Freedom Shores Elementary School

2021-22 Schoolwide Improvement Plan

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Freedom Shores Elementary School

3400 HYPOLUXO RD, Boynton Beach, FL 33436

https://fses.palmbeachschools.org

Demographics

Principal: Michael Sabatino

Start Date for this Principal: 8/26/2018

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: B (55%) 2017-18: C (52%) 2016-17: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	81%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

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

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

It is our mission at Freedom Shores to provide opportunities for students to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in a safe and positive environment. We believe all children can learn and excel with developmentally appropriate materials, practices, and strategies. We believe all children deserve a quality education that not only meets, but exceeds standards.

Provide the school's vision statement.

Freedom Shores Elementary envisions a collaborative environment where school personnel, parents, and community members work jointly to transform students into becoming lifelong learners. We believe all learners can reach their highest potential and succeed in the global economy.

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
Sabatino, Michael	Principal	The school principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction Essential Functions: Vision of Academic Success for All 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. Climate 10. Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. 11. Be present in classrooms and learning communities frequently to lend

Name	Position Title	Job Duties and Responsibilities
		support to teachers and keeps abreast of their professional learning and instructional needs.

12. Creates school-wide and team norms and expectations for collective responsibility for student success.

13. Develops staff's capacity to collaborate effectively about standards and effective instruction.

14. Celebrates success as well as opportunities for growth.

15. Eliminates barriers and distractions that interfere with effective teaching and learning.

16. Provides a clean, safe and nurturing school environment.

17. Builds a culture of pride, trust, and respect.

18. Implements and monitors an effective approach to bullying prevention.

19. Aligns new and existing community and parent partnerships.

Cultivating Leadership

20. Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction.

21. Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.

22. Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.

23. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.

24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.

25. Provides ongoing coaching with constructive feedback to teacher leaders.

26. Implements a comprehensive performance management system.

27. Implements rigorous project management, structures, protocols, and processes.

Name	Position Title	Job Duties and Responsibilities
		Improving Instruction 28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards. 29. Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards. 30. Provides intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday. 31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels. 32. Quickly and proactively addresses problems in instruction and student learning. 33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals. 34. Monitors and improves instruction. 35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner. People, Data, and Processes 36. Hires and retains highly qualified and effective employees. 37. Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning. 38. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff. 39. Uses data to inform decisions and instruction, professional learning, performance, and student learning. 40. Analyzes the scope of change required within their school and

Name	Position Title	Job Duties and Responsibilities

classrooms to select and implement appropriate leadership practices to improve instruction and student learning.

41. Reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or diminish those that interfere with instructional leadership.

42. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.

43. Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities.

44. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.

45. Maintains appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports.

46. Supervises the school's food, transportation, maintenance, facility and support services.

47. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.

48. Coordinates community activities relevant to the school within the school area.

49. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.

50. Implements and monitors career and leadership advancement pathways.

51. Monitors systemic customer service.

52. Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.

Name	Position Title	Job Duties and Responsibilities
Rogers, Kim	Assistant Principal	The school assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. Vision of Academic Success for All 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. Climate 10. Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. 11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. 12. Supports school-wide and team norms and expectations for collective responsibility for student success.

Name	Position Title	Job Duties and Responsibilities
		13. Develops staff's capacity to collaborate effectively about standards and effective instruction.
		14. Celebrates success as well as opportunities for growth.
		15. Assists with eliminating barriers and distractions that interfere with effective teaching and learning.
		16. Ensures the provision of a clean, safe and nurturing school environment.
		17. Supports the principal in building a culture of pride, trust, and respect.
		18. Supports the principal in implementing and monitoring an effective approach to bullying prevention.
		19. Assists the principal in aligning new and existing community and parent partnerships.
		Cultivating Leadership
		20. Focuses school leadership teams' work on implementation of standards and reformed instruction.
		21. Advocates and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.
		22. Supports professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.
		23. Carries out the principal's expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.
		24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.
		25. Provides ongoing coaching with constructive feedback to teacher leaders.
		26. Assists the principal in implementing a comprehensive performance management system.
		27. Assists the principal in implementing rigorous project management, structures, protocols, and processes.

Name	Position Title	Job Duties and Responsibilities
		Improving Instruction 28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards. 29. Communicates clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards. 30. Supports intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday. 31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels. 32. Quickly and proactively addresses problems in instruction and student learning. 33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals. 34. Monitors and improves instruction. 35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner. People, Data, and Processes 36. Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning. 37. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff. 38. Uses data to inform decisions and instruction, professional learning, performance, and student learning. 39. Analyzes the scope of change required within the school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning. 40. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.

