

The School District of Palm Beach County

Panther Run Elementary School



2021-22 Schoolwide Improvement Plan

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Panther Run Elementary School

10775 LAKE WORTH RD, Lake Worth, FL 33449

<https://pres.palmbeachschools.org>

Demographics

Principal: Edilia Delavega

Start Date for this Principal: 1/18/2017

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (79%) 2017-18: A (78%) 2016-17: A (75%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Palm Beach County School Board on 2/22/2022.

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	No	27%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

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

School Board Approval

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Panther Run Elementary School's mission is to give all students the opportunity to acquire and utilize skills enabling them to be successful in their future.

Provide the school's vision statement.

Panther Run Elementary envisions a place of excellence where children can achieve full potential in their academic, creative, personal, and physical development through the partnership which exists between school, parents, and community.

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
De La Vega, Edilia	Principal	Edilia De La Vega has served as principal of Panther Run Elementary since 2017. As principal, De La Vega manages and supervises all academic programs and operational procedures. As instructional leader of school operations and instructional practice, De La Vega provides strategic direction within the school by providing equitable access to curriculum, implementing research-based strategies, monitoring student achievement, encouraging parental involvement, teacher collaboration, and maintaining a safe learning environment.
Suarez, Risa	Assistant Principal	As assistant principal of Panther Run Elementary, Risa Suarez, is an instructional leader of school operations and instructional practice. Suarez implements the school vision and mission by maintaining a safe learning environment, ensuring a secure testing environment, assisting in disaggregating data, and promoting student achievement.
Myerson, Cindy	Teacher, K-12	Cindy Myerson serves the students at Panther Run Elementary through the roles of Supplemental Academic Instruction(SAI) teacher, School Based Team (SBT) member, and Leadership Team member. As the SAI instructor, Myerson plans and implements standards-based lessons, provides interventions to lowest 25% in ELA, promotes student achievement, maintains individual student progress records, and communicates school and district vision and mission. As SBT member, she collaborates and plans for RTI Reading interventions, tutors, and monitors academic progress of students throughout the intervention process.
Lo Verso, Joe	School Counselor	Joe Loverso serves the students at Panther Run Elementary through the roles of Guidance Counselor, 504 Designee, School Based Team (SBT) Leader, School-wide Positive Behavior Supports (SwPBS) Internal Coach, Leadership Team Member. Loverso plans and implements standards-based lessons for guidance, leads school based team meetings and 504 meetings, promotes student achievement, maintains individual student progress documentation, monitors student progress, and communicates school and district vision and mission.
Lehman, Ina	Teacher, K-12	Ina Lehman serves the students and community at Panther Run Elementary through the roles of Third Grade Gifted/High Achieving Reading Classroom Teacher, School Advisory Council (SAC) Chair, and School Tutor. As a third grade teacher, Lehman plans and implements standards-based lessons, promotes student achievement, monitors student academic progress, maintains individual student progress documentation, and communicates school and district vision and mission. As SAC Chair, she plans, organizes, and facilitates SAC meetings.
Tigell Ringuette, Clara	Teacher, ESE	Clara Tigell serves the students and community at Panther Run Elementary through the roles of Exceptional Student Education (ESE) Coordinator and School Based Team (SBT) Member. Tigell promotes student achievement,

Name	Position Title	Job Duties and Responsibilities
		monitors student progress and maintain individual student progress documentation, and communicates the school and district vision and mission. As ESE coordinator, she facilitates ESE meetings, maintains records, meets compliance requirements for ESE students, communicates individual student and school-wide goals to parents and teachers, and promotes collaboration between stakeholders and SAC Chair.
Hewitt, Kimberly	Teacher, K-12	Kimberly Hewitt serves the students and community at Panther Run Elementary through the roles of Third Grade Gifted/High Achieving and Accelerated Math Plan (AMP) Classroom Teacher, School Advisory Council (SAC) Co-chair, and Professional Learning Community (PLC) Leader. As a third grade teacher, Hewitt plans and implements standards-based lessons, promotes student achievement, monitors student academic progress, maintains individual student progress documentation, and communicates school and district vision and mission. As SAC Chair, she plans, organizes, and facilitates SAC meetings. The PLC leadership role responsibilities include planning, organizing, and facilitating professional learning during PLC meetings.

