, remediation and re-teaching. Weekly walk-throughs and immediate feedback provided by administration and support staff. Implementation of school wide PLC focusing on CARE (Curriculum, Assessment, Remediation and Enrichment). Based on the outcome of the monthly data analysis multiple strategies were employed or enhanced such as scaffolding, flexible groups, pull-out support, extended learning opportunities.

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

There are several strategies that will need to be implemented in order to accelerate learning. Additional support is needed in the areas of ELA and Math for identified students in grade levels Kindergarten through 5th to provide additional instruction in phonemic awareness, phonics, reading fluency, vocabulary, comprehension and math fluency skills. Enhancing instructional practices that will include Graphic Organizers, Activate Prior Knowledge, Incorporate Technology, Flexible Small Group Instruction, Visual Aid, Think-A-Loud, Accountable Talk, Chunking and Scaffolding. Additional strategies will include extended learning opportunities, social and emotional learning, providing support for students with attendance issues, implementing a school-wide Positive Behavior Interventions and Supports Plan, and implementing a school-wide Panda Credit Rewards System.

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.

Based on the contributing factors and strategies identified to accelerate learning there will be several professional development opportunities that will be provided. Providing professional developments such as balanced literacy, small group instruction, anchor charts, science centers made simple, motivating and inspiring students, highly engaged classrooms, effective classroom management, integration of technology in the classroom and integrating science and social studies to support literacy.

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

Palmview Elementary employs various intervention strategies to improve the academic performance of students identified by the early warning system. Palmview Elementary leadership team / Multi-Tier Systems of Support (MTSS) team is responsible for monitoring student progress and making instructional decisions based on data. After a number of data points, the leadership team determines whether the intervention(s) the student receives is effectively closing the gap. If it is determined that the intervention is not closing gap, the leadership team adjusts the intensity, the frequency, the duration or the intervention itself. When students do not respond to interventions, student continue with core instruction. This includes explicit instruction that follows a developmental reading continuum including instruction with comprehension, vocabulary, phonics, phonemic awareness, fluency, speaking, listening, and writing. Students will also receive daily small group differentiated instruction targeted to meet the students' instructional needs. In addition, students receive intensive intervention outside the reading block on a daily basis during the dedicated intervention block. The content and intensity of the instruction will be determined by running record data and other points of data. Other points of data may include i-Ready, BAS, teacher observation, anecdotal records, on-going running records, formative assessments, checkpoint assessments, and student writing samples. As a part of small groups, one on one instruction, and the intensive intervention plan will employ the following

intervention resources are used: Journeys Write in Reader, Journeys Toolkit, Phonics for Reading, Foundations, Quick Reads, Leveled Readers, i-Ready, Touch Math and Go Math Intervention.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Based on the FSA scores, ELA will be our main focus to increase student achievement. We will utilize high effect size strategies during instruction, including, but not limited to graphic organizers, reciprocal teaching, and cooperative learning. We will also provide ongoing professional development to improve teachers' instructional practice, teacher ability to implement Balanced Literacy, increase teachers' knowledge of Florida Standards, enhance their ability to use data to drive instruction in order to prepare students to be college and career ready. Doing so, teachers will be able to teach students strategies in the areas of needs specifically oral language, fluency, phonics, phonemic awareness, vocabulary, and comprehension.

Measurable Outcome:

For the 2021 - 2022 school year we would like to see our lowest 25th percentile increase learning gains from 52% to 65% in ELA. We would also like to see our SWD students increase in achievement from 38% to 60% in the areas of ELA and Math.

Monitoring:

Student progress is monitored and data is collected by a variety of methods and time frames such as:

- Bi-Weekly Formative Assessments – Administered to all students in grade levels KG – 5th.
- Monthly Checkpoints – Administered to all students in grade levels KG – 5th.
- Quarterly Benchmark Assessment System (BAS) Running Records – Administered all students K-3 and Level 1 and 2 students in 4-5. This is collected and analyzed three times per year.
- Annual Broward Standards Assessment (Mid-Year) – Administered to students in grade levels 3rd – 5th.
- Annual Florida Standards Assessment (End-of-Year) – Administered to students in grade levels 3rd – 5th.
- Letter Names, Sounds and Concepts of Print- All K students are provided this four times per year.
- i-Ready Diagnostic- Given to all students K-5 for reading and math. This data is collected and analyzed three times per year.