Name	Position Title	Job Duties and Responsibilities
		41. Supervises and provides input on evaluations for school-based personnel as part of a Board-approved personnel assessment system, including providing input on staff development/training opportunities. 42. Supports the effective, efficient and accurate maintenance of appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories. 43. Assists the principal in supervising the school's food, transportation, maintenance, facility and support services. 44. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes. 45. Coordinates community activities relevant to the school within the school area. 46. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives. 47. Assist the principal in implementing and monitoring career and leadership advancement pathways. 48. Monitors systemic customer service.
Coffman, Nelida	Other	ESOL Coordinator is responsible for ensuring the school's programs and curricula are implemented to English Language Learners in order to maximize student learning experiences and increase the achievement of LEP students. Assists school administrators for the purpose of supporting them in meeting the needs of English Language Learners. She also conducts meetings with staff for the purpose of coordinating activities including disseminating and receiving information,planning and implementing activities/events, addressing operational issues, etc. Confers with staff as may be appropriate regarding instructional techniques, organization of practices, etc. for the purpose of providing guidance and mentoring. Coordinates language proficiency testing for the purpose of identifying students that qualify for English Language Development programs.
Torres, Lainey	Instructional Coach	To build the capacity of the school and its staff to meet the learning needs of dual language students through the collaborative exploration of technology, data, and differentiation in all subject areas and the learning environment. The DL Coach will serve as part of the

Name	Position Title	Job Duties and Responsibilities
		school's leadership team providing "just in time", job-embedded and ongoing professional development for teachers, staff and administration. RESPONSIBILITIES: 1. Provide on-site embedded professional development and support to teachers in the use of proven instructional methods. 2. Collaborates regularly with staff for instructional planning, co-teaching, and modeling of effective technology integration strategies. 3. Collaborates with instructional supervisors on curriculum development and technology integration. 4. Collaborates with district-level staff developers to plan and implement technology integration learning opportunities for staff. 5. Participates in the school improvement process through goal setting and implementation as well as data analysis for instructional improvement. 6. Purposefully and frequently communicate with teachers through conversations, e-mails, memos, newsletters, web sites, study groups and other appropriate methods. 7. Provide modeling and co-teaching of a variety of proven instructional methods, use of materials and assessments in the classroom setting to increase teacher confidence and enable teachers to utilize a variety of effective teaching techniques. 8. View classes taught by the collaborating teacher to provide specific and confidential feedback in individual coach-teacher conferences.
Budjinski, Shannon	Teacher, K-12	SAI teacher work extensively with students to help them improve specific reading skills such as letter-naming, initial sounds, phoneme segmentation, and comprehension strategies. The SAI teacher addresses the specific needs of a particular child when regular classroom instruction is not sufficient. The SAI teacher works with the teacher to design methods of learning that are most appropriate for each child. Integral part of the SBT team.
Vereen-Thomas, Sharrie	Other	The Exceptional Student Education (ESE) Coordinator assists in the coordination, organization and supervision of ESE processes to ensure proper implementation of the Individuals with Disabilities Education Act (IDEA) requirements. The ESE Coordinator maintains Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/or facilitates IEP Team meetings, IEP annual reviews and 3-year evaluations for a caseload of students with disabilities. The ESE Coordinator works with the ESE Instructors to assist in providing information to students, parents and General Education Instructors on how to appropriately

Name	Position Title	Job Duties and Responsibilities
		implement a student s IEP in the virtual educational environment. The ESE Coordinator assists in acting as a liaison between the ESE Department and students and their families. ESSENTIAL POSITION FUNCTIONS: * Manage a caseload of ESE students and assist ESE Manager in coordinating ESE Services and Related Services for students with disabilities, including students with speech-language impairments * Coordinate, organize and facilitate IEP meetings ensuring necessary participants are in attendance * Gather necessary input from students, parents, teachers, counselors, therapists, and other stakeholders to prepare for IEP meetings and develop a draft IEP * Collaborate with teachers to provide suggested strategies and accommodations to best meet individual needs and assist students in meeting goals as defined in the IEP, including students with speech-language impairments * Monitor student progress, develop and disseminate IEP progress reports each semester for all students on assigned caseload * Establish and maintain cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, therapists, related services providers, agencies, etc., with particular attention to students with speech-language impairments * Provide families with required information regarding the IDEA Procedural Safeguards * Establish and maintain an efficient and accurate record keeping system of current and cumulative student records * Document all forms of contact and uploads documents to secure ESE folders in a timely manner * Protect the privacy of student records per The Family Educational Rights and Privacy Act (FERPA) * Maintain accurate and up-to-date records and reports in the school s EMS for compliance monitoring to meet all district and state ESE timelines * Assist students, parents, and instructional staff in interpreting IEP accommodations and understanding provision and implementation of specially designed instruction and related services in the virtual environment, including students with speech-language impairments

