Barton Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Barton Elementary School

1700 BARTON RD, Lake Worth, FL 33460

https://brte.palmbeachschools.org

Demographics

Principal: Denise Sanon

Start Date for this Principal: 7/1/2012

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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* Native American Students* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: D (38%) 2018-19: C (48%) 2017-18: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* 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.

Table of Contents

Barton Elementary School

1700 BARTON RD, Lake Worth, FL 33460

https://brte.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Barton Elementary School is committed to ensuring all learners reach their highest potential through an excellent and equitable collaborative community that prepares for college and career readiness.

Provide the school's vision statement.

Students will be given quality and purposeful instruction, driven by the standards that will result in student proficiency and growth.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
De La Cruz, Karla	Assistant Principal	Focus on the goal to increase student academic achievement in all content areas in addition to closing the achievement gap for all students. Building teacher capacity in meeting the needs of all students while building relationships with the community, parents, and business partners to support all of Barton's initiatives. In addition, providing, a safe, equitable learning environment for all students.
Sanon, Denise	Principal	As principal of Barton Elementary, Mrs. Sanon manages and supervises all aspects of the school. She is the instructional leader and is responsible for ensuring that all students receive equitable instruction. Focus on the goal to increase student academic achievement in all content areas in addition to closing the achievement gap for all students. Building teacher capacity in meeting the needs of all students while building relationships with the community, parents, and business partners to support all of Barton's initiatives.
allen, chelsea	Administrative Support	Single School Culture Coordinator-Focus on student academic achievement in all content areas in addition to closing the achievement gaps for all subgroups. Building teacher capacity in meeting the needs of all students.
Harrell, Jodi	Reading Coach	Ms. Harrell will work alongside teachers in building the capacity of ELA instruction in grades 3-5. She will focus on both ELA and writing and how to differentiate for our neediest students including ELLs and ESE,. Ms. Harrell will work with students and teachers, in addition to support curriculum planning and analyzing data to better meet the needs of our students.
Eugene, Feky	Math Coach	Build teacher capacity in math instruction through the coaching cycle and professional development in addition to working with students to close the achievement gap in math. Math coach will also work with grade level teams to curriculum plan and plan for reteaching and enriching. He will work specifically with math teachers in grades K-5.
Weller, Meleshia	Other	LTF-Focus on student academic achievement in all content areas in grades K-2 in addition to closing the achievement gaps for all subgroups. She will also build teacher capacity in meeting the needs of all students through differentiation. In addition, she will also work with grade level teams to curriculum plan and plan for reteaching and enriching.
Bolen, Alana	Other	Ms. Bolen will work to ensure compliance for ESE students. She will also support by working closely with both ESE and classroom teachers to ensure that teachers are using ESE strategies that benefit our students. She will actively participate in Collegial Planning, PLCs and grade level meetings and common planning sessions to integrate best practices when planning lessons. She will build teacher capacity in differentiating for ESE students.

Name	Position Title	Job Duties and Responsibilities
Miro, Dakota	Other	Ms. Miro will work to ensure compliance for ELLs. She will also support by working closely with both ELL and classroom teachers to ensure that teachers are using ESOL strategies that benefit our students. She will actively participate in Collegial Planning, PLCs and grade level meetings and common planning sessions to integrate best practices when planning lessons. She will build teacher capacity in differentiating for ESOL students.
Orelus, Patrick	Other	Mr. Orelus will work to ensure compliance for ELLs. He will also support by working closely with both ELL and classroom teachers to ensure that teachers are using ESOL strategies that benefit our students. He will actively participate in Collegial Planning, PLCs and grade level meetings and common planning sessions to integrate best practices when planning lessons. He will build teacher capacity in differentiating for ESOL students.
McNair, Adriana	Other	Ms. McNair will work alongside teachers in building the capacity of ELA and writing instruction in grades 3-5 . She will focus on both ELA and writing and how to differentiate for our neediest students including ELLs. Ms. McNair will work with students and also support teachers in curriculum planning and analyzing data to better meet the needs of our students.
Mowry, Elissa	Teacher, K-12	Ms. Mowry will work in overseeing AVD implementation in grades K-5 with a focus on 2nd-5th. Academic strategies that help students understand and practice the standards. In addition, she will support teachers with this implementation. Ms. Mowry also supports our school wide Positive Behavior Support.
Vilmont, Valerie	Assistant Principal	Focus on the goal to increase student academic achievement in all content areas in addition to closing the achievement gap for all students. Building teacher capacity in meeting the needs of all students while building relationships with the community, parents, and business partners to support all of Barton's initiatives. In addition, providing, a safe, equitable learning environment for all students.
Hermele, Adam	Science Coach	Build teacher capacity in science instruction through the coaching cycle and professional development in addition to working with students to close the achievement gap in science. He will support teachers in curriculum planning. In addition, he will work with students in grades 3-5 to provide Science instruction during Fine Arts.
Milstead, Alexandra	Other	Ms. Milstead is the School Based Team Leader. She organizes meetings and schedules tiered support, facilitates SBT meetings, assist teachers with questions about interventions and provides interventions to students in grades 3-5.