Demographic Information

Principal start date

Wednesday 1/18/2017, Edilia Delavega

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.*

9

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.*

9

Total number of teacher positions allocated to the school

62

Total number of students enrolled at the school

721

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

3

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	97	106	126	113	151	128	0	0	0	0	0	0	0	721
Attendance below 90 percent	0	6	3	7	6	1	0	0	0	0	0	0	0	23
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	26	27	26	0	0	0	0	0	0	0	79
Course failure in Math	0	0	0	33	17	20	0	0	0	0	0	0	0	70
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	2	5	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	4	1	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	8	6	7	8	0	0	0	0	0	0	0	29
FY21 ELA Winter Diag Level 1 & 2	0	0	0	35	25	30	0	0	0	0	0	0	0	90
FY21 Math Winter Diag Level 1 & 2	0	0	0	27	17	24	0	0	0	0	0	0	0	68

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	1	1	8	8	2	0	0	0	0	0	0	0	20

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

Date this data was collected or last updated

Wednesday 8/18/2021

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	95	118	105	151	126	159	0	0	0	0	0	0	0	754
Attendance below 90 percent	0	6	4	5	7	8	0	0	0	0	0	0	0	30
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	17	12	7	12	0	0	0	0	0	0	0	52
Course failure in Math	0	2	3	7	7	6	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
FY20 ELA Diag Levels 1 & 2	0	0	0	17	25	21	0	0	0	0	0	0	0	63
FY20 Math Diag Levels 1 & 2	0	0	0	13	20	17	0	0	0	0	0	0	0	50

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	2	4	4	5	11	0	0	0	0	0	0	0	26

The number of students identified as retainees:

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

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	95	118	105	151	126	159	0	0	0	0	0	0	0	754
Attendance below 90 percent	0	6	4	5	7	8	0	0	0	0	0	0	0	30
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	17	12	7	12	0	0	0	0	0	0	0	52
Course failure in Math	0	2	3	7	7	6	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide ELA assessment	0	0	0	10	7	9	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide Math assessment	0	0	0	17	8	8	0	0	0	0	0	0	0	33
FY20 ELA Diag Levels 1 & 2	0	0	0	17	25	21	0	0	0	0	0	0	0	63
FY20 Math Diag Levels 1 & 2	0	0	0	13	20	17	0	0	0	0	0	0	0	50

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	2	4	4	5	11	0	0	0	0	0	0	0	26

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				85%	58%	57%	86%	57%	56%
ELA Learning Gains				72%	63%	58%	80%	61%	55%
ELA Lowest 25th Percentile				66%	56%	53%	76%	56%	48%
Math Achievement				91%	68%	63%	85%	65%	62%
Math Learning Gains				84%	68%	62%	71%	63%	59%
Math Lowest 25th Percentile				82%	59%	51%	65%	53%	47%
Science Achievement				72%	51%	53%	85%	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	81%	54%	27%	58%	23%
Cohort Comparison						
04	2021					
	2019	90%	62%	28%	58%	32%
Cohort Comparison		-81%				
05	2021					
	2019	84%	59%	25%	56%	28%
Cohort Comparison		-90%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	88%	65%	23%	62%	26%
Cohort Comparison						
04	2021					
	2019	90%	67%	23%	64%	26%
Cohort Comparison		-88%				
05	2021					
	2019	91%	65%	26%	60%	31%
Cohort Comparison		-90%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	73%	51%	22%	53%	20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

