# Hope Centennial Elementary School

2021-22 Schoolwide Improvement Plan

## Table of Contents

# Hope Centennial Elementary School

## 5298 STACY ST, West Palm Beach, FL 33417

### https://hcel.palmbeachschools.org

**Demographics**

## Principal: Lakeisha Nathan

Start Date for this Principal: 3/6/2019

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2020-21 Title I School** | Yes |
| **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2020-21 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students*<br>Hispanic Students*<br>White Students*<br>Economically Disadvantaged Students* |
| **School Grades History** | 2018-19: C (46%)<br><br>2017-18: C (50%)<br><br>2016-17: C (51%) |
| **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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# Hope Centennial Elementary School

## 5298 STACY ST, West Palm Beach, FL 33417

## https://hcel.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 | 92% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
| --- | --- | --- |
| K-12 General Education | No | 78% |

## School Grades History

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

## School Board Approval

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## SIP Authority

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

## Purpose and Outline of the SIP

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

# Part I: School Information

## School Mission and Vision

**Provide the school's mission statement.**

Hope Centennial's mission is to provide a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

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

As part of Palm Beach County School District, Hope Centennial envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners 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 |
|------|----------------|-------------------------------|
| Nathan, LaKeisha | Principal | The Principal will serve as the lead instructional leader and ensure that school-wide curricular initiatives including professional development needs align to the School District Strategic Plan, Palm Beach Focus Model of Instruction and the School Improvement Plan/Title One. The Principal will monitor systems that are in place to support the learning environment and teacher instructional practices in order to promote student achievement. In addition, the Principal will utilize data to drive continuous improvement for standards based instruction, for school culture/ climate, and for behavioral support. Additional responsibilities are listed below:<br>~Promotes a vision of academic success for all<br>~Monitor teacher leaders, grade level teams, individual teachers in improving academics, behavior, and culture<br>~Cultivating leadership<br>~Improving Instruction<br>~School Safety<br>~Promote school-wide positive behavior supports for staff and students<br>~Promote socio-emotional learning opportunities for staff and students<br>~Provide learning opportunities for instructional and non-instructional<br>~Assistant Principal supervision |
| Moore, Anthony | Assistant Principal | The Assistant Principal is responsible for monitoring the use of school-wide instructional implementation of subject -level curriculum and assessments. In addition, the AP supports the professional learning community by ensuring compliance of procedures in order to gather the data needed to analyze if students mastered the standards. The AP is also responsible for:<br>~Aspects of Title I (Parent Involvement Plan, PFEP, and SAC)<br>~Discipline<br>~Observation of teaching staff using Marzano/Palm Beach Model of Instruction (instructional) and provide best instructional practices and provide feedback.<br>~Testing Coordinator<br>~Mentor students and teachers to increase SEL(social emotional learning and academics |
| Gore, Tina | Other | The Single School Culture Coordinator is responsible for overseeing the implementation of school wide instructional plans that are linked to data that is focused on creating a single school culture for academics, for behavior, and for culture) and standards driven curriculum. The SSCC works with teachers to plan the lesson ensuring that the text and task is standards based. In addition, the SSCC will present the lesson(s) and provides PLC support through: data chats, role play as a grade level or one-on-one coaching for a teacher based on professional needs. In addition, SSCC monitors school based team (SBT) and Rti processes to identify potential "at-risk" students who require additional academic and/or behavioral support. |
| Kimmel, Laura | Math Coach | The Instructional/Math Coach is responsible for developing math specific instructional plans for K-5 that are standards based for the grade level. The coach plans the math units, the scope and sequence, the focus calendars and the re-teaching opportunities for teachers. In addition, the coach provides |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | modeling/role play opportunities for teachers to yield the best instructional practices for students. Data analysis on local assessments are reviewed and discussed as coach facilitates. Additionally, the coach observed teacher instruction and provides feedback to increase teacher capacity. |
| Dowdell-Smith, L'loren | Reading Coach | The Instructional/Reading Coach is responsible for developing ELA specific instructional plans for K-5 that are standards based for the grade level. The coach plans the English Language Arts, the scope and sequence, the focus calendars and the re-teaching opportunities for teachers. In addition, the coach provides modeling/role play opportunities for teachers to yield the best instructional practices for students. Data analysis on local assessments are reviewed and discussed as coach facilitates. Additionally, the coach observed teacher instruction and provides feedback to increase teacher capacity. |