Demographic Information

Principal start date

Sunday 7/1/2012, Denise Sanon

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

34

Total number of teacher positions allocated to the school

97

Total number of students enrolled at the school

1,050

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

16

Identify the number of instructional staff who joined the school during the 2022-23 school year.

17

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	152	164	162	229	133	138	0	0	0	0	0	0	0	978
Attendance below 90 percent	0	48	48	64	33	34	0	0	0	0	0	0	0	227
One or more suspensions	0	2	3	12	4	12	0	0	0	0	0	0	0	33
Course failure in ELA	0	24	55	136	73	68	0	0	0	0	0	0	0	356
Course failure in Math	0	17	24	101	18	55	0	0	0	0	0	0	0	215
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	71	44	74	0	0	0	0	0	0	0	189
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	26	62	0	0	0	0	0	0	0	88
Number of students with a substantial reading deficiency	0	2	12	71	44	74	0	0	0	0	0	0	0	203

Using the table above, complete the table below with the number of students by current grade level who have 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	20	35	130	56	85	0	0	0	0	0	0	0	326

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	71	0	0	0	0	0	0	0	0	0	72
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Wednesday 8/24/2022

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	153	163	163	201	125	210	0	0	0	0	0	0	0	1015
Attendance below 90 percent	0	45	42	64	30	48	0	0	0	0	0	0	0	229
One or more suspensions	0	0	2	8	2	7	0	0	0	0	0	0	0	19
Course failure in ELA	0	76	110	155	75	150	0	0	0	0	0	0	0	566
Course failure in Math	0	59	102	100	60	141	0	0	0	0	0	0	0	462
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	38	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	28	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	0	12	9	65	50	117	0	0	0	0	0	0	0	253
FY21 ELA Winter Diag Level 1 & 2	0	0	0	129	170	123	0	0	0	0	0	0	0	422
FY21 Math Winter Diag Level 1 & 2	0	0	0	103	125	112	0	0	0	0	0	0	0	340

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	59	102	119	75	142	0	0	0	0	0	0	0	497

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	34	0	0	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	153	163	163	201	125	210	0	0	0	0	0	0	0	1015
Attendance below 90 percent	0	45	42	64	30	48	0	0	0	0	0	0	0	229
One or more suspensions	0	0	2	8	2	7	0	0	0	0	0	0	0	19
Course failure in ELA	0	76	110	155	75	150	0	0	0	0	0	0	0	566
Course failure in Math	0	59	102	100	60	141	0	0	0	0	0	0	0	462
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	38	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	28	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	0	12	9	65	50	117	0	0	0	0	0	0	0	253
FY21 ELA Winter Diag Level 1 & 2	0	0	0	129	170	123	0	0	0	0	0	0	0	422
FY21 Math Winter Diag Level 1 & 2	0	0	0	103	125	112	0	0	0	0	0	0	0	340

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	59	102	119	75	142	0	0	0	0	0	0	0	497

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	34	0	0	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	25%	59%	56%				33%	58%	57%
ELA Learning Gains	50%						51%	63%	58%
ELA Lowest 25th Percentile	44%						54%	56%	53%
Math Achievement	30%	53%	50%				48%	68%	63%
Math Learning Gains	52%						62%	68%	62%
Math Lowest 25th Percentile	48%						53%	59%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	19%	59%	59%				36%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	22%	54%	-32%	58%	-36%
Cohort Comparison		0%				
04	2022					
	2019	34%	62%	-28%	58%	-24%
Cohort Comparison		-22%				
05	2022					
	2019	32%	59%	-27%	56%	-24%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	38%	65%	-27%	62%	-24%
Cohort Comparison		0%				
04	2022					
	2019	43%	67%	-24%	64%	-21%
Cohort Comparison		-38%				
05	2022					
	2019	49%	65%	-16%	60%	-11%
Cohort Comparison		-43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	31%	51%	-20%	53%	-22%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	12	39	46	18	51	41	8				
ELL	19	47	39	25	48	42	14				
AMI	31	65		31	46		16				
BLK	34	59	58	38	55	58	25				
HSP	21	43	37	27	49	41	17				
WHT	15			23							
FRL	25	50	44	30	52	48	19				