For the 2020-2021 school year, students were monitored in ELA using iReady data in grades 1-5. The percent proficient in ELA was determined by the number of students indicated as making satisfactory progress on progress monitoring tool based on pupil progression divided by the total number of students in the targeted group. In Math, students were monitored using SDPBC Common Unit Standardized Assessments (USA) in grades 3-5 and SuccessMaker data in grades 1-2. The percent proficient in Math for grades 1-2 was determined by the number of students making satisfactory progress on one or more of the progress monitoring tools based on pupil progression divided by the total number of students in the targeted group. The percent proficient in Math for grades 3-5 was determined by the number of students scoring threshold and above, making satisfactory progress on one or more of the progress monitoring tools based on pupil progression divided by the total number of students in the targeted group.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	74.2	67.7	89.2
	Economically Disadvantaged	65	52.4	76.2
	Students With Disabilities	75	64.7	70.6
	English Language Learners	60	50	60
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		100	100
	Economically Disadvantaged		100	100
	Students With Disabilities		100	100
	English Language Learners		100	100
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50	51.7	63.6
	Economically Disadvantaged	38.5	30.8	51.3
	Students With Disabilities	45.5	36.4	59.1
	English Language Learners	16.7	16.7	66.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		96.6	97.5
	Economically Disadvantaged		94.7	94.9
	Students With Disabilities		90.9	90.9
	English Language Learners		87.5	87.5

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	76.9	59.1	71.3
	Economically Disadvantaged	66.7	33.3	47.2
	Students With Disabilities	52.6	45	50
	English Language Learners	57.1	50	57.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		97.1	98.1
	Economically Disadvantaged		100	100
	Students With Disabilities		89.5	94.7
	English Language Learners		100	100
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61.7	46	58.9
	Economically Disadvantaged	46.9	37.5	50
	Students With Disabilities	41.2	17.6	29.4
	English Language Learners	25	44.4	77.8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	91.0	93.3	86.9
	Economically Disadvantaged	84.0	86.5	70.3
	Students With Disabilities	72.7	85.0	81.0
	English Language Learners	100	100	100

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	58.8	41.7	43.5
	Economically Disadvantaged	56.1	36.6	35.9
	Students With Disabilities	17.6	16.7	16.7
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	75.6	87.4	87.5
	Economically Disadvantaged	66.7	72.7	73.5
	Students With Disabilities	50.0	76.5	88.2
	English Language Learners	85.7	87.5	77.8
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	98.2	96.1	98.7
	Economically Disadvantaged	100	92.9	97.7
	Students With Disabilities	100	88.2	94.7
	English Language Learners		25.0	75.0

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	61	56	55	70	83		50				
ELL	79	85		83	85		69				
ASN	93			90							
BLK	81	73		83	64		69				
HSP	84	80	91	88	76	91	78				
MUL	82			94							
WHT	80	67	55	82	63	70	69				
FRL	68	69	60	70	67	69	60				
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	75	65	52	80	76	67	50				
ELL	91	86		88	86		71				

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
ASN	96	100		100	100		60				
BLK	86	60		92	90		67				
HSP	81	68	62	90	86	86	85				
MUL	74	75		95	83						
WHT	87	72	70	90	81	82	73				
FRL	82	74	68	89	86	87	77				
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	75	78	64	68	68	65	67				
ELL	70	80		90	53						
ASN	95	93		100	73						
BLK	88	88		76	44						
HSP	81	70	69	87	70	69	78				
MUL	86			86							
WHT	87	82	80	84	74	68	89				
FRL	78	78	68	78	60	48	76				

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	76
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	604
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	63
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	79
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	92
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	74
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	84
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	88
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	69
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	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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 ELA proficiency in grades 3-5, based on FSA results, remained unchanged from FY18(85%) to FY19(85%) and showed a slight decline from FY19(85%) to FY21(82%). Learning Gains decreased in FY18(80%) to FY19(72%) then remained the same in FY21(72%). In FY18, 76% of students scoring in the lowest 25% in ELA demonstrated learning gains. This percentage decreased in both FY19 and FY21 to 66%.

The overall Math proficiency data trend over three data points, based on FSA results, remained stable with an increase mid range. The data showed a seven percentage point increase from FY18(84%) to FY19(91%). Proficiency in 3rd-5th grade Math remained well above the state and district average despite a 7% point decrease in FY21(84%). Learning gains demonstrated a similar trend with an increase from FY18(71%) to FY19(84%) and then a decrease from FY19(84%) to FY21(69%). The lowest 25% showed a significant increase from FY18(65%) to FY19(82%) then remained stable for FY21(82%).