## Demographic Information

**Principal start date**
Wednesday 3/6/2019, Lakeisha Nathan

**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.*
10

**Total number of teacher positions allocated to the school**
64

**Total number of students enrolled at the school**
691

**Identify the number of instructional staff who left the school during the 2020-21 school year.**
4

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**
8

**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 | 98 | 96 | 95 | 120 | 93 | 101 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 603 |
| Attendance below 90 percent | 47 | 26 | 33 | 22 | 32 | 43 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 203 |
| One or more suspensions | 0 | 0 | 1 | 1 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Course failure in ELA | 30 | 43 | 37 | 8 | 69 | 83 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 270 |
| Course failure in Math | 7 | 19 | 17 | 7 | 53 | 45 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 148 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 39 | 22 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 88 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 34 | 23 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 86 |
| Number of students with a substantial reading deficiency | 34 | 33 | 40 | 63 | 35 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 235 |
| FY21 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 89 | 73 | 93 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 255 |
| FY21 Math Winter Diag Level 1 & 2 | 0 | 0 | 0 | 79 | 77 | 90 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 246 |

**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 | 14 | 23 | 32 | 12 | 60 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 141 |

**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 | 1 | 2 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

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

Wednesday 9/15/2021

**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 | 60 | 102 | 118 | 115 | 107 | 118 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 620 |
| Attendance below 90 percent | 0 | 43 | 46 | 43 | 40 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 219 |
| One or more suspensions | 0 | 2 | 3 | 0 | 3 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Course failure in ELA | 0 | 14 | 34 | 17 | 15 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 121 |
| Course failure in Math | 0 | 6 | 25 | 9 | 5 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 11 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 8 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |
| FY 20 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 32 | 32 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 103 |
| FY 20 Math Winter Diag. Level 1 & 2 | 0 | 0 | 0 | 61 | 47 | 43 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 151 |

**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 | 14 | 28 | 12 | 17 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 118 |

**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 | 4 | 16 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |
| 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 | 60 | 102 | 118 | 115 | 107 | 118 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 620 |
| Attendance below 90 percent | 0 | 43 | 46 | 43 | 40 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 219 |
| One or more suspensions | 0 | 2 | 3 | 0 | 3 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Course failure in ELA | 0 | 14 | 34 | 17 | 15 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 121 |
| Course failure in Math | 0 | 6 | 25 | 9 | 5 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 11 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 8 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |
| FY 20 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 32 | 32 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 103 |
| FY 20 Math Winter Diag. Level 1 & 2 | 0 | 0 | 0 | 61 | 47 | 43 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 151 |

**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 | 14 | 28 | 12 | 17 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 118 |

**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 | 4 | 16 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |
| 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 | | | | 43% | 58% | 57% | 46% | 57% | 56% |
| ELA Learning Gains | | | | 58% | 63% | 58% | 57% | 61% | 55% |
| ELA Lowest 25th Percentile | | | | 42% | 56% | 53% | 51% | 56% | 48% |
| Math Achievement | | | | 54% | 68% | 63% | 54% | 65% | 62% |
| Math Learning Gains | | | | 57% | 68% | 62% | 59% | 63% | 59% |
| Math Lowest 25th Percentile | | | | 37% | 59% | 51% | 47% | 53% | 47% |
| Science Achievement | | | | 32% | 51% | 53% | 38% | 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 | 32% | 54% | -22% | 58% | -26% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 49% | 62% | -13% | 58% | -9% |
| Cohort Comparison | | -32% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 40% | 59% | -19% | 56% | -16% |
| Cohort Comparison | | -49% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 45% | 65% | -20% | 62% | -17% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 52% | 67% | -15% | 64% | -12% |
| Cohort Comparison | | -45% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 51% | 65% | -14% | 60% | -9% |
| Cohort Comparison | | -52% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 30% | 51% | -21% | 53% | -23% |
| 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 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.

I Ready Diagnostics is utilized to gauge where each student's readability is: below, early, mid-grade, on grade level, or above grade level. SuccessMaker is a technological platform that provides students with the practice they need in areas of weakness. Additionally, the Winter Diagnostic is designed to give students the opportunity to answer questions that are most similar to the FSA and provide students to work with grade level text and math questions that are aligned to the level of rigor that they will see on the FSA Reading and Math.