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	35	50	20	38	41	9				
ELL	20	39	48	27	36	41	10				
AMI	34	43		28	14						
BLK	24	47	60	32	36	36	27				
HSP	19	35	37	26	31	41	8				
WHT	8			25							
FRL	22	39	50	28	32	38	13				

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	7	36	54	21	51	56	12				
ELL	32	53	51	45	61	50	33				
AMI	27			41							
BLK	31	49	52	47	63	58	33				
HSP	36	50	52	51	61	52	39				
WHT	35	67		47	67						
FRL	33	51	54	48	62	53	36				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI

ESSA Federal Index	
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	324
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	41
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0

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%	0

White Students	
Federal Index - White Students	31
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

When looking at proficiency levels in ELA:
FY19 FY21 FY22
Third Grade 22% 15% 19%
Fourth Grade 34% 22% 29%
Fifth Grade 33% 21% 24%
Hispanic 30% 17% 20%
White 35% 17% 13%
ELL 24% 11% 16%
SWD 6% 9% 11%
Although there has been a decline when comparing FY19 data to FY22 data, there is an upwards trajectory when comparing FY21 to FY22 in both overall achievement and identified ESSA subgroup data.

When looking at proficiency levels in Math:
FY19 FY21 FY22
Third Grade Math 38% 24% 31%
Fourth Grade Math 43% 26% 32%
Fifth grade Math 50% 24% 21%
Hispanic 44% 23% 24%
White 47% 26% 19%
ELL 37% 19% 21%
SWD 19% 17% 16%
When comparing FY21 to FY22, there is an upwards trajectory in grades 3 and 4 and in the Hispanic and ELL subgroups.

When looking at proficiency levels in Science:
FY19 FY 21 FY22
Fifth grade 31% 12% 18%
Hispanic 33% 8% 16%
ELL 28% 5% 8%
SWD 8% 4% 7%
Although there has been a decline from FY19 to FY22, there is an upwards trend when comparing FY21 to FY22 overall proficiency and in all ESSA identified subgroups.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

After reviewing data, we will focus on increasing overall achievement in all content areas. Our goal is to continue the upwards trend that was evident from FY 21 to FY22. However, according to the data, the area that demonstrates the greatest need for improvement is fifth grade math since there was a decreased from FY19-50% proficiency to FY21-24% proficiency, to FY2- 21% proficiency. In addition, there was a decrease in the white subgroup (FY19 47% FY21 26% FY22 19%) and SWD math subgroup data (SWD: FY19 19%, FY21 17%, and FY22 16%). In addition, white ESSA identified is our lowest performing group as per Federal Percentage Point Index 41%.

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

Contributing factors that led to this need for improvement include:
-teacher vacancies
-teacher attendance due to illness
-lack of substitutes which led to student and teacher support services being interrupted since resource teachers/coaches were covering classes when there was a classroom teacher absence
-student attendance due to illness
A focus on attendance and ensuring students are on campus is crucial. In addition, we must prepare teachers to better differentiate in the classroom. Our population is extremely diverse but data shows that some of our subgroups are falling behind such as white, ELL, SWD, and Hispanic. Teacher's capacity to teach at the rigor of the standard while scaffolding and differentiating is key. Subgroup data must be tracked and instructional adjustments made based on data. In addition, teachers must ensure that students are using the accommodations daily in the classroom. Finally, resource teachers such as ESE and ELL resource teachers must work collaboratively with classroom teachers to plan for differentiated instruction and share best practices.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

There were a few areas that showed improvement when comparing FY21 to FY22 including ELA, Math, and Science:

ELA Proficiency FY21 FY22
Third Grade 15% 19% (+5%)
Fourth Grade 22% 29% (+7%)
Fifth Grade 21% 24% (+3%)
Hispanic 17% 20% (+3%)
ELL 11% 16% (+5%)

Math Proficiency FY21 FY22
Third Grade Math 24% 31% (+7%)
Fourth Grade Math 26% 32% (+6%)

Science Proficiency: FY21 FY22
Fifth grade 12% 18% (+6%)
Hispanic 8% 16%(+8%)
ELL 5% 8% (+3%)
SWD 4% 7% (+3%)

ESSA subgroups (Hispanic and ELL) showed growth in ELA while all identified ESSA subgroups also showed gains in science.