Name	Position Title	Job Duties and Responsibilities
		* Assist in coordinating with teachers and other school stakeholders to ensure that the school is successful and operating in compliance with state and federal regulations * Collaborate regularly with school stakeholders to obtain and maintain knowledge of curriculum offerings and supplemental interventions to assist in educational planning and supports for students with disabilities, including students with speech-language impairments * Assist the school in ensuring students with disabilities are provided necessary accommodations for state assessments per student IEPs, including students with speech-language impairments * Stay abreast of all updates in ESE state legislation and federal law to ensure student success and district compliance * Continue professional growth through participation in trainings and other staff development activities * Provide the highest level of customer service to students, families, and instructional staff * Model professional and ethical standards when working with students, parents, peers, and community members * Meet professional obligations through efficient work habits such as: meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrating respect for others.
Briceno, Vanessa	School Counselor	The certified school counselor provides leadership in the school through the implementation of a comprehensive, data-driven school counseling program aligned with the district and school's mission to promote academic, social/emotional, and college/career development, while ensuring equity and access for all students.
Leicht, Linda	Instructional Coach	The Math Coach assists with professional learning activities, teaches the AMP students in 3rd, 4th and 5th grade and works in small group with 4th grade students based on data to remediate deficiencies. Plans and delivers professional learning activities for elementary staff members. • Assists with the development of instructional strategies that promote achievement for all students. • Assists teachers with analysis of student achievement data and helps them make instructional decisions based on student performance and student needs. • Supports continuous improvement in teaching and learning by assisting

Name	Position Title	Job Duties and Responsibilities
		school staff in meeting the needs of diverse learners. • Assists teams with long-range planning. • Provides services and resources to support the implementation of school improvement plans
Aukstikalnis, Kathleen	Teacher, K-12	Reading Resource teacher work extensively with students to help them improve specific reading skills such as letter-naming, initial sounds, phoneme segmentation, and comprehension strategies. The Resource teacher addresses the specific needs of a particular child when regular classroom instruction is not sufficient. The teacher works with the teacher to design methods of learning that are most appropriate for each child. Integral part of the SBT team.
Klisiak, Jennifer	Instructional Coach	Job Duties and Responsibilities 1. Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards. 2. Functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction. 3. Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators. 4. Provides modeling and coaching support for small group instruction. 5. Provides curricular support for Summer bridge / Summer slide programs. 6. Applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. 7. Assists the District in ensuring cultural/social competence and responsiveness within the instructional practices and in the implementation of the school-wide culture. 8. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students. 9. Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs. 10. Provides side-by-side support at Learning Team Meetings (LTM) or Professional Learning Communities (PLC).

Name	Position Title	Job Duties and Responsibilities
		11. Facilitates the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each student. 12. Guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture. 13. Meets regularly with school/district administration to ensure continual alignment to the District Strategic Plan. 14. Stays abreast of the latest research regarding curriculum, instruction, and professional development related to their content areas.

Demographic Information

Principal start date

Sunday 8/26/2018, Michael Sabatino

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.*

17

Total number of teacher positions allocated to the school

65

Total number of students enrolled at the school

710

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

6

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

5

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	107	98	108	119	109	128	0	0	0	0	0	0	0	669
Attendance below 90 percent	0	20	27	25	20	21	0	0	0	0	0	0	0	113
One or more suspensions	0	2	4	1	3	9	0	0	0	0	0	0	0	19
Course failure in ELA	0	47	53	61	65	78	0	0	0	0	0	0	0	304
Course failure in Math	0	13	44	34	60	59	0	0	0	0	0	0	0	210
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	33	55	33	0	0	0	0	0	0	0	121
Level 1 on 2019 statewide FSA Math assessment	0	0	0	51	56	49	0	0	0	0	0	0	0	156
Number of students with a substantial reading deficiency	0	2	8	18	14	27	0	0	0	0	0	0	0	69
FY21 ELA Winter Diag Level 1 & 2	0	0	0	69	83	90	0	0	0	0	0	0	0	242
FY21 Math Winter Diag Level 1 & 2	0	0	0	63	95	78	0	0	0	0	0	0	0	236
	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	12	
Students with two or more indicators	0	22	44	40	57	70	0	0	0	0	0	0	0	233

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	2	0	0	0	0	0	0	0	0	0	3
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

Monday 8/30/2021

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	91	95	114	112	133	132	0	0	0	0	0	0	0	677
Attendance below 90 percent	0	22	29	14	32	20	0	0	0	0	0	0	0	117
One or more suspensions	0	1	2	10	6	9	0	0	0	0	0	0	0	28
Course failure in ELA	0	38	63	36	68	33	0	0	0	0	0	0	0	238
Course failure in Math	0	16	38	20	63	19	0	0	0	0	0	0	0	156
Level 1 on 2019 statewide ELA assessment	0	0	0	0	16	23	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide Math assessment	0	0	0	0	14	23	0	0	0	0	0	0	0	37
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	84	66	53	0	0	0	0	0	0	0	203
FY20 Math Winter Diag Levels 1 & 2	0	0	0	70	55	58	0	0	0	0	0	0	0	183