Various reports were used to monitor and support student learning:

Grade 1- ELA- I Ready
Math- SuccessMaker

Grade 2- ELA- I Ready
Math- SuccessMaker

Grade 3- ELA- I Ready & Winter Diagnostic
Math- SuccessMaker & Winter Diagnostic

Grade 4- ELA- I Ready & Winter Diagnostic
Math- SuccessMaker & Winter Diagnostic

Grade 5- ELA- I Ready & Winter Diagnostic
Math- SuccessMaker & Winter Diagnostic
Science- Winter Diagnostic

| Grade 1 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 26.7 | 23.3 | 29.2 |
| | Economically Disadvantaged | 27.1 | 24.1 | 29.9 |
| | Students With Disabilities | 37.5 | 0 | 25 |
| | English Language Learners | 20 | 8.3 | 17.4 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | N/A | 66 | 73.4 |
| | Economically Disadvantaged | N/A | 66.7 | 75.5 |
| | Students With Disabilities | N/A | 62.5 | 62.5 |
| | English Language Learners | N/A | 44.8 | 54.3 |

| Grade 2 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 20.1 | 10.3 | 25.2 |
| | Economically Disadvantaged | 20 | 10.9 | 26.3 |
| | Students With Disabilities | 23.1 | 7.1 | 23.1 |
| | English Language Learners | 5.4 | 2.4 | 10.5 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | N/A | 67.6 | 67.2 |
| | Economically Disadvantaged | N/A | 66.7 | 68.8 |
| | Students With Disabilities | N/A | 78.6 | 78.6 |
| | English Language Learners | N/A | 60.5 | 65.9 |

| Grade 3 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | N/A | 47.4 | 40.7 |
| | Economically Disadvantaged | N/A | 45.9 | 40.0 |
| | Students With Disabilities | N/A | 27.3 | 15.4 |
| | English Language Learners | N/A | 35.7 | 28.3 |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 51.5 | 39.2 | 31.5 |
| | Economically Disadvantaged | 51.6 | 38.8 | 30.9 |
| | Students With Disabilities | 30.0 | 8.3 | 7.7 |
| | English Language Learners | 44.2 | 27.4 | 14.3 |

| Grade 4 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | N/A | 47.4 | 43.1 |
| | Economically Disadvantaged | N/A | 47.4 | 43 |
| | Students With Disabilities | N/A | 23.5 | 23.5 |
| | English Language Learners | N/A | 30 | 23.5 |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 38.6 | 39.4 | 47.8 |
| | Economically Disadvantaged | 38.8 | 39.6 | 47.7 |
| | Students With Disabilities | 33.3 | 26.3 | 40 |
| | English Language Learners | 27.3 | 32.4 | 39.5 |

| Grade 5 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | N/A | 29.8 | 39.2 |
| | Economically Disadvantaged | N/A | 30.9 | 40.4 |
| | Students With Disabilities | N/A | 15.4 | 21.4 |
| | English Language Learners | N/A | 20.0 | 27.5 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 29.7 | 22.9 | 12.1 |
| | Economically Disadvantaged | 29.2 | 22.1 | 12.0 |
| | Students With Disabilities | 0 | 7.1 | 0 |
| | English Language Learners | 12.5 | 11.5 | 3.8 |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 44.3 | 42.1 | 54.5 |
| | Economically Disadvantaged | 45.2 | 42.6 | 55.7 |
| | Students With Disabilities | 45.5 | 33.3 | 46.7 |
| | English Language Learners | 32.6 | 28.8 | 51.0 |

## 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 | 11 | 17 | | 8 | | | 14 | | | | |
| ELL | 26 | 39 | 50 | 18 | 9 | 10 | 17 | | | | |
| BLK | 30 | 35 | 29 | 26 | 8 | | 17 | | | | |
| HSP | 24 | 42 | 42 | 18 | 8 | | 19 | | | | |
| WHT | 19 | | | 13 | | | | | | | |
| FRL | 28 | 37 | 36 | 21 | 8 | 4 | 16 | | | | |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 23 | 41 | 31 | 44 | 44 | 38 | 15 | | | | |
| ELL | 31 | 52 | 50 | 52 | 57 | 39 | 15 | | | | |
| BLK | 44 | 57 | 40 | 49 | 54 | 36 | 30 | | | | |
| HSP | 33 | 51 | 42 | 57 | 61 | 43 | 25 | | | | |

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| WHT | 80 | 92 | | 89 | 82 | | | | | | |
| FRL | 43 | 59 | 40 | 54 | 57 | 36 | 32 | | | | |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 18 | 43 | 43 | 37 | 60 | 53 | 17 | | | | |
| ELL | 34 | 56 | 55 | 51 | 63 | 50 | 29 | | | | |
| BLK | 50 | 64 | 65 | 53 | 62 | 44 | 36 | | | | |
| HSP | 40 | 46 | 35 | 54 | 59 | 44 | 40 | | | | |
| WHT | 47 | | | 60 | 40 | | | | | | |
| FRL | 46 | 57 | 52 | 54 | 58 | 45 | 39 | | | | |

