

The School District of Palm Beach County

Acreage Pines Elementary School



2021-22 Schoolwide Improvement Plan

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Acreage Pines Elementary School

14200 ORANGE BLVD, Loxahatchee, FL 33470

<https://apes.palmbeachschools.org>

Demographics

Principal: Darlene Karbowski

Start Date for this Principal: 7/1/2016

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)	62%
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 (56%) 2017-18: B (56%) 2016-17: B (60%)
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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Acreage Pines Elementary School

14200 ORANGE BLVD, Loxahatchee, FL 33470

<https://apes.palmbeachschools.org>

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	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

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

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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.

Acreage Pines Community Elementary is committed to providing students with a safe and challenging academic environment where each child can reach their highest potential and succeed in the global community by developing citizenship, accountability, respect, and exploration in the fields of Biomedical and Veterinary Technology.

Provide the school's vision statement.

Acreage Pines Elementary is growing respectful, inquiring, global learners within a happy, caring and stimulating environment where children will recognize and achieve their fullest potential, so that they can be successful within society.

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
Karbowski, Darline	Principal	The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Kolesar, Corrie	Teacher, K-12	As grade chair, responsibilities include serving as a liaison between a school's leadership team and teachers in their grade level, Grade Level Chairs lead and coordinate the grade-level team's meetings, organizational practices, parent communication, and grade-wide activities.
Garrett, Theresa	Teacher, K-12	As grade chair, responsibilities include serving as a liaison between a school's leadership team and teachers in their grade level, Grade Level Chairs lead and coordinate the grade-level team's meetings, organizational practices, parent communication, and grade-wide activities.
Montez, Nina	Assistant Principal	The role of assistant principal is to support the principal to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
LaVigna, Christie	Teacher, K-12	As media specialist, responsible for ensuring students and staff are effective and ethical users of ideas and information. Empowering students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.
Serpenti, Michelle	Teacher, K-12	As grade chair, responsibilities include serving as a liaison between a school's leadership team and teachers in their grade level, Grade Level Chairs lead and coordinate the grade-level team's meetings, organizational practices, parent communication, and grade-wide activities.
Gamble (Abrams), Giana	Teacher, K-12	As grade chair, responsibilities include serving as a liaison between a school's leadership team and teachers in their grade level, Grade Level Chairs lead and coordinate the grade-level team's meetings, organizational practices, parent communication, and grade-wide activities.
Ohm, Jennifer	School Counselor	To work with teachers and parents to make sure that students have the proper tools and guidance to effectively learn within their skill

Name	Position Title	Job Duties and Responsibilities
		sets. They also ensure that curricula and programs address the social motional, developmental and educational needs of students.
Goolsby, Regina	Teacher, PreK	As grade chair, responsibilities include serving as a liaison between a school's leadership team and teachers in their grade level, Grade Level Chairs lead and coordinate the grade-level team's meetings, organizational practices, parent communication, and grade-wide activities.
Bermudez, Jennifer	Teacher, ESE	To help each child with special learning needs progress in school and prepare for life after school. ESE services include specially designed instruction to meet the unique needs of the child. ESE services may also include technology devices, therapy, special transportation, or other supports.
Douglass, Tiffany	Teacher, K-12	As grade chair, responsibilities include serving as a liaison between a school's leadership team and teachers in their grade level, Grade Level Chairs lead and coordinate the grade-level team's meetings, organizational practices, parent communication, and grade-wide activities.
Lanham, Jessica	Teacher, K-12	As grade chair, responsibilities include serving as a liaison between a school's leadership team and teachers in their grade level, Grade Level Chairs lead and coordinate the grade-level team's meetings, organizational practices, parent communication, and grade-wide activities.
Lee, Jason	Behavior Specialist	To work with teachers and parents to make sure that students have the proper tools and guidance to effectively learn within their skill sets. They also ensure that curricula and programs address the social emotional, developmental and behavioral needs of students.
Baker, Brent	Teacher, K-12	As grade chair, responsibilities include serving as a liaison between a school's leadership team and teachers in their grade level, Grade Level Chairs lead and coordinate the grade-level team's meetings, organizational practices, parent communication, and grade-wide activities.