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

Experienced teachers, effective collaboration and planning at PLCs contributed to success in these specific areas. At PLCs, experienced teachers shared best practices and data analysis was done to improve student learning. Most importantly, additional after-school tutorial and push-in support provided by academic tutors supported these gains. A deep dive into data analysis in third grade math also yielded the 7% increase in proficiency. A secondary benchmark calendar also added to the successes. In addition, tracking targeted students in ELA, Math and Science also yielded results. Teachers, academic tutors, and push in support analyzed targeted students strengths and weaknesses to better help them achieve their goals.

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

In order to accelerate learning, there will be a focus on building teacher's capacity with a lens on explicit instruction and scaffolded instruction. In order to accelerate learning, teachers have to effectively plan to differentiate and scaffold instruction while still meeting the rigor of the standard. Historically, push-in support and double-down instruction has always produced positive student results so strategic scheduling must be in place to ensure that double-down support is happening in the classrooms. The data of student subgroups such as ELL, Hispanics, White, and SWD must be tracked and reflected upon on an ongoing basis. This can take place at PLC and common planning since instructional adjustments must be made based on data analysis. All teachers must also receive additional planning support to ensure that they understand the content and have a deep understanding of what students need to know. Resources used in ELA, Math, and Science must be reviewed and ensured that they are meeting the full extent of the standard. Professional development on how to scaffold the learning must then occur to ensure that teachers know how to hold high expectations for all students while providing the necessary scaffolds.

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 will engage in professional development in explicit instruction and scaffolded instruction. Teachers will engage in data analysis, and B.E.S.T. standards and clarification. To support teachers, teachers will receive professional development during Professional Learning Communities. They will learn how to break down standards and identify targets within the standard. Most importantly, teachers need professional development on scaffolding strategies that they can use in the classroom to reach diverse learners such as ESOL and SWD students. Implementation of these strategies in the classroom must be planned for at strategic points to ensure that students are understanding the content. Teachers must also learn how to disaggregate data and identify next steps to ensure that all of their students are meeting their goals. Once strengths and weaknesses are identified, teachers should learn to make action plans to target the deficiencies.

Finally, a focus on cognitive student engagement in the classroom is key to student and teacher success. Teachers must learn to differentiate between compliance and engagement and plan for activities where they can monitor and regularly check in on student understanding to make instructional adjustments in the moment. The use of academic coaches to provide professional development through use of the coaching cycle will be crucial here so that teachers can learn in real-time while in the classroom.

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

Our primary focus will continue to be implementing standards-based instruction and differentiating instruction for all students.

1. Increase overall ELA proficiency, ELA learning gains, and third grade ELA proficiency. FSA FY122 data shows that ELA is the content area that is performed at 25% A focus on ELA in all grades K-5 is needed to increase student achievement in the tested grades.

2. Ensure learning gains and progress for ESSA categorized subgroups (SWD, ELL, Hispanic and White). State data shows that these students are underperforming when compared to other subgroups.

3. Increase in math and science proficiency. While there is an upwards trend in both math and science in all subgroups, we still want to focus on these two content areas and increase our gains.