## 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 | 22 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 6 |
| Progress of English Language Learners in Achieving English Language Proficiency | 27 |
| Total Points Earned for the Federal Index | 178 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 97% |
| **Subgroup Data** | |
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 12 |
| 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 | 25 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |

| Native American Students | |
|---|---|
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |

| Asian Students | |
|---|---|
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |

| Black/African American Students | |
|---|---|
| Federal Index - Black/African American Students | 22 |
| 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 | 26 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |

| Multiracial Students | |
|---|---|
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |

| Pacific Islander Students | |
|---|---|
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |

| White Students | |
|---|---|
| Federal Index - White Students | 14 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | |

| Economically Disadvantaged Students | |
|---|---|
| Federal Index - Economically Disadvantaged Students | 22 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

## Analysis

### Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

### What trends emerge across grade levels, subgroups and core content areas?

The trend was continuous in the negative, and this decline did span across grade levels, across subgroups, and across adaptive technology data.

FY 21 ELA Winter Diagnostics compared to FY 21 FSA ELA
3rd ELA (Diag)- 44% were proficient versus (FSA) 30% were proficient: 14% decline
3rd Math (Diag)- 33% were proficient versus (FSA) 23% were proficient: 10% decline
4th ELA (Diag)- 51% were proficient versus (FSA) 22% were proficient: 29% decline
4th Math (Diag)- 23% were proficient versus (FSA) 28% were proficient: 5% increase
5th ELA (Diag)- 18% were proficient versus (FSA) 25% were proficient: 7% increase
5th Math (Diag)-19% were proficient versus (FSA) 13% were proficient: 6% decline
5th Science (Diag)- 20% were proficient versus (FSA) 16% were proficient: 4% decline

Additionally, when compared to FY19/FY20 data, there was a decrease in proficiency in all subgroups in respect to the FY 21 FSA ELA, Math, and Science. The ELA learning gains on the FSA were not realized from FY 19 to FY21 there was a 22% decrease; however, there was not much loss in comparison to the low 25%, a 7% loss during FY 19 (42%) versus FY 21 (36%). Math was devastatingly low with a major loss of the learning gains as well as the lowest 25%.

There was a commonality of the declining trend in iReady winter versus spring. SuccessMaker performance showed that there was an +12 hour increase in the mean usage in cumulative hours from FY 20 vs FY 21.

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

Based off progress monitoring and 2019 state assessments, the data components that demonstrates the greatest need for improvement would be reading across all grade levels. There had been a decreasing decline in the percentage of proficiency for the past few years in 3rd, 4th, and 5th grade.
3rd- 46% (FY 18%), 32% (FY19), 30% (FY21)
4th- 44% (FY18), 50% (FY19), 22% (FY21)
5th- 40% (FY18), 40% (FY19), 25% (FY21)
Within that decline, there has been an increase of students scoring at level 1, especially 3rd graders, who are face with the possibility of retention.

Our focus will be centered around core instruction, which provides reading on-grade level text, turning and talking about the text, and the task that is rigorous aligning to the text. There is a need to planning more intensively to meet the rigor of the standard and to ensure that this work takes place in Professional Learning Communities. Instructional walkthroughs and classroom observations have provided evidence that the delivery of whole group instruction and the proceeding student task often do not align with the DOK level necessary to master the rigor of the standard, thus impacting student achievement. Upon further classroom observations, it was discovered the teachers are struggling with "too much teacher talk" when delivering content during whole group instruction. As a result, we will focus on implementing the gradual release model of instruction during our whole group lessons while also focusing on aggressive monitoring to increase student achievement.

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

During FY 21, we employed new teachers all new to the 5th grade. Fifth grade was where the majority of the school percentage points laid. Four out of the five teachers were either first year teachers or veteran teacher, who were new to the district and unaware of Florida Standards. In addition, there was a fifth grade vacancy throughout the entire school year.

Also, we experienced a lack of participation in virtual tutorials. Parents signed their students up, but many would not participate citing technology issues or mentioned other pressing family issues that prohibited their committed attendance.
There was a disparity in student population when we returned.
Gr 3- 25% Brick/Mortar and 75% Virtual
Gr.4- 60% Brick/Mortar and 40% Virtual
Gr.5- 45% Brick/Mortar and 55% Virtual

This year, to address the need for improvement, we will incorporate professional development, teacher modeling in PLCs to increase teacher capacity. Coaching and feedback will be given to increase teacher competency. We have significantly increase our social-emotional learning. "morning meetings" as well as school-wide positive behavior supports to work with our returning students who have come back to campus. We will continue to use CHAMPS and multi-tiered support. Lastly, we will continue using the technology platforms to engage our students with SMART boards, Reflex, Quizizz, Google Classroom and Kahoot.