Demographic Information

Principal start date

Friday 7/1/2016, Darlene Karbowski

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

1

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

5

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

524

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

2

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

2

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	69	77	79	78	86	91	0	0	0	0	0	0	0	480
Attendance below 90 percent	0	8	8	9	18	16	0	0	0	0	0	0	0	59
One or more suspensions	0	0	1	1	0	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	13	25	19	15	31	0	0	0	0	0	0	0	103
Course failure in Math	0	5	13	14	17	31	0	0	0	0	0	0	0	80
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	15	18	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	30	17	0	0	0	0	0	0	0	47
Number of students with a substantial reading deficiency	1	3	4	3	7	6	0	0	0	0	0	0	0	24
FY21 ELA Winter Diag Level 1 & 2	0	0	0	35	49	27	0	0	0	0	0	0	0	111
FY21 Math Winter Diag Level 1 & 2	0	0	0	34	35	26	0	0	0	0	0	0	0	95

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	6	13	14	15	33	0	0	0	0	0	0	0	81

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	3	3	2	4	5	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 9/7/2021

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	82	77	79	85	85	67	0	0	0	0	0	0	0	475
Attendance below 90 percent	3	4	6	1	7	4	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	12	12	30	23	16	0	0	0	0	0	0	0	93
Course failure in Math	0	8	3	15	21	13	0	0	0	0	0	0	0	60
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
FY20 ELA Winter Diag Level 1&2	0	0	0	30	14	24	0	0	0	0	0	0	0	68
FY20 Math Winter Diag Level 1&2	0	0	0	25	20	23	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	5	7	19	19	11	12	0	0	0	0	0	0	0	73

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	3	2	5	5	7	0	0	0	0	0	0	0	22
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	82	77	79	85	85	67	0	0	0	0	0	0	0	475
Attendance below 90 percent	3	4	6	1	7	4	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	12	12	30	23	16	0	0	0	0	0	0	0	93
Course failure in Math	0	8	3	15	21	13	0	0	0	0	0	0	0	60
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
FY20 ELA Winter Diag Level 1&2	0	0	0	30	14	24	0	0	0	0	0	0	0	68
FY20 MATH Winter Diag Level 1&2	0	0	0	25	20	23	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	5	7	19	19	11	12	0	0	0	0	0	0	0	73

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	3	2	5	5	7	0	0	0	0	0	0	0	22
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				67%	58%	57%	68%	57%	56%
ELA Learning Gains				57%	63%	58%	56%	61%	55%
ELA Lowest 25th Percentile				39%	56%	53%	38%	56%	48%
Math Achievement				72%	68%	63%	70%	65%	62%
Math Learning Gains				66%	68%	62%	56%	63%	59%
Math Lowest 25th Percentile				31%	59%	51%	50%	53%	47%
Science Achievement				62%	51%	53%	56%	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	72%	54%	18%	58%	14%
Cohort Comparison						
04	2021					
	2019	59%	62%	-3%	58%	1%
Cohort Comparison		-72%				
05	2021					
	2019	64%	59%	5%	56%	8%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	80%	65%	15%	62%	18%
Cohort Comparison						
04	2021					
	2019	70%	67%	3%	64%	6%
Cohort Comparison		-80%				
05	2021					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	61%	51%	10%	53%	8%
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. Data was pulled from multiple sources for K-2 reading iReady data was used Successmaker math was used for Fall and Spring reporting and common assessments used for midpoint. For 3-5 iReady data was used for the initial point, district diagnostic data was used for mid-point with FSA data being used for final measure. All data is presented as percents of tested population.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27.8	23.0	41.9
	Economically Disadvantaged	22.9	20.8	40.4
	Students With Disabilities	13.0	4.2	12.5
	English Language Learners	n	100	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		89.2	93.9
	Economically Disadvantaged		86.4	93.2
	Students With Disabilities		85.7	85.7
	English Language Learners	n	n	n
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44.7	35.8	46.3
	Economically Disadvantaged	41.7	30.0	29.3
	Students With Disabilities	18.8	11.8	17.6
	English Language Learners		100	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		86.3	89.7
	Economically Disadvantaged		87.9	89.2
	Students With Disabilities		91.7	91.7
	English Language Learners		100	100

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58.5	72.9	69.3
	Economically Disadvantaged	54.2	74.5	58
	Students With Disabilities	38.9	77.8	65.0
	English Language Learners	33.3	50	33.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		60.7	51.1
	Economically Disadvantaged		74.5	58.0
	Students With Disabilities		77.8	65
	English Language Learners		50	33.0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41.9	63.3	63.5
	Economically Disadvantaged	34.5	59.2	59.6
	Students With Disabilities	9.5	88.9	88.9
	English Language Learners	0	33.3	33.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		63.9	68.2
	Economically Disadvantaged		57.7	58.5
	Students With Disabilities		47.1	35.3
	English Language Learners		33.3	66.7