Person responsible for monitoring outcome:

Robert Gibson (robert.gibson@browardschools.com)

Evidence-based Strategy:

Instructional practices that will be used to provide targeted learning to help increase ELA goal will include Graphic Organizers, Activate Prior Knowledge, Incorporate Technology, Flexible Small Group Instruction, Visual Aid, Think-A-Loud, Accountable Talk, Chunking and Scaffolding. Supplemental Tier 2 instructional practice and resources include small group instruction facilitated by the homeroom teacher 3 times per week using Journeys Write in Reader, Journeys Toolkit, Phonics for Reading, Foundations, Quick Reads, Leveled Readers, iReady and Leveled Literacy Intervention (LLI). Supplemental Tier 3 instructional practice and resources include small group instruction facilitated by the homeroom teacher daily using Journeys Write in Reader, Journeys Toolkit, Phonics for Reading, Foundations, Quick Reads, Leveled Readers, iReady and Leveled Literacy Intervention (LLI). SWD instructional practice and resources include small group instruction, chunking and scaffolding facilitated by the ESE Support Facilitator based on IEP using Journeys Toolkit, Phonics for Reading, and Foundations.

Rationale for

Palmview Elementary School ensures that Tier 1 Standards-Based classroom instruction is being implemented properly and effectively by use of our school-wide instructional focused

Evidence-based Strategy:

calendars aligned with Florida Standards, which are collaboratively created by staff and coaches in all subject areas across each grade level. These calendars are completed prior to the school year and submitted to administration. Learning goals and performance scales are aligned to the Florida Standards are posted, used daily to set purpose for learning and guide teacher instruction. Lesson plans are written in accordance with Florida Standards, collected and reviewed by administration bi-weekly. Monthly, authentic student work aligned with Florida Standards is created by students and displayed to demonstrate mastery of standards. Student progress with each standard is monitored and data is collected through bi-weekly formative assessments and monthly checkpoints. The data is analyzed and discussed decisions are then made in reference to instruction and instructional strategies.

Action Steps to Implement

1. Bi-weekly data chats with teachers to ensure student growth
2. Push-ins /pull outs during ELA and math instruction (Specific students based on data will be targeted)
3. Small group (Groups will be flexible to address weak standards or skills)
4. ESE students being pulled out by ESE teachers (One for ELA and one for math)
5. Extended Learning Opportunities provided to ELA and math lowest 25th percentile.

Person Responsible Robert Gibson (robert.gibson@browardschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	According to the 2018-2019 Florida Standards Assessment data, 38% of our students with disabilities made learning gains on the FSA English Language Arts assessment. This 2021-2022 school year we would like to see an increase of 12% in ELA for this subgroup. We will utilize the high-yield strategies and resources in inclusion classrooms as well as pull out support by the ESE Facilitator. The expected impact on student's learning and success will be evident with the upward growth on summative and formative assessments.
Measurable Outcome:	For the 2021-2022 school year we would like to see 50% of the SWD students make adequate learning gains in this year's FSA ELA assessment. Student progress is monitored and data is collected by a variety of methods and time frames such as: <ul style="list-style-type: none"> • Bi-Weekly Formative Assessments – Administered to all students in grade levels KG – 5th. • Monthly Checkpoints – Administered to all students in grade levels KG – 5th. • Quarterly Benchmark Assessment System (BAS) Running Records – Administered all students K-3 and Level 1 and 2 students in 4-5. This is collected and analyzed three times per year.
Monitoring:	<ul style="list-style-type: none"> • Annual Broward Standards Assessment (Mid-Year) – Administered to students in grade levels 3rd – 5th. • Annual Florida Standards Assessment (End-of-Year) – Administered to students in grade levels 3rd – 5th. • Letter Names, Sounds and Concepts of Print- All K students are provided this four times per year. • i-Ready Diagnostic- Given to all students K-5 for reading and math. This data is collected and analyzed three times per year.
Person responsible for monitoring outcome:	Robert Gibson (robert.gibson@browardschools.com)
Evidence-based Strategy:	Instructional practices that will be used to provide targeted learning to help increase the SWD goal will include Graphic Organizers, Activate Prior Knowledge, Incorporate Technology, Flexible Small Group Instruction, Visual Aid, Think-A-Loud, Accountable Talk, Chunking and Scaffolding. The instructional practice and resources include small group instruction facilitated by the homeroom teacher and ESE Facilitator daily using Journeys Write in Reader, Journeys Toolkit, Phonics for Reading, Foundations, and Leveled Readers.
Rationale for Evidence-based Strategy:	Palmview Elementary School ensures that classroom instruction for SWD are implemented properly and effectively by use of our school-wide instructional focused calendars aligned with Florida Standards, which are collaboratively created by staff and coaches across each grade level. In addition, the lesson plan must align with the students' annual IEP. The students' progress with each standard is monitored and data is collected through bi-weekly formative assessments and monthly checkpoints. The data is analyzed and discussed in reference to instruction and instructional strategies.