Overall Science proficiency has declined since FY18(86%) to FY19(73%) with a slight increase from FY19 to FY21(74%).

In both ELA and Math there was a slight decline from FY19 to FY21. However in Science, the overall proficiency increased one percentage point from 73% in FY19 to 74% in FY21. When looking at the school grade components, the overall grade score is increasing despite the slight decline in overall proficiency. Overall proficiency either stayed the same or increased when comparing FY18 to FY19 with the exception of Science.

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

Fourth Grade ELA showed the most significant decline from FY19 (89.7%) to FY21 (77.9%). The lowest 25% dropped from FY19 to FY21 by ten percentage points from 76% in FY19 to 66% in FY21.

Additionally, progress monitoring trends revealed that the current fifth grade students did not show increased proficiency from Winter to Spring in ELA during FY21.

Third through fifth grade math FSA proficiency data demonstrates a decline ranging from 4% to 10% when comparing FY19 to FY21. Also, based on progress monitoring data, the current fourth grade student proficiency did not improve from Winter to Spring during FY21.

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

In FY20, the school year ended with full distance learning. The following Fall, students began the FY21 school year in full Distance Learning as well. After the option to return to on-campus learning, an estimated 45% of students remained in distance learning.

Contributing factors were inconsistent attendance, student focus and assignment completion until January of FY21. The options of Brick and Mortar and Distance Learning caused many students to become disconnected with school and therefore interrupting their routines as students.

To address this need for improvement, SEL strategies will be implemented throughout all academic and non-academic settings. Panther Run Elementary is part of a district-wide cohort that emphasizes the implementation of Morning Meetings across all grade levels to build community, collaboration, and communication within the classroom. Attendance monitoring through office check-ins will take place. A staff member is designated by grade level to communicate with parents and develop an action plan to support positive and productive return to school for students. Additionally, afterschool tutors are available to provide support for students missing school due to COVID related absences.

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

Third Grade ELA increased from FY19 (80.6%) to FY21 (82.4%).

ELL - LY overall proficiency increased from 14.3% in FY19 to 42.9% in FY21.

Hispanic overall proficiency increased from 79.58% in FY19 to 82.4% in FY21.

Based on progress monitoring data, most grade levels increased proficiency in Math from Winter to Spring.

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

Historically, Panther Run Elementary has demonstrated high levels of proficiency in all content areas. We have effective and highly effective teachers who utilize research-based best practices to ensure all students are consistently learning.

Contributing factors to improvement in student achievement at PRES are a commitment to standards-based instruction, differentiated instruction, technology integration, and strong school/ family partnerships.

Highly dedicated teachers engaged students in afterschool tutoring both on campus and through distance learning.

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

We will continue to focus on standards-based instruction during planning sessions, PLC's, and data chats with teachers and students. Resources and strategies will be aligned to grade-level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. Our in-school daytime tutorial program ensures student participation and success.

Our goal is to consistently work on and improve strategies/initiatives developed in FY21. The following strategies and initiatives are in place for the FY22 school year:

1. Students are identified using data to determine placement into high achieving and gifted courses. In grades 3-5 the Accelerated Mathematics Plan (AMP) is offered

2. Teachers are disaggregating data during PLC's to opportunities for improvement, create targeted lessons, and provide small-group direct instruction to close the achievement gap
3. Increased consistency in iReady usage will be monitored by administration and teachers
4. Fairgame Science Benchmarks will be taught in all grade levels and integrated into Fine Arts lessons
5. Continue to participate in district SEL Cohort
6. Incorporate Project-based Learning in Math and Science

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.