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	22	43	26	67	39	0	0	0	0	0	0	0	197

The number of students identified as retainees:

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

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	91	95	114	112	133	132	0	0	0	0	0	0	0	677
Attendance below 90 percent	0	22	29	14	32	20	0	0	0	0	0	0	0	117
One or more suspensions	0	1	2	10	6	9	0	0	0	0	0	0	0	28
Course failure in ELA	0	38	63	36	68	33	0	0	0	0	0	0	0	238
Course failure in Math	0	16	38	20	63	19	0	0	0	0	0	0	0	156
Level 1 on 2019 statewide ELA assessment	0	0	0	0	16	23	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide Math assessment	0	0	0	0	14	23	0	0	0	0	0	0	0	37
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	84	66	53	0	0	0	0	0	0	0	203
FY20 Math Winter Diag Levels 1 & 2	0	0	0	70	55	58	0	0	0	0	0	0	0	183

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	22	43	26	67	39	0	0	0	0	0	0	0	197

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				55%	58%	57%	55%	57%	56%
ELA Learning Gains				61%	63%	58%	56%	61%	55%
ELA Lowest 25th Percentile				59%	56%	53%	53%	56%	48%
Math Achievement				55%	68%	63%	57%	65%	62%
Math Learning Gains				58%	68%	62%	55%	63%	59%
Math Lowest 25th Percentile				44%	59%	51%	34%	53%	47%
Science Achievement				54%	51%	53%	53%	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	42%	54%	-12%	58%	-16%
Cohort Comparison						
04	2021					
	2019	50%	62%	-12%	58%	-8%
Cohort Comparison		-42%				
05	2021					
	2019	66%	59%	7%	56%	10%
Cohort Comparison		-50%				

			MATH				
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	65%	-10%	62%	-7%
Cohort Comparison						
04	2021					
	2019	48%	67%	-19%	64%	-16%
Cohort Comparison		-55%				
05	2021					
	2019	54%	65%	-11%	60%	-6%
Cohort Comparison		-48%				

			SCIENCE				
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	54%	51%	3%	53%	1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:
Grades K-2 we will use iReady for reading and SuccessMaker for math for Fall, Winter & Spring
In grades 3-5 we will use USAs in the Fall, 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.
-Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.
-SuccessMaker an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.4	14.9	32.0
	Economically Disadvantaged	18.1	10.5	25.9
	Students With Disabilities	20.0	9.5	23.8
	English Language Learners	0	3.1	6.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		69.4	73.5
	Economically Disadvantaged		64.3	69.0
	Students With Disabilities		72.2	80.0
	English Language Learners		52.2	53.1

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.3	20.5	27.7
	Economically Disadvantaged	18.8	18.6	20.9
	Students With Disabilities	16.7	10.5	15.8
	English Language Learners	15.9	20.9	18.6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		61.9	65.8
	Economically Disadvantaged		59.7	60.9
	Students With Disabilities		41.2	47.4
	English Language Learners		55.3	57.8

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		48.6	43.9
	Economically Disadvantaged		46.2	41.9
	Students With Disabilities		27.3	18.2
	English Language Learners		25.	25.
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15.8	41.1	31.0
	Economically Disadvantaged	11.8	38.7	28.3
	Students With Disabilities	0.0	30.8	28.6
	English Language Learners	16.7	28.6	24.3

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		50.5	44.1
	Economically Disadvantaged		42.2	35.8
	Students With Disabilities		31.3	25.0
	English Language Learners		24.3	22.2
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28.6	26.0	27.6
	Economically Disadvantaged	25.9	23.5	24.3
	Students With Disabilities	16.7	17.9	18.4
	English Language Learners	13.3	11.9	9.1

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		56.1	53.2
	Economically Disadvantaged		50.0	47.7
	Students With Disabilities		21.7	16.0
	English Language Learners		30.0	19.4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	71.8	62.3	46.3
	Economically Disadvantaged	69.0	6.2	42.7
	Students With Disabilities	48.0	37.5	14.3
	English Language Learners	78.6	58.1	37.5
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	64.7	67.5	72.7
	Economically Disadvantaged	60.2	63.2	69.0
	Students With Disabilities	32.0	23.1	26.5
	English Language Learners	53.1	50.0	66.7

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	12	27	39	20	39	39	8				
ELL	29	42	40	40	53	50	15				
ASN	64			45							
BLK	26	38	42	26	31	27	15				
HSP	45	53	50	46	60		34				
MUL	63			38							
WHT	58	61		55	33		56				
FRL	36	44	44	36	43	36	27				
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	26	47	46	23	49	48	23				
ELL	44	58	64	40	52	42	40				

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
BLK	38	55	59	35	43	39	37				
HSP	62	64	59	60	68	48	58				
MUL	83			75							
WHT	68	60		77	69		71				
FRL	48	57	56	48	54	44	47				

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	24	49	56	30	41	32	15				
ELL	31	47	59	32	42	36	13				
ASN	81	100		100	80						
BLK	40	53	49	39	43	35	28				
HSP	52	53	58	54	57	36	56				
MUL	91			91							
WHT	75	55		78	62		76				
FRL	47	55	56	50	53	32	45				

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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	333
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	39

English Language Learners	
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	55
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
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	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	53
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	39
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?