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

Based off progress monitoring, 2019 state assessments, and 2021 state assessments, the data is limited. There were few areas where improvement was shown:
4th Math (Diag)- 23% were proficient versus (FSA) 28% were proficient: 5% increase
5th ELA (Diag)- 18% were proficient versus (FSA) 25% were proficient: 7% increase
Black females (31%) and black males (27%) scored higher than the overall FSA ELA proficiency (26%)
Black females (27%) and black males (22%) scored higher than the overall FSA math proficiency (21%)
Hispanic males and females were close to the average on FSA ELA of 24% and 23% respectively.
Hispanic males were also close to the average on FSA math of 19%.

SuccessMaker performance showed that there was an +12 hour increase in the mean usage in cumulative hours from FY 20 vs. FY 21.
Also, there was 2 month gain increase in the average cumulative gain from FY 20 vs. FY 21.
Lastly, there was 5% increase of (K-5) students who got out of Initial Placement (IP) from FY 20 vs. FY 21

There was an improvement on the iReady FY 21 performance vs. iReady FY 22.
From FY 20 vs FY 21, there was a 6% increase on average for students in all grades in making annual typical growth.

Additionally, there was a 10% increase on average for students in all grades in making annual stretch growth.
To end, there was a 9% increase on average for students in all grades who had Improvement Placement.

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

Within core instruction, we focused on the use of formative assessments. Teachers are able to monitor student mastery of standards, and they had the ability to adjust to remediate based on student need. Progress
reports were distributed so parents had to sign. Strategic PLCs implemented to analyze data, monitor student progress, and develop lessons plans to support all student learning.

At Hope Centennial Elementary School, we focused on improving our students' growth mindset despite the pandemic, virtual learning in completing the tasks in class. We conducted a book study on The Growth Mindset with teachers using the "A" for "Accomplish Tasks" in BARK. Biweekly celebrations, weekly awards, and shout-outs were utilized on the morning announcements.

We dedicated time to the following priorities to ensure an equitable and equal opportunity for all our students by positively influencing:
- A clear and focused path to success
- Increased intrinsic motivation
- Increased self-confidence and independence
- Development of Grit and Resilience in facing challenges
- Enhanced Social-Emotional Learning opportunities

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

There are needed strategies that will be implemented in order to accelerate learning. In select classes, the teaher of record wiill have a co-teacher, who will assist in providing supplementsal support to the teacher during whol group instruction. Also, this will also be an opportunity to provide foundational/"on-time" instruction to the students is taking place. In addition, schoolwide faculty meetings, will take place on Gradual Release Model, Marzano Training Data/Celebrating Success, Marzano Helping.

ELA and Math Continuum - During PLCs, we will focus on developing effective and relevant instruction
through: unpacking standards, analyzing data, developing standards based lesson using vetted resources
and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning as well as lesson study to improve instructional capacity.

Another strategy needed is more focused approach with identified students who would be impacted as a result for the low 35% and/or who are receiving a learning gain in reading. We will track those students and their performance on the formative assessments and provide tutoring opportunity to support their growth.

A strategic small group learning opportunity will be needed to help students who need more intensive guided reading and/or students who need help with reaching mastery of the standards.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional Development: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, particularly within the ESSA subgroups achieving below the

Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD.

Strategies or presentations will help teachers build capacity:

*Review the Palm Beach Model of Instruction- This training will review/refresh teachers with the major domains needed as well as the protocols that are high yield regarding the return on our investment to improve student achievement. Three protocols will be our school-wide thrust to hone in on this year.
~"Helping Students Practice Skills, Strategies, and Processes"
~"Using Formative Assessments to Track Progress"
~"Providing Feedback and Celebrating Progress"

*Gradual Release Model- Moving away from too much "teacher talk" to moving students into processing and learning

*Aggressive Monitoring- Guiding teachers into taking anecdotal notes and using that information to guide their next steps in either reteach or small group with an understanding of the students who know the content and who does not.