1. Data analysis components are included in yearlong professional development opportunities.
2. In FY22 K-2 teachers will participate in monthly Literacy Cadres to understand the implementation of best practices utilizing the newly adopted Literacy Series. During PLCs all teachers have the opportunity to learn from each other through collaboration to ensure successful implementation of small group differentiated instruction.
3. Teachers are supported by the Curriculum Associates contact to ensure the effective use of all available tools and resources to support student learning.
4. District support is available to appropriately incorporate Fairgame Science Benchmarks.
5. SEL resources and support is provided as needed.
6. District support is available to effectively incorporate Project-based learning.
7. 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. These programs are supported by the Department of Early Childhood Education and Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

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

At PRES we focus on student achievement, student learning gains, and overall social emotional growth. To ensure sustainability of improvement we will continue to focus on standards-based instruction during planning sessions, PLC's and data chats with teachers and students. Resources and strategies will align to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. We believe that if we dedicate time to the following priorities we will ensure an equitable opportunity for all our students.

1. Improve Overall Science Achievement - will be supported and reinforced through small groups and stations to provide hands on critical thinking.
2. Improve Overall Proficiency for 3rd, 4th and 5th Grade ELA and Math - data will be analyzed to identify students not on grade level and provide support with fidelity along with consistent progress monitoring.
3. Implement Social Emotional Learning - Morning Meetings have been implemented and SEL is being infused in all content areas to support students with the social, emotional support needed for academic success.
4. Utilize adaptive technologies to ensure all students have equitable opportunities to learn through technology.
5. Teachers are disaggregating data during PLC's to identify opportunities for improvement, create targeted lessons, and provide small-group direct instruction to close the achievement gap.
6. At PRES we engage in the following transition activities: Curriculum meetings with preschool

families; informational brochures sent to families of preschool children; Distribution of community resources during the summer before kindergarten.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Based on the FY21 FSA data, there is an opportunity to build on the historical strengths of overall student proficiency in ELA, Math and Science in order to ensure all students are learning. Overall ELA proficiency declined from 85% in FY19 to 82% in FY21. In Math, overall student proficiency declined from 91% in FY19 to 84% in FY21. Overall Science proficiency has shown a slight increase from FY19 (73%) to FY21 (74%).
	Measurable Goal 1: Improve ELA proficiency, as determined by a level 3 or higher on the FY22 ELA FSA, by 3% overall in grades 3-5.
Measurable Outcome:	Measurable Goal 2: Improve Math proficiency, as determined by a level 3 or higher on the FY22 Math FSA, by 3% overall in grades 3-5.
	Measurable Goal 3: Improve Science proficiency, as determined by a level 3 or higher on the FY22 Science FSA, by 3% overall in grades 3-5.
Monitoring:	<ol style="list-style-type: none"> 1. Administration will monitor core academic instruction in ELA, Math, and Science through observations, classroom walkthroughs, and lesson plan review. 2. Teachers will adhere to the district calendar of Benchmark Unit Assessments (K-2), FSQ and USA administration to ensure frequent monitoring of student achievement is in place. 3. Teachers and administration will analyze student FSQ and USA data through PLC collaboration and data chats to identify student academic strengths and opportunities for improvement. 4. Administration will monitor the regular use of adaptive technologies (ie. iReady, SuccessMaker).
Person responsible for monitoring outcome:	Edilia De La Vega (edilia.delavega@palmbeachschools.org)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Small group instruction will be implemented as an instructional practice to include strategy groups and skills groups in ELA, Math, and Science. Additionally, Guided Reading will be implemented to support this area of focus to improve student achievement in ELA. 2. Gradual release model of instruction; I Do, We Do, You Do 3. Technology: iReady, SuccessMaker, Generation Genius 4. Incorporate SEL strategies school-wide
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Small group instruction will be implemented as an instructional practice to include strategy groups and skills groups in ELA, Math, and Science. Additionally, Guided Reading will be implemented to support this area of focus to improve student achievement in ELA. 2. Gradual release model of instruction; I Do, We Do, You Do 3. Technology: iReady, SuccessMaker, Generation Genius 4. Incorporate SEL strategies school-wide

Action Steps to Implement

Small group instruction

- a. Teachers analyze data to determine student needs and strengths
- b. Teachers develop lesson plans to include differentiated instruction to support all learners; remediate, accelerate, enrich
- c. Teachers will implement small group instruction in all content areas

Person Responsible Risa Suarez (risa.suarez@palmbeachschools.org)