Our percentage of math proficiency dropped across grades three, four and five in all categories. Also, our English Language Arts proficiency in grades three, four and five dropped in all categories as well. Looking at all the subgroups for Mathematics: Students with Disabilities dropped from 20% proficiency to 15% proficiency; White students went from 75% proficiency to 53% proficiency; Black students went from 33% proficiency to 23% proficiency; Hispanic students went from 59% proficiency to 43% proficiency. Looking at all the subgroups in English Language Arts: English Language Learners our LF students dropped from 77% proficiency to 50% proficiency; Students with Disabilities dropped from 22% proficiency to 10% proficiency; White students went from 66% proficiency to 58% proficiency; Black students went from 34% proficiency to 25% proficiency; Hispanic students went from 61% proficiency to 42% proficiency. The English Language Learners our LY students in math proficiency increased from 23% to 25% proficiency. The English Language Learners our LF students increased from 48% proficiency to 50% proficiency in math. The English Language Learners our LY students in English Language Arts proficiency increased from 12% to 14% proficiency.

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

We need to improve in third grade math and English Language Arts proficiency and learning gains. Our fourth grade math and English Language Arts needs to be increased as well. The fifth grade math and English Language Arts has to be improved on too. One other area is our fifth grade science proficiency, which needs to increase. Our primary focus will be on the fourth grade mathematics since when these students were in third grade there was a significant drop from the past percentage. It went from 55% in 2019 to 34% in 2021. Also, the fifth grade science proficiency is a primary focus since there was a drop from 54% in 2019 to 29% in 2021.

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

There was tremendous learning loss due to barriers caused by COVID such as: attendance (the students were either not showing up to virtual class or not paying attention while online); loss of instructional time due to the teachers using the hybrid model of instruction and having to mute mics so hearing was possible; internet issues either at home or in school delayed much instruction and impacted the momentum of the teaching in the classrooms; high rate of teacher absenteeism due to quarantine instructions from the Department of Health along with actual sicknesses; loss of small group instruction due to social distancing procedures.

To begin with we are implementing small group instruction (carefully) so the students areas of concern can be better focused on by the teacher; not having to attend to students online and in

person simultaneously will allow the teachers to have more effective instructional time with the students; more students will be addressed with our tutorial program starting earlier in the year since they are all in person.

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

Our English Language Learners LY students in mathematics increased from 23% in 2019 to 25% in 2021; the English Language Learners LF students in mathematics increased from 48% proficiency to 50% proficiency. Also, our sixth grade students remained consistent at 100% proficiency. Our math learning gains for our fourth grade students went from 49% gains to 58% gains; our lowest 25% in our fourth grade math increased from 18% to 58% gains. Our English Language Learners LY students in English Language Arts increased from 12% in 2019 to 14% in 2021; our lowest 25% in fifth grade English Language Arts went from 51% to 52% gains.

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

The students were in print rich classrooms and were able to visualize many strategies that assisted them in their improvement. Teachers in front of students helping as needed. Targeted use of computer programs to engage the students in the lessons. The teachers focused on vocabulary more and developed the students level of understanding through increased vocabulary. Many of these ELL students are in our Dual Language classes, so they are exposed to the curriculum in both English and Spanish. This allows them to be instructed in their more dominate language half of the time, so they can develop a stronger understanding of the standards.

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

A push toward more small group instruction based on data analysis. In the small groups the teachers will be targeting the areas of concern with each student in order to increase their understanding. Teachers will ask higher order questions and have students elaborate on their response using as much detail as possible to explain their thoughts. Students will also be able to participate in center activities which will allow for more specific instruction targeting on the necessary areas. We will also implement traditional Professional Learning Communities instead of virtual Professional Learning Communities which will allow more collaborative planning to occur between teachers. Our STEM teacher is now able to conduct hands-on experiments with the students to allow the students a chance to gain deeper understanding of the concepts. The hands-on experiments will also be conducted in the classrooms to improve the students' understanding of the concepts. Tutorial groups will be conducted for a longer period of time and will be focused on specific needs of the children.

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.