*How To Review for an Assessment/How to Track Data- Coaches do a "hands-on" and/or discussion training and show the steps of:
~How teachers should strategically review the the upcoming assessment
~Analyze the data with their students and track progress and reflect
~Provide the opportunity to clarify the the distractors on the FSQs/USAs/NGSSQs

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

The following are additional services that will be implemented to ensure sustainability of improvement.
We have additional teaching positions that will enhance our instructional practices in ELA/Reading.
Reading Resource Positions:

Afterschool tutorials will begin Fall 2021. Funding has been set aside to provide extended learning opportunity.
The target will be K-2 reading, 3rd grade reading, 4th - 5th grade reading and writing.

Celebrating the love of literacy will be an additional school-wide thrust. This program will reward students who are reaching the specified amount of points that are needed for each grade level.

An emphasis in addressing our ESSA group- SWD, our ESE department/teachers will work to fulfill all IEP goals as it directly relates to reading. During common planning and PLCs, teachers will plan implementation on ELA standards.

Increasing attendance by tracking truancy.
As an early intervention to increase student readiness to enter kindergarten, Hope Centennial Elementary offers a school year Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and/or a PreK self-contained program on the Individual Education Plan. This program is supported by the Department of Early Childhood Education and/or Department of Exceptional Student Education.

The following kindergarten transition activities at Hope are implemented:
• Distribution of a letter, flyer or informational brochure sent to families of preschool children

• Holding open house for families of incoming kindergarten children and how kindergarten will be
• 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 ELA** | |
| **Area of Focus Description and Rationale:** | If we focus on improving the instructional practice specifically relating to ELA, we will align our area of focus with our PBCSD Strategic Plan Long Term Outcomes #1, "Increasing reading on grade level by 3rd grade." By delivering effective and relevant instructional coaching, we will improve the delivery of instruction to meet the needs of all students.<br><br>After analyzing and comparing FY 21 FSA data to FY 19, it was determined by the Instructional Leadership Team and Coaches that Hope Centennial Elementary School experienced significant drops in academic proficiency: Grades 3 - 5.<br><br>FSA- ELA Grade 3- 30% Proficient<br>FSA- ELA Grade 4- 22% Proficient<br>FSA - ELA Grade 5 25% Proficient<br><br>Our SDWs saw some insignificant growth in comparing Winter Diagnostic FY 20 (17.6%) versus FY 21 (18.2%), less than 1%. When we returned to school, our SWD students on campus had better results on the Winter Diagnostic than our SWD distant learners. However, it did not translate to the FSA. No SWD students were proficient on the FSA ELA.<br><br>Learning Gains saw dramatic drops as well on the FSA. LG- FY19 (57.8%) vs FY 21 (36%) -36% decrease<br><br>There were several factors that contributed to our current reality including : attendance, limited participation during virtual instruction, and entirely new 5th grade team during the FY 21 school year. The team had a limited background with the content associated with the 5th grade curriculum.<br><br>In spite of the challenges, we are approaching FY 22 with a renewed sense urgency. We are confident that with our instructional coaching we will be able to push into each classroom and observe instructional practices in each classroom. Our instructional coaching team will work with school administration and the ILT to improve and differentiate instruction for each student based on their identified instructional needs. |
| **Measurable Outcome:** | The intended outcome is to increase proficiency by +25% in ELA, +41% in Math and +26% in Science. Our intended outcome is for our SWDs to be removed from the ESSA identified subgroup list.. The Instructional Leadership Team along with Instructional Coaches will meet with all teachers to set class academic goals for each class. Measurable goals will be established for each content area. (Reading, Writing, Math, and Science).<br>At the end of the year our schoolwide goal is to achieve a minimum of 325 points out of 700 on the FSA.<br>if our students Grades 3, 4, and 5 earn 384 we will receive a school Grade of a B.<br><br>Points needed in each specific content area to earn letter Grade of B<br>ELA- 51 points ELA Learning Gains- 65<br>Math- 62 points Math Learning Gains- 65<br>Science - 42 points |
| **Monitoring:** | .<br>Ongoing ILT Walkthroughs<br>Principal feedback via email to grade level (note and/or in person<br>Principal feedback via Hound Dog Notes (note and/or in person) |