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40.3	76.2	81.5
	Economically Disadvantaged	37.2	70.0	78.6
	Students With Disabilities	12.5	66.7	57.1
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	80.3	74.2	63.1
	Economically Disadvantaged	77.5	73.2	60.5
	Students With Disabilities	50	42.9	28.6
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	87.3	83.3	86.6
	Economically Disadvantaged	82.5	79.1	79.5
	Students With Disabilities	66.7	57.1	57.1
	English Language Learners			

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	31			26			40				
BLK	66	70		31	10		36				
HSP	53	60		57	60		57				
MUL	57			50							
WHT	62	58		57	45		55				
FRL	54	65		46	38	31	54				
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	43	49	48	50	54	39	44				
BLK	68	43		73	79						
HSP	64	49		72	56	25	52				
WHT	68	61	42	71	68	28	64				

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
FRL	59	49	38	63	53	34	59				
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	35	29	30	45	50	53	17				
ASN	67	82		82	90						
BLK	65	54		65	69						
HSP	66	51	42	66	46	46	50				
WHT	68	54	30	72	55	50	58				
FRL	63	59	38	62	51	31	52				

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	340
Total Components for the Federal Index	7
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
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	57
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	54
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	55
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	48
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?

School data across all areas showed a downturn from 2019 to 2021. While some regression was expected, this was not the case across all district schools, therefore the following trends from the FSA assessment need to be considered when setting goals for this year. 3rd grade ELA proficiency dropped to 63%, a 9% decrease from SY19. 4th grade ELA proficiency also showed a decrease from 59 to 53%. While all of these scores were above state and district averages, when comparing like schools the data fell below the trends of other schools. Only 5th grade ELA at 68% showed an overall increase in proficiency at up 4%. Similar trends can be seen in Math with scores falling above state and district averages, but below like schools in our area. With 3rd grade math falling from 80% to 45% proficiency and 4th and 5th from 70% to 54% and 63 to 59% respectively. Science which had previously been on an upward trend fell from 61% to 55% proficiency.

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

A strong turn is needed across all areas. Focusing on reading proficiency will enable all areas to increase as with increased proficiency comes an increase in learning gains and Science proficiency typically shows strong correlation to reading. With the need to be able to decode word problems on the test reading success also impacts Math scores. This is evidenced by 80% of bottom quartile students falling into that category for both reading and math. In addition to raising overall proficiency accountability will focus on the low 25% in both subject areas. Through progress monitoring measured by the district diagnostic from SY20-SY21 expected proficiency for ELA dropped 7% and for math there was a 13% drop. For bottom 25 learning gains the math was predicted to decline 8%.

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

The major contributing factor to the decrease in scores were absences and students remaining on distance learning. 34% of tested students remained at home for the entirety of the 2020-2021 school year. This year a focus on attendance and students being in school is needed. Students also need opportunities for remediation as well as time to master grade level standards.

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

In analyzing the data 5th grade ELA proficiency showed the largest statistical gain. With the percentage of students proficient increasing from 64 to 68 percent proficient based on the FSA reading test. When comparing state assessments and district diagnostic from SY 19- SY 21 the number of bottom 25 students making learning gains in ELA rose 8%, however this is still well below the targeted percentage. The increase was projected to be much higher (62%) based on progress monitoring through district diagnostics.

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

Several factors were contributing to this. The primary change was providing more time for ELA through maximizing the minutes in the master schedule. Students who were below level in reading also received extra instructional minutes through the use of the state approved waiver.

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

This year continued use of the PE waiver for students who have a deficiency will help to provide beneficial time to remediate skill gaps in the area of readin. Additionally, the hiring of an additional 5th grade ELA teacher who is reading certified and highly effective will provide the best possible support for students. Also maintaining full teaching staff in grade three will be crucial part of the success. In the prior year a teacher was on medical leave causing students to have a substitute for an extended period of time.

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.

Teachers have several PD session planned throughout the year. In the fall sessions on reading intervention, higher order task alignment, and teaching writing are planned to support teacher and improve instruction/intervention. Teachers also received training in PLC regarding using data and data chats with students.

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

This year focuses on preparing for the rollout of the BEST standards. Monthly PD support is scheduled for K-2 around the new curriculum to align with the standards. Instructional walk-throughs and immediate actionable feedback will be a necessary practice. Being aware of the changes to the math standards has also allowed for teachers to have a crosswalk year, providing time for instruction in any gaps that may arise from the transition. Teachers were provided additional time in reading and Math to address deficits lingering from changes to the instructional platform.. Additionally, tutorial after school allows students to get prescriptive small group instruction.