Through our Professional Learning Community meetings our Single School Culture Coordinator will provide professional development on small group instruction as well as questioning techniques to all of our teachers. This will also be reviewed as grade levels in their meetings. The pulling of District assessment reports will be demonstrated to empower the teachers to analyze their own data to drive the instruction. District support will assist during the Professional Learning Community meetings to provide professional development on the new Literacy program, Benchmark Advanced. Our teachers will also be attending the District provided ELA and Math monthly cadre meetings to bring the information back to their respective grade levels. The STEM teacher will be attending professional development provided through the Science department to ensure she is instructing the standards to the fullest extent. On Professional Development Days, instruction will be provided based on the

needs of the teachers. This will allow some teachers to choose what they attend while other sessions will be required by administration based on teacher needs.

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

We offer the 21st Century Program to eligible students in grades K - 5 so they receive tutorial services through this program. This program runs from the second week of school every day from 2:00pm to 5:00pm. From our Title I funding, we offer an array of tutorial programs to meet the needs of the students in each grade level. These tutorial programs will cover ELA, Mathematics, Science and Writing. The programs will also be offered at various times (morning and afternoon) to maximize the amount of student attendance. Resource teachers will be strategical placed in classrooms to assist the teachers in providing the best possible support in areas of concern. The Boot Camp format for tutorial will allow us to hone in on the specific areas of concern and improve these areas through targeted instruction.

As an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan.

To assist with the transition of school-based and community children into the kindergarten program at Freedom Shores we engage in the following kindergarten transition activities:
• Scheduling of a talk/meeting with preschool children's families
• Holding open house for families of incoming kindergarten children
• Providing home learning activities to families to help them prepare children for kindergarten entry

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	To ensure effective and relevant instruction for all students within ELA, Math and Science in alignment with LTO #1 increase reading in 3rd grade and LTO #2 ensure high school readiness. All of our students across 3rd, 4th and 5th grades preformed low on the FSA 21 with ELA proficiency at 32% compared to FY19 at 52%; ELA LGs went from 62% in FY19 to 47% in FY21; ELA L25 LGs went from 59% in FY19 to 43% in FY21; Math proficiency went from 52% in FY 19 to 37% in FY21; MATH LGs went from 69% in FY19 to 45% in FY21; MATH L25 LGs went from 54% in FY19 to 44% in FY21;Science went from 54% proficiency in FY19 to 28% in FY21.
Measurable Outcome:	FSA - ELA proficiency 40%, ELA LG 55%, ELA L25 LG 50% FSA - Math proficiency 45%, Math LG 55%, Math L25 LG 50% FSA - Science proficiency 40%
Monitoring:	1. PLCs are headed by our Coach who will monitor the teachers data and assist in creating small groups to target specific instruction. Data tracking sheets will be created to assist the teachers in analyzing their data so targeting the students needs can be done successfully. 2. Small Group Instruction will be focused on specific needs and secondary benchmarks and will be monitored through walk throughs and discussion at the PLC and grade level meetings.. 3. Individualized Data Student Tracking - USAs and FSQ along with Diagnostic results will be recorded and tracked. This will allow teachers a chance to see each students' performance and reteach areas of concern. 4. Morning Meeting (SEL) are used to bring the class together through connections to make everyone feel comfortable and important so they can perform at their best.
Person responsible for monitoring outcome:	Michael Sabatino (michael.sabatino@palmbeachschools.org)
Evidence-based Strategy:	1. PLC -standards based instruction is discussed -data driven - scores and performance is analyzed and used to drive instruction -collaborative planning for best practices and alternative instructional strategies 2. Small Group Instruction -ensure differentiation so specific instruction is provided -target reteaching on previously taught standards based on analyzed data -support teachers to push in supporting students needs at their levels and guide them to grade level. 3. Individualized Data Student Tracking -focus students' attention on where they are from USA and FSQ results to focus instruction -realistic short-term and long term-goal setting and strategies to get there -conversations during PLC with teachers to assist with student conversations and build on deeper questioning to further develop their understanding. 4. Morning Meeting (SEL) -meet social emotional needs especially since Pandemic -address real life and classroom issues -social skills to be taught -students and teacher make connections and build relationships
Rationale for	PLC will be used to have teachers collaboratively plan and discuss instructions, creating higher level questions focused on standard being taught. Data will also be analyzed so

Evidence-based Strategy:

small groups can be determined and reteaching focused on the critical areas for each student.

Small group instruction is proven that the fewer students a teacher focuses on the more specific instruction those students receive. Due to this, empowering the teachers to analyze their students' data and develop their ability to create purposeful lessons will target the instruction to meet the needs of the students. Individual student targets based on their data will be created to insure that each student is working in the small group on standards that they need assistance with to improve. Morning meetings will be used to have the student become more comfortable with the teacher and their classmates so they can preform optimally.