Increase role-play opportunities in Share Time for teacher implementation
Increase growth in students assessment data this year from previous year
Step 1 ILT will select grade level observation
Step 2 IIT designee will observe the teachers instructional block and take anecdotal notes
Step 3 Principal will create note and send grade level email with immediate actionable feedback
Step 4 ILT designee will meet with teach (if necessary) to review
Step 5 During SHARE time, ILT designee can review "glows and grow" and next steps

| | |
|---|---|
| **Person responsible for monitoring outcome:** | LaKeisha Nathan (lakeisha.nathan@palmbeachschools.org) |
| **Evidence-based Strategy:** | 1. Professional Learning Communities (PLCs): ELA, ELL, ESE teachers will engage in SHARE to analyze data of students' strengths/weaknesses, model best instructional delivery practices in order to reteach based on students' needs, review and reassess. (Nathan, Moore, Gore, Kimmel, Dowdell-Smith).<br>2. Data Unify/Performance Matters/ will be utilized to review student performance and comparison data regarding FSQs/USAs. (Nathan, Moore, Gore, Kimmel, Dowdell-Smith)<br>3. Using the Problem-Solving Process from Florida's MTSS/FICM model will allow teaches the opportunity to not only provide instruction and intervention but also plan and/or problem-solve to improve all students. (Gore, Kimmel, Dowdell-Smith)<br>4. Standards-based technology (I Ready/iStation) to supplement learning. (Gore, Kimmel, Dowdell-Smith) |
| **Rationale for Evidence-based Strategy:** | 1. Professional Learning Community/Share will provide the venue for teachers to discuss best instructional practices as well as data driven analysis<br>2. Unify/Performance Matters will allow teachers and coaches the opportunity to gauge student growth in reference to certain skills and standards to promote positive outcomes. In addition, this will allow teachers to gauge how they are performing in comparison to each other as well as the district.<br>3. The process will allow teachers to match instructional resources to each student's education need(s).<br>4. The technological platforms (iReady/iStation) will allow students to receive differentiated instruction need to strengthen their background knowledge and/or enhance their learning. |

## Action Steps to Implement

1. Professional Learning Communities
a. Instructional coaches (reading, math, and science will meet with the Instructional Leadership team weekly to discuss instructional practices that are observed in the classroom during instructional blocks.
b. After coaches observe lessons in the classroom the team will discuss learning growth (effective teaching strategies that are observed) and learning growth (teaching strategies that may need to be revisited) in order to increase understanding of the standard by all students.
c. Coaches will meet with the grade level teachers during PLC/Share to recommend changes for teacher delivery of content.
d. Coaches will go back during the next available instructional block to see if instruction aligns with recommendations made during PLC/Share time.
e. Coaches will monitor to the extent possible upcoming FSQ's/USA's to determine the impact of student performance during scheduled assessments.

**Person Responsible**  Tina Gore (tina.gore@palmbeachschools.org)

2. Data
a. Teachers will administer FSQs/USAs/Local Common Assessments in a timely fashion as described by the district.
b. Instructional Leadership Team will conduct data chats with teachers, students/parents to reflect on achievement and set academic goals to improve.
c. Instructional Leadership Team will monitor student progress and provide teachers the venue to discuss actionable feedback result from the data in order to promote academic growth.
d. If distance learning continues, the Instructional Leadership Team will still continue virtually with above actions of analyzing student data.

**Person Responsible**  LaKeisha Nathan (lakeisha.nathan@palmbeachschools.org)

3. Problem Solving/MTSS/FICM
a. Teachers will follow the standards-based instructional plans as designed by the district.
b. Schoolwide Data Chats; Teachers distribute assessments & provide feedback the next day after testing. Students learn to understand their success & weakness. They develop a data chat and set goals.
c. Instructional Leadership will conduct daily walk-throughs and/or virtual observations in order to provide teachers with coaching timely feedback to analyze student performance.

**Person Responsible**  LaKeisha Nathan (lakeisha.nathan@palmbeachschools.org)

4. Technology
a. Teachers and The Instructional Leadership Team will monitor for completion and usage will be monitored to analyze student progress.
b. Teachers will use the completion and usage data to inform how they will proceed with instruction.
c. From student performance, teachers will be able to determine how to align their instruction using the data form the technology platform.
d. The Instructional Leadership Team will still have access to analyze student data and platform usage for completion.
f. Teachers will still have access to analyze student data, to the platform usage for completion and to use data to reteach for student understanding.

**Person Responsible**  Anthony Moore (anthony.moore.1@palmbeachschools.org)

## Additional Schoolwide Improvement Priorities

Using the 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.