As an early intervention to increase student readiness for kindergarten, we offer a school year VPK for general education and students with IEPs.

The program is supplemented with enrichment hours and a PreK self-contained program for students ages 3-5 determined eligible for ESE based on goals and services written on the Individual Education Plan. These programs are supported by the Departments of Early Childhood Education and Exceptional Student Education and follows all Florida statutes, rules, and contractual mandates. Participating children are expected to transition to kindergarten ready to learn and be successful. Out of boundary children attending the school's VPK program are given priority entry to our biomedical and veterinary choice programming. The school hosts an open house for families of incoming kindergarteners. Information is shared with families to assist preparing students for kindergarten. Students also begin with a staggered start to help with assimilation to the school year.

Part III: Planning for Improvement**Areas of Focus:**

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Based on SY 21 FSA Math learning gains for the bottom 25% decreased 8%. This group is comprised largely of SWD. It is necessary for this group to make adequate gains to begin to close the achievement gap and move toward proficiency. Diagnostic data from SY21 showed just 25% of bottom quartile students predicted to make learning gains.

Measurable Outcome: The number of students making learning gains in the bottom quartile for math will increase 31%. This falls in line with the district Strategic Plan/strategic theme: effective and relevant instruction to meet the needs of all students. The objective is to establish personalized learning opportunities for all students, as well as the initiative: provide instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner as most appropriate. This will be evidenced on the 2021 Spring administration of FSA math exam.

Monitoring: Monitoring will occur by meeting regularly with Intervention team members, reviewing the progress of lowest 25%, reviewing data from class assessments, FSQ, USA, other district assessments, iReady, and adjusting instruction. Monitoring will also occur through School Based Team data review and review of IEP goal progress for those students with an ESE designation. Administration will ensure that the instructional plan is being implemented by utilizing classroom walk-throughs.

Person responsible for monitoring outcome: Darline Karbowski (darline.karbowski@palmbeachschools.org)

Evidence-based Strategy:

1. Small group differentiated instruction provided through the intervention block, time during classroom rotations and spring after-school tutorial.
2. Professional Development and Professional Learning Communities-teacher will engage in deep, focused professional development, collaborative planning and data analysis to strengthen standards based instruction.
3. Personalized Online Learning- Online learning platforms targeted for increasing student's mastery of the Florida Standards in Math will provide personalized instruction to meet the students' specific needs.

Rationale for Evidence-based Strategy: Using adaptive technology can enhance mathematics learning and supports effective mathematics teaching and skills practice. Well-designed mathematics interventions can increase student achievement, specifically in the acquisition and practice of basic skills, especially when integrated with classroom instruction (Parr, J. M., & Fung, I. 2000).

Action Steps to Implement

Conduct data chats with all students starting with those who were level 1 and 2 on the most recent FSA reading and math. Have a system to share information from those chats with parents

Person Responsible Darline Karbowski (darline.karbowski@palmbeachschools.org)

Identify weakest standards and provide for reteaching in class and prepare tutorial materials addressing each standard

Person Responsible Nina Montez (nina.montez@palmbeachschools.org)

Correlate Successmaker data to FSQ/USA data. Identify anomalies and patterns around deficient standards. Disseminate information via PLC and develop timeline to remediate

Person Responsible Darline Karbowski (darline.karbowski@palmbeachschools.org)

Review with teachers with how many points are required for learning gains for each student