Action Steps to Implement

PLCs will be lead this year by a former teacher who is now the PLC coordinator. She is respected by the staff and will have a great impact on their planning and instruction. She will emphasize the fact that the teachers need to be able to analyze their data to pinpoint their instruction for each child. She will assist in forming small groups and creating plans for them. At the PLCs the teachers will collaborate ideas to develop the most effective lessons possible to insure the students received the best education possible. This will be monitored through the data sheets and monthly data chats at the PLC meetings. Also, the PLC coordinator will be monitoring through the discussions that occur and the data that will be collected and analyzed.

Person Responsible   Jennifer Klisiak (jennifer.klisiak@palmbeachschools.org)

Small group Instruction will be utilized every day in each subject area to reteach standards that were not completely mastered by the students. These small groups will be created during the PLC meetings through analyzing the data from the FSQ or USA previously taken. Plans will also be developed during the PLC to target the instruction and meet the needs of each child. Various centers will be planned out so they are purposeful and meet the intended rigor of the standard. The centers will meet the needs of small groups of students to practice specific areas of the standard. By having the teachers collaborate, effective lessons will be developed with better questioning included. A resource room is also being used to target a small group of ESE students so their specific needs can be met. Monitored through analyzing FSQs/ USAs, observations done by walkthroughs, lesson plan checks and data chats.

Person Responsible   Michael Sabatino (michael.sabatino@palmbeachschools.org)

Individualized Student Data Tracking will allow teachers a chance to discuss assessment results and develop a goal for each child. By doing this the students will become more accountable for their learning and they will also understand exactly what they need to put more of an effort into learning. The students will each track their own data and meet with the teacher to analyze their data so the areas of concern can be highlighted. Administration will also conduct monthly data chats with the teachers to monitor the progress of each student. The teacher will also be inputting the results of their FSQs and USAs into a data collection sheet so monitoring can be done. These data tracking sheets will not only allow the students an opportunity to see how they are doing and where they need help, but also lets the teacher stay aware.

Person Responsible   Kim Rogers (kimberly.rogers@palmbeachschools.org)

Morning Meetings (SEL) will occur fifteen minutes each day first thing in the morning. These meetings will allow each child to become more comfortable in the classroom with the teacher as well as each of the students. Training and support is provided to the teachers to insure their Morning Meetings are conducted appropriately and that they are meaningful to the class. If the teachers notices a student who is exhibiting questionable behaviors they will refer that child for small group counseling with BHP/Co-located therapist if necessary. This is monitored through our weekly Mental Health Team Meetings where children who were addressed as having a concern are discussed and the information is shared with the team

Person Responsible   Diana Heitz (diana.heitz@palmbeachschools.org)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	To ensure effective and relevant instruction for all students within ELA in alignment with LTO #1 increase reading in 3rd grades and LTO #2 ensure high school readiness. Our third grade ELA FSA scores went from a 42% in 2019 to a 40% in 2021, therefore we need to focus attention to meet our percentage for third graders reading on grade level. All of our students across 3rd, 4th and 5th grades preformed low on the FSA 21 with 4th grade having 37% proficiency in 2021 as compared to 50% in 2019; while 5th grade had 49% proficiency in 2021 compared to 66% in 2019.
Measurable Outcome:	Moving our third grade ELA FSA score from a 40% in 2021 to 45% in 2022; move 4th from 37% proficiency to 42% proficiency and 5th grade from 49% proficiency to 54% proficiency in 2022.
Monitoring:	This Area of Focus will be monitored through walkthroughs, data chats, PLC and grade level meetings along with assessment results from the FSQs, USAs and diagnostic tests.
Person responsible for monitoring outcome:	Jennifer Klisiak (jennifer.klisiak@palmbeachschools.org)
Evidence-based Strategy:	Walkthroughs allow administration a chance to see that the rigor of the standard is being met, while also observing the pace that is being followed. By having monthly data chats, the teachers will be more aware of where their students specific needs are and they will allow the students to create Individualized Data Student Tracking of their USAs, FSQs and Diagnostic results so they can be accountable for their learning. This will allow teachers a chance to see each students' performance and reteach areas of concern. PLCs are headed by our Coach who will monitor the teachers' data and assist in creating small groups to target specific instruction. Data tracking sheets will be created to assist the teachers in analyzing their data so targeting the students needs can be done successfully.
Rationale for Evidence-based Strategy:	By conducting daily walkthroughs, the pacing of lessons along with the focus of the lesson can be observed and monitored. Teachers will stay on pace with the District Scope and Sequence while teaching to the rigor of each standard for each lesson. Small group instruction will also be observed so the specific needs of struggling students can be met for each lesson.

Action Steps to Implement

Monthly data chats will be conducted by administration during PLCs so each students' progress can be monitored. Teachers' attention will be focused on struggling students so specific plans and instruction can be delivered to those students during small group instruction. Also, center activities can be created to target the areas of concern. The data will be input on a data collection sheet that will also help to pace the teachers' lessons to keep them on track. The data collected will come from the FSQs, USAs and Diagnostic assessments.