Gradual Release

- a. Teachers will model the lesson concept ensuring all students understand the content
- b. Teachers and students collaborate with the content
- c. Students independent apply knowledge of the content

Person

Responsible Edilia De La Vega (edilia.delavega@palmbeachschools.org)

Technology

- a. Teachers will receive professional development, resources, and support to ensure the proper execution of technology programs
- b. Teachers will develop a rotational schedule to ensure all students have equal access to the technology programs, as needed
- c. Teachers will participate with students in data chats to ensure all students have proper understanding of their learning

Person

Responsible Deborah Hansen (deborah.hansen@palmbeachschools.org)

SEL

- a. Teachers will receive support and resources from the cohort and the in-campus Behavioral Health Professional (BHP), Jennifer Schneider
- b. Teachers incorporate SEL monthly themes within Morning Meeting lessons
- c. BHP provides small group support as needed
- d. BHP monitors and provides support to the Buddy Bench Ambassadors Program
- e. A designated staff member works with student in small groups to support the development of social skills

Person

Responsible Risa Suarez (risa.suarez@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.

Panther Run Elementary School (PRES) reported 0.0 incidents per 100 students. When compared to all other elementary schools state-wide, it falls into the very low category. PRES is ranked #1 out of 1,395 elementary schools state-wide and #1 out of 82 elementary schools in the county. Administration, along with the leadership team, will continue to monitor the school culture and environment using discipline and behavior data through the implementation of our Positive School-wide Behavior Support plan.

ROAR behavior, which stands for Respect, Ownership, Awesome Attitude, and Responsibility, will continue to be explicitly taught in all academic settings and reinforced in all academic and non-academic school settings throughout the 2021-2022 school year. Our SwPBS (ROAR) committee adopted and implemented the "Pawsitive Paw" reward system, offering all staff members a quick and easy way to give frequent (throughout the day) short and long term rewards to students for following our Universal Expectations. Students are rewarded immediately with recognition and given a ticket on the spot for positive behavior (short term reward). Students may use these tickets every other week to purchase rewards to use in their classrooms. Having the staff recognize the benefits of "having everyone on the same page" through better overall student behavior keeps their buy-in. Recognizing ROAR behavior with "Pawsitive Paw" rewards has become "second nature" to all staff members, and students constantly strive to be recognized and rewarded through this system. All staff, instructional and non-instructional including custodial and cafeteria staff, have been instructed in our campus-wide behavior expectations (ROAR) and in the use of our positive behavior reward system (Pawsitive Paws).

PRES also believes in the importance of a strong SEL supports program in order to facilitate and monitor an equitable and supportive school culture for all students. The guidance counselor has instructional time in the fine arts rotation and explicitly teaches character lessons during this time. Students, then, have the opportunity to be recognized for applying the character lessons through the Student of the Month program. Another SEL support program at PRES is the inclusion of Morning Meetings. The Behavioral Health Professional at PRES provides resources and support teachers in the successful implementation of Morning Meetings into the regular classroom routines. During Morning Meetings students learn essential communication and collaboration strategies. The Buddy Ambassador Program, facilitated by the BHP, is another way character development and a sense of community is supported on campus.

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.

Panther Run Elementary promotes single school culture through the implementation and facilitation of strategies that support the school and district mission, vision, and equity statements. The administrations, teachers, and staff are committed to building strong partnerships with all community stakeholders and families. Panther Run values our community and takes pride in forming lasting relationships with all stakeholders. Our School Advisory Council plays a vital role in the decision making process of our school. In addition, we have an active board of PTA members that put in numerous volunteer hours on and off our campus. We are a Five Star School due to our involvement with all stakeholders. Regular communication including, classroom communications, curriculum night, Parent/ Teacher Association meetings, and School Advisory Council meetings support equitable access to information and opportunity for all stakeholders to contribute to a culture of school improvement and academic excellence. Another way PRES promotes and builds relationships with students and their families is hosting various school events such as: family spirit nights, monthly beach clean-ups, family literacy night, science night, campus beautification, holiday toy drive, and a collection for a sister school.