Action Steps to Implement

1. Bi-weekly data chats with teachers to ensure student growth
2. Push-ins /pull outs during ELA block
3. Small flexible group with ESE Facilitator to address weak standards or skills
4. Extended Learning Opportunities provided to SWD students in the lowest 25th percentile.

Person Responsible Robert Gibson (robert.gibson@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.

According to SafeSchoolsforAlex.org Palmview Elementary School reported 0.2 incidents per 100 students. When compared to all elementary schools statewide, Palmview Elementary School falls into the very low category. When compared to elementary schools in Broward County Palmview Elementary School is ranked numbered 34 out of 116 elementary schools in the county. The number of office discipline referrals from the cafeteria. Based on the 2019-2020 discipline data, the number of office discipline referrals in the 3rd quarter is 100% higher than 1st and 2nd quarters (0). Third quarter ODRs = 2 referrals. Students in grade levels first, second and third are horse playing, out of their seats without permission and voice levels are higher than a "1" and need more structure in the cafeteria. By the end of the 2021-2022 fourth quarter, ODRs from the cafeteria will decrease from 2 to 1 (50% reduction).

Every class will receive 3 pandas each day to track their excellent cafeteria behavior by following the cafeteria behavior expectations and rules. If the class ends their lunch time with 3 pandas, they will receive 3 points for the day. Points for the month will be posted and displayed in cafeteria on a point chart. The class with the highest number of points for the month on each grade level will earn the privilege of dining at the Palmview Panda Café on the stage. While dining winning class will watch a movie and receive a treat. Winning classes will be announced monthly on the intercom and morning announcements.

The Cafeteria behavior expectations and Panda Point System will be taught to all cafeteria supervisors and monitors by the assistant principal. Panda points will be posted on the cafeteria wall and recorded daily on the point chart by the cafeteria supervisors. The school counselor will check the points daily. The assistant principal will observe the cafeteria 3 random days per week. The winners' classroom names will be provided to the Principal and announced on the intercom and morning announcements the first Thursday of each month. The school counselor will host the Palmview Panda Café on the stage for the winning classes every first Friday of the month.

The number of cafeteria referrals will be collected every Friday by the assistant principal and presented to the team to ensure the system is positively impacting ODR's and modifications will be made as needed based on the outcome of the data. The data will be presented to the team by the assistant principal during the fourth quarter to determine if the school's goal has been met.

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.

At Palmview Elementary School parents are encouraged to participate in their children's education in a variety of ways at home and in school. Parents are also invited to volunteer in classrooms, serve on advisory committees, support special projects, and participate in a variety of activities at the school such as PTA, SAC, Open House, Science Night, Literacy Nights, Gentlemen Game Night, the Ladies Soiree, Family Movie Nights, Dads Take Your Child to School Day, After-School Clubs and annual Talent Showcase. Palmview Elementary School's mission and vision are shared with parents through the School Advisory Council meetings and at various family night events. Additionally, parents learn important information regarding expectations and standards for student learning through our Literacy and Science Nights. Parents are also kept informed about school-wide and district initiatives and events through agenda books, written notices, robot calls, newsletters, website, social media and conferences.