4. Strengthen core instruction while providing scaffolds to improve academic achievement for all students. If core instruction is effective in all grade levels, the need to remediate will be lower and students in all grade levels will be better prepared to achieve.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	In looking at the data, our area of focus of Instructional Practice specifically relating to Standards-aligned instruction in ELA, Math, and Science is correlated to our performance on the FSA in ELA, Math, and Science, especially as it pertains to our identified ESSA subgroups (White, Hispanic, ELL, and SWD). When looking at proficiency levels in ELA: FY19 FY21 FY22 Third Grade 22% 15% 19% Fourth Grade 34% 22% 29% Fifth Grade 33% 21% 24% Hispanic 30% 17% 20% White 35% 17% 13% ELL 24% 11% 16% SWD 6% 9% 11% When looking at proficiency levels in Math: FY19 FY21 FY22 Third Grade Math 38% 24% 31% Fourth Grade Math 43% 26% 32% Fifth grade Math 50% 24% 21% Hispanic 44% 23% 24% White 47% 26% 19% ELL 37% 19% 21% SWD 19% 17% 16% When looking at proficiency levels in Science: FY19 FY 21 FY22 Fifth grade 31% 12% 18% Hispanic 33% 8% 16% ELL 28% 5% 8% SWD 8% 4% 7%
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By February 2023, overall ELA will increase to 28% as measured by progress monitoring #2. By February 2023, overall Math will increase to 35% as measured by progress monitoring #2. By February 2023, overall Science will increase to 25% as measured by the science Winter Diagnostic. By February 2023, 70% of classroom teachers will implement effective explicit and scaffolding strategies as measured by classroom walkthroughs, informal and formal observations, and actionable feedback. By May 2023, overall ELA will increase to 30% as measured by the state assessment. By May 2023, overall Math will increase to 40% as measured by the state assessment. By May 2023, overall Science will increase to 30% as measured by the state assessment. By May 2023, 80% of classroom teachers will implement effective explicit and scaffolding strategies as measured by classroom walkthroughs, informal and formal observations, and actionable feedback.

Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring is key to student success and school improvement. Data is then used to make instructional adjustments and ensure that we are on track to meeting our goals. Monitoring will happen through: Data Analysis Classroom Walkthroughs Review of Lesson Plans Student work samples Student attendance Data chats with academic coaches, teachers, and students Formal Observations Informal observations
Person responsible for monitoring outcome:	Denise Sanon (denise.sanon@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Effective Core Instruction and focus on the literacy block-Teachers will learn how to teach to the full extent of the standard and understand the components of the literacy block to help students read on grade level. 2. Effective PLCs/Collegial Planning focusing on ELA, Math, and Science-This will ensure teachers collaborate to discuss best practices while scaffolding instruction for struggling readers. 3. Double Down Instruction during the ELA, Math and Science block-Incorporating double down, small group instruction to support students learning at their ability with a variety of grade-level tasks. 4. Tutorial-Tutoring programs to ensure learning is supplemented with additional resources and instructional time.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. Effective Core Instruction- If core instruction is effective, there will be a decrease in the need to reteach which will increase student proficiency. A focus on the literacy block will also reduce the need for intervention if students are receiving this effective instruction. 2. Effective PLCs/Collegial Planning-Through collaboration and planning for standards-based instruction with a focus on scaffolding and differentiation, teachers will provide effective core instruction to students. 3. Double Down Instruction- Double down instruction will allow that all students receive strategic, small group instruction that is differentiated to meet their specific needs. During the core ELA, Math and Science block, if double down instruction is in place students are guaranteed to receive more small group, differentiated instruction. 4. Tutorial-Students will receive additional learning opportunities to increase proficiency and growth.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Building Teacher Capacity through the coaching cycle
a. Leadership and coaches observe teachers to determine needs (data analysis)
b. Coaches will develop a tiered support service for teachers
c. Plan for standards-based instruction through Collegial Planning.
Explicit Instruction (Gradual Release)
b. Implementation of scaffolds to address all learners.
c. Effective student differentiation (scaffold).
d. Monitoring will occur through lesson plan reviews, classroom walk-throughs, student data analysis, and data chats.

Person Responsible   Karla De La Cruz (karla.delacruz@palmbeachschools.org)

2. Effective PLCs/Collegial Planning
a. Plan for aligning instruction to meet the rigor of the standards at PLCs/Collegial Planning.
b. Plan for data-driven instruction and action planning at PLCs/Collegial Planning.
c. Provide professional development to teachers in how to differentiate and scaffold instruction to meet the needs of all students.
d. Monitoring will occur through lesson plan reviews, classroom walk-throughs, student data analysis, and data chats.

Person Responsible   Meleshia Weller (meleshia.weller@palmbeachschools.org)

3. Double Down Instruction
increase academic support by hiring tutors
utilize resource teachers (organize schedule)

a. Double down teacher will follow a schedule to ensure students receive additional small group instruction.
b. Double down teacher will provide targeted standards-based instruction to students based on students' strengths/weaknesses.
c. Monitoring will occur through lesson plan reviews, classroom walk-through, student data analysis, and data chats.