**Using the SafeSchoolsforAlex.org- Hope Centennial Elementary did not have any discipline data reported to the state. Primary and secondary areas of concern are not listed.**

**To support our students and make an impact on incidences, Hope Centennial will integrate a Single School Culture by sharing our Universal Guidelines for Success. We will communicate these expectations to parents via:**
**Open House**
**DoJo**
**PBCSD Family Student Handbook**
**SEL "Morning Meeting" Resources**

**Our PBS Committee takes a very active role in ensure that our Single School Culture remains positive. The following items are completed:**
**Monitoring SwPBS data**
**Analyzing Discipline Data in PBS Committee Meetings**
**Preparing for School-wide Hound Dog Pep Rally**

**To downplay the inequity of suspension, we try to make a distinct difference between minor behaviors versus major behaviors. Teachers are trained at the beginning of the year to understand that all infractions do not end with suspension. This training is necessary in order to mitigate the over-referral of certain groups of students who are historically overrepresented in disciplinary infractions. Hope Centennial teachers attempt to use a menu of corrective consequences before we send students to the office. The menu is progressive; therefore, making the use of the referral as the absolute last resort.**

**This year, we have initiated a The "Fix It Plan" is a handout before the referral and it services as a way for the teacher to attempt to redirect the student's misbehavior. This allows the student to reflect and try to change the behavior and not damage the teacher/student relationship.**

## 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.**

HCES builds positive parent relationships with parents and families by including them in the development of school goals and assignment of resources. HCES hold monthly SAC meetings with parents who form the School Advisory Committee.

Also, HCES is ensuring that our parents are aware of School-wide Positive Behavior Support (SWPBS) matrix. At Hope Centennial, "We BARK!" B=Be safe, A=Accomplish Tasks, R=Responsible, K=Kind. We share these expectations daily on the morning announcements and teachers communicate their expectations at the beginning of each transition in class.

The school will complete during the Fall of 2022 a Parental Involvement Plan (PFEP). The plan will be available at the school site.

HCES will continue with our students and their awareness of the School-wide Positive Behavior Support (SWPBS). Positive Behavior Interventions and Support (PBIS) is a school-wide framework that, according to national research, enhances student quality of life and reduces problem behaviors. By establishing this framework, we are developing skills, making changes to the school environment, acknowledging appropriate behavior, and using data to identify supports for our students. Last year, Hope Centennial received the "Resilience Award" for our work in PBS. As a PBIS Model School, we are committed to the effective implementation of PBIS and are seeking positive and equitable outcomes for all students!

At Hope Centennial, "We BARK!" B=Be safe, A=Accomplish Tasks, R=Responsible, K=Kind. We share these expectations daily on the morning announcements and teachers communicate their expectations at the beginning of each transition in class. This year, we are going to partner with our families and community to align BARK behaviors at home for parents to use in their daily living. The home BARK matrix will be given to every parent and a mini training will be presented in all three of our major languages: English, Spanish, French Creole.

As an additional support, Hope Centennial utilizes CHAMPS to enhance our single school culture. Every teacher has to complete a CHAMPS Classroom Management Plan at the beginning of the school year. This is their commitment to follow as instruction continues throughout the day. Teachers must continually use the verbiage of our guidelines, but most importantly, teach or reteach all behavior expectation throughout the year. Before each activity and/or transition, the teacher discusses the expectation surrounding the task.
C= Conversation (Voice levels)
H= Help
A= Activity
M= Movement
P= Participation (Slant)
S= SUCCESS!

When a student or students show success with implementing CHAMPS and/or BARK, we will find "S" in CHAMPS, which is "Success". Hope Centennial does have a school-wide program for rewards. There is a reward that each teacher can give at his/her discretion. There is a bi-weekly school reward based on the set amount of points for students to attain. Additionally, there is a monthly reward, which is worth more points.

At the end of each month, a student from each class will be highlighted as the BARK Student of the Month because this student exemplifies the all of the characteristics that were aforementioned in "BARK". These students will be featured in our monthly Hound Dog Pep Rally which is premiered on YouTube for our parents and community to see. Also, these students will receive a special invitation to do something with the principal/assistant principal on an assigned date.

Also, the faculty and staff have an opportunity to be reward with incentives. We try to keep the morale up and provide acknowledgments on our BARK board to showcase the great things the teachers/staff

members are doing. This year, we are highlight perfect attendance because there is such a huge shortage of substitutes to encourage the teachers and staff, who come to school and not miss a day.

## 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.

Staff/Non-Instructional- To reinforce "BARK" and "CHAMPS" with our students as we support in the classroom or around the school campus.

School Counselor 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 counselor ensures 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.

Hope Centennial does provide instruction on Florida State Statute Section IV 1003.42 Mandatory Curriculum & Content. 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, 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: ELA | | | | $4,951.00 |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5000 | 500-Materials and Supplies | 0012 - Hope Centennial Elementary School | School Improvement Funds | 690.0 | $4,951.00 |
| | | | Notes: All funds will be used to support student achievement & school improvement. | | | |
| | | | | | Total: | $4,951.00 |