Families receive support and resources to implement behavior and academic support plans at home and in the community. Teachers and support staff maintain ongoing communication with families to ensure support plans are consistent from school to home and community. Parents are informed and updated about their child's progress through ongoing communication between the parent and teacher including agenda books, phone calls, emails, written notices, and conferences. In addition newsletters are sent home at the beginning of every quarter to outline instructional focus, homework assignments and classroom expectations. Teachers and support staff also obtain family input on creating behavior and academic support plans for students with significant behavioral or academic support needs. Teachers work diligently to maintain ongoing communication with families to ensure their questions and concerns are addressed.

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

Partners in Education, Inc. is Broward County Public Schools' premier school-business partnership program dedicated to student achievement. As a Palmview Elementary School business partner, there are several ways that parents, teachers, businesses, community organizations, and volunteers can positively influence the success of teaching and learning in our community as well as motivating our students to display positive behaviors. Palmview Partners provide the following support and funding of school-wide events, initiatives and programs: The Achieving Excellence Committee & PTA volunteers, plans, coordinates, and raise funds to support the Student of the Month Breakfast, Principal's "A" All Stars Luncheon at Chili's Restaurant, Panda Credit Reward System, Panda Credit Kid's Meal Day from McDonald's, Panda Credit Pizza Day, Toys for the Panda Credit Winter and Spring Raffles, FSA Achievement Rewards, After-School Clubs, Parent Nights, Literacy Night, Science Night, Workshops / Trainings, Gentlemen's Game Night, Ladies

Soiree`, Annual Movie Night, and the annual Talent Showcase. The Kiwanis Club of Pompano Beach, Wal-Mart and Pompano Beach Fire Fighters works diligently to donate school supplies and backpacks to every student at Palmview Elementary School.

In order to create a college and career readiness awareness at Palmview Elementary School, several business and community organization partnerships have been established through our Partners in Education program. Through this partnership, businesses and organizations are invited to participate in our annual Career Day event. During this time, several professionals visit our classrooms and educate our students about their chosen career path. Professionals share their skills and the necessary steps taken to obtain their desired career. Palmview Elementary school has created a career readiness and college awareness culture by celebrating "College Week" each school year. During "College Week" students and teachers participate in college related activities, contests and projects. Throughout the week, students and school staff are encouraged to wear college shirts and college colors.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$21,000.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
0000	120-Classroom Teachers	1131 - Palmview Elementary School	General Fund	545.0	\$5,000.00	
		<i>Notes: Teachers and Support Staff will participate in District and School-Based professional development in Balanced Literacy, Small Group Instruction, Shared Reading, Intentional Read Aloud, Guided Reading, Shared Writing, and Leveled Literacy Intervention (LLI).</i>				
3350	120-Classroom Teachers	1131 - Palmview Elementary School	Title, I Part A	545.0	\$6,000.00	
		<i>Notes: Students in grades 3-5 will participate in Extended Learning Opportunities (ELO) in Afterschool Camps two times weekly. Afterschool Tutoring Camps will be facilitated by teachers.</i>				
3350	120-Classroom Teachers	1131 - Palmview Elementary School	General Fund	545.0	\$10,000.00	
		<i>Notes: Students in grades 3-5 will participate in Extended Learning Opportunities (ELO) in Afterschool Camps two times weekly. Afterschool Tutoring Camps will be facilitated by teachers.</i>				
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$106,000.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
3350	120-Classroom Teachers	1131 - Palmview Elementary School	Other Federal	545.0	\$100,000.00	
		<i>Notes: Two ESSER teachers will provide students with disabilities in grade K-5 differentiated small group intervention instruction daily. These students will also participate in Extended Learning Opportunities (ELO) in Afterschool Camps</i>				
3350	120-Classroom Teachers	1131 - Palmview Elementary School	Title, I Part A	545.0	\$6,000.00	
		<i>Notes: Students with disabilities in grades K-5 will participate in Extended Learning Opportunities (ELO) in Afterschool Camps two times weekly. Afterschool Tutoring Camps will be facilitated by teachers</i>				
Total:					\$127,000.00	