Person Responsible   Valerie Vilmont (valerie.vilmont@palmbeachschools.org)

4. Tutorial
a. Students needing remediation and enrichment will be identified to receive additional instruction outside of the school day.
b. Students will receive standards-based instruction to meet their academic goals and increase academic achievement.
c. Monitoring will occur through attendance, lesson plan reviews, and student data analysis.

Person Responsible   chelsea allen (chelsea.allen@palmbeachschools.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

If we focus on Standards-based instruction to increase overall K-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.
According to the data our students are not entering third grade prepared for the rigors of the standards and state
assessment. According to iReady FY 22 data 9% of our incoming third grade students are reading at an on-grade level data. iReady also shows that our overall primary grades proficiency is low.
Kindergarten- 46% Proficient
First Grade- 18% Proficient
Second Grade- 9% Proficient

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

When looking at proficiency levels in ELA comparing FY19, FY21, and FY22:
Third Grade ELA
FY19 22%, FY21 15%, FY22 19%
Fourth Grade ELA
FY19 34% FY21 22% FY22 29%
Fifth grade
FY19 33%, FY21 21% FY22 24%

When looking at our ESSA identified subgroups proficiency and their FPPI data, we see:
Hispanic(37%): FY19 30%, FY21 17%, FY22 20%
White (31%) : FY19 35% FY21 17% FY22 13%
ELL(36%): FY19 24% FY21 11% FY22 16%
SWD (33%): FY19 6% FY21 9% FY22 11%

Although there has been a decline from FY19 to FY22, there is an upwards trajectory when comparing FY21 to FY22 in overall achievement and identified ESSA subgroup data.

In alignment with the District's Strategic Plan to provide academic excellence and growth for all, Barton Elementary ensures all students engage in teaching and learning through the delivery of content, concept, or skill that is aligned to the Benchmark and intended learning.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based,
objective outcome. Include prior year data and a measurable outcome for each of the following:
By February 2023, Kindergarten ELA proficiency will increase to 30% as measured on iReady Winter Diagnostic.
By February 2023, first grade ELA proficiency will increase to 23% as measured on iReady Winter Diagnostic.
By February 2023, second grade ELA proficiency will increase 20% as measured on iReady Winter Diagnostic.
By May 2023, Kindergarten ELA proficiency will increase to 56% as measured on iReady Spring Diagnostic.
By May 2023, first grade ELA proficiency will increase to 30% as measured on iReady Spring Diagnostic.
By May 2023, second grade ELA proficiency will increase 30% as measured on iReady Spring Diagnostic.

Grades 3-5: Measureable Outcome(s)

By February 2023, overall ELA will increase to 28% as measured by Progress Monitoring #2.
By February 2023, 70% of classroom teachers will implement effective explicit and scaffolding strategies as measured by classroom walkthroughs, informal and formal observations, and actionable feedback.
By May 2023, overall ELA will increase to 30% as measured by the state assessment.
By May 2023, 80% of classroom teachers will implement effective explicit and scaffolding strategies as measured by classroom walkthroughs, informal and formal observations, and actionable feedback.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring is key to student success and school improvement. Data is then used to make instructional adjustments and ensure that we are on track to meeting our goals. Monitoring will happen through:
Data Analysis
Classroom Walkthroughs
Review of Lesson Plans
Student work samples
Student attendance
Data chats with academic coaches, teachers, and students
Formal Observations
Informal observations

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Sanon, Denise, denise.sanon@palmbeachschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. Effective Core Instruction and focus on the literacy block-Teachers will learn how to teach to the full extent of the standard and understand the components of the literacy block to help students read on grade level.
2. Effective PLCs/Collegial Planning focusing on ELA, Math, and Science-This will ensure teachers collaborate to discuss best practices while scaffolding instruction for struggling readers.
3. Double Down Instruction during the ELA, Math and Science block-Incorporating double down, small group instruction to support students learning at their ability with a variety of grade-level tasks.
4. Tutorial-Tutoring programs to ensure learning is supplemented with additional resources and instructional time.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