The SwPBS at PRES, ROAR, establishes a universal set of guidelines and expectations for students including learning how to be respectful, responsible, and ready to learn. ROAR also incorporates systems for the encouragement and reinforcement of community building and collaboration. For example, the ROAR committee adopted and implemented the "Pawsitive Paw" reward system, offering all staff members a quick and easy way to give frequent (throughout the day) short and long term rewards to students reinforcing our universal expectations. Students are rewarded immediately with recognition and given a ticket on the spot for positive behavior (short term reward). Students save the tickets to use as currency to purchase rewards during the lunch period. Offering a variety of reward options has enabled us to maintain student interest and buy-in. Having the staff recognize the benefits of having everyone on the same page through better overall student behavior keeps their buy-in. Recognizing ROAR behavior with "Pawsitive Paw" rewards has become second nature to all staff members, and students consistently strive to be recognized and rewarded through this system. All staff, instructional and non-instructional, including custodial and cafeteria staff, have been instructed in our campus wide behavior expectations (ROAR) and in the use of our positive behavior reward system (Pawsitive Paws) which reinforces positive behavior in all children across all grade levels in all areas of our campus.

Social and Emotional Learning (SEL) is infused into the daily routines at PRES. All students start their day with Morning Meetings and SEL is incorporated into all content areas. Character education is explicitly taught through guidance lessons within the fine arts rotation. The BHP conducts student support groups and promotes positive student interactions in all settings. The Buddy Ambassador Bench program is

headed by the BHP and continues to encourage inclusivity. Additionally, PRES offers the opportunity to extend student learning through a variety of clubs. The following clubs offer academic and social/emotional and cultural opportunities of learning: Art Club, Battle of the Books, Calypso Cats (steel drums), Symphonic Bands, Earth Club, Girls on the Run, Young Maker Engineering Club, News Crew, Panther Play house, Yoga, Think Pink Breast Cancer Supporter, Student Council, SECME, Safety Patrol, Good News Club, Mind Games and Beyond, Spanish Club, Chess Club, Happy Healthy Minds, Kindness Club, and Kids Art.

PRES is committed to representing and valuing diversity within the student body and community through the incorporation of monthly Heritage Themes. In alignment with the District's Strategic Plan and with the goal to increase the academic instruction for all, students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards, including the content required by Florida State Statue 1003.42 continuing to develop a Single School Culture of excellence in academics, behavior, and climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction of the:

- * History of the Holocaust
- * History of African Americans,
- * Study of contributions of Hispanics and Women to the US, and
- * Sacrifices of Veterans in serving our country.

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

Principal and Assistant Principal: The principal and assistant principal promote and supports a positive culture and environment at Panther Run Elementary by establishing and communicating a shared vision. Administration ensures the equitable allocation of resources and monitors the implementation of all SEL and positive school culture initiatives to ensure the programs are implemented with fidelity.

Guidance Counselor: The guidance counselor promotes and supports a positive culture and environment at Panther Run Elementary by infusing character development into guidance lessons during the fine arts rotation and maintaining an active role in the ROAR committee. The guidance counselor ensures equitable access to resources through participation in the School-based Team and 504 program implementation in partnership with teachers and parents.

School Behavioral Health Professional: The School Behavioral Health Professional supports and promotes a positive culture and environment at Panther Run Elementary by actively promoting positive student, staff and parent interactions through School-based team, the Buddy Ambassador Bench Program, and student support groups.

Teachers: The teachers at Panther Run Elementary support and promote a positive culture and environment through the implementation and communication of the School-wide Positive Behavior Support program ROAR and the school and district mission, vision, and equity statements. SEL and diverse representation is incorporated into instructional practices.

Non-instructional Staff: The staff promotes and supports a positive culture and environment at Panther Run Elementary by supporting the School-wide Positive Behavior Support program ROAR.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$4,175.00
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	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	120-Classroom Teachers	2161 - Panther Run Elementary School	School Improvement Funds	716.0	\$4,175.00
			<i>Notes: SIP funds will be used toward the support of student achievement and school improvement.</i>			
					Total:	\$4,175.00