Person Responsible	Michael Sabatino (michael.sabatino@palmbeachschools.org)

The pacing will be monitored at the weekly PLC and or Grade level meetings so administration can be certain that the District's Scope and Sequence is being followed. Also, collaborative planning will take place based on the standards being covered. More detailed and rigorous questions will also be developed by the teams to insure the standards are being met completely. Classroom discussion topics will also be brought out so during the different parts of the lessons focused and relevant discussions can take place.

Person Responsible	Kim Rogers (kimberly.rogers@palmbeachschools.org)

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, Freedom Shores is ranked statewide 1189 out of 1395 for Violet Incidents which is considered very high. These incidents include fighting, bullying, physical attacks and sex offenses. Freedom Shores is ranked statewide #1 out of 1395 for property incidents. There were 0 incidents for arson, breaking and entering/burglary, larceny, theft or motor vehicle and vandalism which is considered very low.
We were ranked 911 out of 1395 Statewide for Drugs/Public Order Incidences which is considered High. At Freedom Shores there was only one incident involving drugs/public order, which was a student who brought a Vape Pen onto campus. This category includes Tobacco, Alcohol, Disruption on Campus, Drug Sale or Distribution, Drug Use or Possession, Trespassing and Weapons Possession.

Monthly SwPBS meetings are held to review the discipline dashboard data with a representative from each grade level participating. Discussion take place around the incidences, actions and interventions that can be used to prevent future incidences. We improve our discipline through our School-Wide Positive Behavior incentives, which include our Eagle Bucks Store and various celebrations within each classroom. We also have Morning Meetings each day for the students to share and build their compassion. Our Co-Located Mental Health Counselor also works with many of our children along with our School Counselors. Our BHP also teaches groups of students different behavioral skills.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We also have parent/family multicultural nights.

Our PBIS universal school guidelines and matrix is evident through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, and Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year.

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.

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

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

A District Migrant Liaison coordinates with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for the families of our migrant students. These supports are supplemental to school-wide supports for students and families.

To support our students' SEL:
*We have a co-located Mental Health Professional as well as a Behavioral Health Professional who work alongside our school counselors to ensure student needs are met. Our counselors use the Second Step program to teach SEL skills.
*We use a positive alternative to suspension classroom where students who have been disruptive or made a negative behavioral choice are taught replacement behaviors, while being guided on the academic work they have been assigned as to not miss instructional time, and work towards remediation of that behavior.
*We have school-wide morning meetings built into the class schedules, where teachers and students interact to build oral language skills, tie their SEL into their academic topics, build relationships and culture within their classes.
*Each classroom has a chill zone a place where students who have identified that they need to calm down can go, and a site where they can access videos, strategies to help with their feelings and struggles. Classrooms also house peace tables, and conflict resolution strategies are taught, and supported with the teachers through the school counselors instruction and guidance.
*Related strategies are taught school-wide to help students take ownership of their SEL.

Positive Behavior Systems are in place both physically and virtually to make expectations clear, reinforce, and reward positive behavior:
*School-wide incentives such as eagle bucks that can be spent in the school store, assemblies, celebrations are awarded to students who have followed the expectations.
*Class-wide rewards are decided upon, and earned when a whole class has followed expectations during lunch, fine arts or in common areas.
*Administrators, and staff offer lunch bunch opportunities as a reward for students who have followed the expectations.
*We have a universal attention signal in place to get the students' attention for direction, instruction and safety.
*Individual students can earn Eagle Bucks when following our school-wide expectations of SOARing (Be SAFE, ON-TASK, AMBITIOUS, and RESPECTFUL)
*Academic, behavior, and kindness awards are awarded to students who have earned them each trimester.

Assemblies are held, or virtual presentations to recognize the recipients of these awards.
*Safety Patrol is awarded to students who show the positive attributes of a SOARing Eagle
*Classrooms use a positive behavior color system where students can earn eagle bucks and being rewarded for positive behavior is the emphasis, this system can be used to warn students for problematic behavior and they are also given the opportunity to recover from their warnings and be rewarded.

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

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, principals can positively influence their school culture with strategies that encourage collaboration.
School Councilor: Supports a positive culture and environment through lessons the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our councilor 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. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)
Section IV 1003.42 Mandatory Curriculum

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.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	500-Materials and Supplies	2671 - Freedom Shores Elementary School	School Improvement Funds		$6,000.00
			Notes: We will be purchasing the Oral Reading Records Suite for the new Benchmark adoption for all of our K-2 teachers so the students can comfortably read the assessments and we can get a true reading of their level.			
2	III.A.	Areas of Focus: Instructional Practice: ELA				$0.00
					Total:	$6,000.00