1. Effective Core Instruction- If core instruction is effective, there will be a decrease in the need to reteach which will increase student proficiency. A focus on the literacy block will also reduce the need for intervention if students are receiving this effective instruction.
2. Effective PLCs/Collegial Planning-Through collaboration and planning for standards-based instruction with a focus on scaffolding and differentiation, teachers will provide effective core instruction to students.
3. Double Down Instruction- Double down instruction will allow that all students receive strategic, small group instruction that is differentiated to meet their specific needs. During the core ELA, Math and Science block, if double down instruction is in place students are guaranteed to receive more small group, differentiated instruction.
4. Tutorial-Students will receive additional learning opportunities to increase proficiency and growth.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
1. Building Teacher Capacity through the coaching cycle a. Leadership and coaches observe teachers to determine needs (data analysis) b. Coaches will develop a tiered support service for teachers c. Plan for standards-based instruction through Collegial Planning. Explicit Instruction (Gradual Release) b. Implementation of scaffolds to address all learners. c. Effective student differentiation (scaffold). d. Monitoring will occur through lesson plan reviews, classroom walk-throughs, student data analysis, and data chats.	De La Cruz, Karla, karla.delacruz@palmbeachschools.org
2. Effective PLCs/Collegial Planning a. Plan for aligning instruction to meet the rigor of the standards at PLCs/Collegial Planning. b. Plan for data-driven instruction and action planning at PLCs/Collegial Planning. c. Provide professional development to teachers in how to differentiate and scaffold instruction to meet the needs of all students. d. Monitoring will occur through lesson plan reviews, classroom walk-throughs, student data analysis, and data chats.	Weller, Meleshia, meleshia.weller@palmbeachschools.org
3. Double Down Instruction increase academic support by hiring tutors utilize resource teachers (organize schedule) a. Double down teacher will follow a schedule to ensure students receive additional small group instruction. b. Double down teacher will provide targeted standards-based instruction to students based on students' strengths/weaknesses. c. Monitoring will occur through lesson plan reviews, classroom walk-through, student data analysis, and data chats.	Vilmont, Valerie, valerie.vilmont@palmbeachschools.org
4. Tutorial a. Students needing remediation and enrichment will be identified to receive additional instruction outside of the school day. b. Students will receive standards-based instruction to meet their academic goals and increase academic achievement. c. Monitoring will occur through attendance, lesson plan reviews, and student data analysis.	allen, chelsea , chelsea.allen@palmbeachschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols. We utilize a behavior matrix, teach expected behaviors, and monitor SwPBS. At Barton, we integrate Single School Culture by sharing our Universal Guidelines for Success, through Family Nights, Curriculum Nights, SAC meetings, and announcements.

School academic goals are predominately displayed and discussed in PLCs, faculty meetings, and parent meetings. Parent meetings address the academic goals with students and families and provide families with strategies that they can implement at home to help the child succeed. Tutorial that begins usually begins in September and is offered before school, after school, and on Saturdays. Administration, teachers, and coaches also conduct data chats with teachers and students to support our academic goals. Enrichment clubs such as SECME and the Leadership Club provide additional academic opportunities for students and possible avenues to advance their career goals after high school.
Teacher incentive/morale

In alignment to the district's strategic plan, we will enhance employee skills in managing their social, emotional, and behavioral health through
-teacher incentive programs
-teacher recognition programs
-team building activities

In addition, as an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These program(s) are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

To assist with the transition of school-based and community children into the kindergarten program at Barton, we engage in the following kindergarten transition activities:

• Scheduling of a talk/meeting with preschool children's families

• Distribution of a letter, flyer or informational brochure sent to families of preschool children

• Making plans for preschool children to practice kindergarten routines

• Providing home learning activities to families to help them prepare children for kindergarten entry

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

Barton Elementary builds positive relationships with parents, families, and other community stakeholders in alignment with the school's mission to support the needs of all students. SAC meetings are at a time that is conducive to parent participation. Parent University provides parents opportunities to learn about how to support student learning at home. Through AVID goal setting, we will provide parents and families with data-based action planning and strategies that they can use at home to support student learning. Parent University and other monthly parent events are planned to help parents understand how they can support student's education at home. Partnership with For the Children through 21st Century provides students with additional academic tutoring, enrichment, extracurricular activities, homework assistance, health and wellness opportunities, social and emotional learning, and family services. Other partnerships include PBSO, Publix, and Red Apple which provides teachers and students with needed supplies. The community liaison and assistant principals works diligently to foster and maintain these positive relationships with the community in addition to ensure that parents attend school functions and are actively involved in their child's education. Teachers also play a key role in promoting the home school relationship.

In addition, students are 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 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:
-The History of the Holocaust
-The History of Black and African Americans
-The Contributions of Latino and Hispanics
-The Contributions of Women
-The Sacrifices of Veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.