Person Responsible Darline Karbowski (darline.karbowski@palmbeachschools.org)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on SY 21 FSA ELA learning gains for the bottom 25% showed only a modest 6% gain and remains below the average for like schools. This group is comprised largely of SWD. It is necessary for this group to make adequate gains to begin to close the achievement gap and move toward proficiency.
Measurable Outcome:	The number of students making learning gains in the bottom quartile for ELA will increase 11% to 55%. This falls in line with the district Strategic Plan/strategic theme: effective and relevant instruction to meet the needs of all students. The objective is to establish personalized learning opportunities for all students, as well as the initiative: provide instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner as most appropriate. This will be measure by student performance on the Spring 2022 performance on the FSA ELA assessment.
Monitoring:	Monitoring will occur by meeting regularly with Intervention team members, reviewing the progress of lowest 25%, reviewing data from class assessments, FSQ, USA, other district assessments, iReady, and adjusting instruction. Monitoring will also occur through School Based Team data review and review of IEP goal progress for those students with an ESE designation. Administration will ensure that the instructional plan is being implemented by utilizing classroom walk-throughs.
Person responsible for monitoring outcome:	Darline Karbowski (darline.karbowski@palmbeachschools.org)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Small group differentiated instruction provided through the intervention block, time during classroom rotations and spring after-school tutorial. 2. Professional Development and Professional Learning Communities-teacher will engage in deep, focused professional development, collaborative planning and data analysis to strengthen standards based instruction. 3. Personalized Online Learning- Online learning platforms targeted for increasing student's mastery of the Florida Standards in Reading/ELA, and Math will provide personalized instruction to meet the students' specific needs.
Rationale for Evidence-based Strategy:	Utilizing a balanced literacy format incorporating strategies and resources from iReady as adaptive technology, following the district scope and sequence, as well as utilizing resources from blender for instruction and independent practice, as well as differentiation to deliver high quality ELA classroom instruction.

Action Steps to Implement

Conduct data chats with all students starting with those who were level 1 and 2 on the most recent FSA reading and math. Have a system to share information from those chats with parents

Person Responsible Darline Karbowski (darline.karbowski@palmbeachschools.org)

Identify weakest standards and provide for reteaching in class and prepare tutorial materials addressing each standard

Person Responsible Nina Montez (nina.montez@palmbeachschools.org)

Correlate iReady data to FSQ/USA data. Identify anomalies and patterns around deficient standards. Disseminate information via PLC and develop timeline to remediate

Person Responsible Darline Karbowski (darline.karbowski@palmbeachschools.org)

Review with teachers with how many points are required for learning gains for each student

Person Responsible Darline Karbowski (darline.karbowski@palmbeachschools.org)

Provide additional writing support during the reading block

Person Responsible Christie LaVigna (christie.lavigna@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.

When looking at SafeSchoolsforAlex.org we see that our school ranks 1067 out of 1395, high when compared to all elementary schools. We reported 0.19 incidents per 100 students. This rating was for a total enrolment of 518, with 1 incident for the 2019-2020 school year. Our issue fell under weapons possession. We had zero incidents for property incidents and violent incidents. Our total reported suspension ranked very low.

To support our students we have implemented several strategies. We have implement morning meetings this year with a focus on social emotional learning. Professional development has been provided to all staff around these initiatives as well as positive behavior support. Students also have the opportunity to participate in small groups with our Behavioral Health Professional and the school counselor. Additionally, students are exposed to a trimester of wellness instruction through our choice program and the school counselor is on the fine arts rotation wheel.

The SwPBS plan was also revised this year to include a system of rewards and to offer teachers choice between two programs that incentivise positive behavior.

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.

Pillars of Effective Instruction: Students are immersed in rigorous task 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 will also be infused as applicable to appropriate grade levels including but not limited to:

- (a) History of the Holocaust
- (b) History of African and African Americans
- (c) Women's Contribution
- (d) Sacrifices of Veterans, and the value of Medal of Honor recipients

These concepts are introduced as stand alone teaching points and may also be integrated into other ore subjects: math, reading, social studies, science.

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 are often addressed in greater depth though the school counselor during her instruction on the wheel and through special events held throughout the school year.

Attendance-An additional priority based on EWS is attendance.11 % (58) of the student body in grades K-5 missed 10 days of school or more in 2021 and that number was 16% in SY2020. Factoring in tardies and early dismissals makes the amount of missed instructional time even more detrimental. Often times the students

missing instruction are SWD and bottom quartile students. Through use of the PBS, attendance incentives and home to school communication this number shall be reduced. For the SY 21 attendance shall be counted for both students in brick and mortar, as well as distance instruction.

Implementation of the morning meeting will also foster collaborative classrooms and build relationships between students and staff.

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

Many stakeholders take part in building the positive climate at Acreage Prine. Assistant Principal, Nina Montez, oversees the school safety plan and implementation of PBS. The guidance team, Jenna Ohm and Jason Lee promote social-emotional wellness in a variety of ways including newsletters, instruction, and small group. The ESE team provides behavior support. School Principal Darline Karbowski facilitates community events, develops PD, teacher recognition, and special recognition for students. The entire front office staff creates a welcoming feeling so that ALL stakeholders feel safe coming in to school to be part of their child's education. Teachers and the guidance team teach the required curriculum. Guidance and administration together collaborate on students in need of support, including any attendance concerns.

Part V: Budget

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

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