Heritage Elementary School

2022-23 Schoolwide Improvement Plan

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Heritage Elementary School

5100 MELALEUCA LN, Greenacres, FL 33463

https://htge.palmbeachschools.org

Demographics

Principal: Nina Lant   Start Date for this Principal: 8/4/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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: C (52%) 2018-19: B (56%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-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	94%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is for all students to be academically proficient and demonstrate strong character making them productive in society.

Provide the school's vision statement.

The vision of Heritage Elementary school is to continue growing by:
1. Increasing literacy in all academic areas and maintaining high expectations,
2. Increasing critical thinking and student engagement in all academic areas,
3. Improving the academic achievement of the lowest 25% of students through personalized instructions,
4. Continuing staff development in areas necessary to continue professional growth through the pillars of effective instruction,
5. Providing a climate and culture which respects diversity and encourages students to become responsible and productive citizens through a single school culture.
6. Build relationships within the school and community

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
Lant, Nina	Principal	Oversee the major school processes and communicate information to and from the district and area -Have a vision for the school initiatives -Engage staff with implementation of District LTOs, Strategic themes, Initiatives -Staff hiring and retention -Address major systems within the school -Work closely with the Assistant Principal, SSCC, & Coaches -Advise the teachers and staff -Monitor for fidelity of processes implementation -Communicate major information to the parents, staff, students, and community -Organize and manage school master schedule -Manage teacher and classroom placement -Manage school budget
Gonzalez, Adriana	Assistant Principal	-Work closely with the Principal, coaches, SSCC to oversee the major school processes and systems -Have a vision for the school -Engage staff with implementation of District's Strategic themes and initiatives -Address major systems within the school -Work closely with the staff addressing student disciplinary actions -Advise the teachers and staff -Monitor for fidelity of processes implementation -Communicate information to the parents, staff, students, and community -Organize and manage scheduling of school activities and assessments -Title 1 compliance
Yamshchikov, Andrei	Other	-Work closely with the principal, assistant principal, coaches, and SBT leader to oversee the major school processes and systems -Have a vision for the school initiatives -Engage staff with the implementation of District's Strategic Themes, Initiatives, and fidelity of Pillars of Effective Instruction -Organize, conduct, support PLCs -Advise teachers and staff on necessary instructional practices -Support teachers with planning aligned to Florida Standards -Communicate information to teachers, staff, and students -lead and support School-wide positive Behavior System

Name	Position Title	Job Duties and Responsibilities
		-Ensure development and continuous implementation of Single School Culture -Assist with fidelity of lesson plan implementation -Support, model instruction, and co-teach in classrooms -Organize and manage scheduling of extended learning opportunities and assessments
	Other	-Work closely with the principal, assistant principal, coaches, and SBT leader to oversee the major school processes and systems -Ensure that the laws and rules that apply to English language learners are adhered to at our school - Facilitate limited English proficiency plan (LEP), comprehensive English language learning assessment testing (CELLA) and administers the school ESOL plan -Schedule ESOL teachers who work in a sheltered or co-teaching environment
Gilbert, Linda	Teacher, K-12	-Work closely with the principal, assistant principal, coaches, and SBT leader to oversee the major school processes and systems -On a specific grade level, implementation of District's Strategic Themes, Initiatives, and fidelity of Pillars of Instruction -On a specific grade level, support PLCs -On a specific grade level, advise teachers and staff on necessary instructional practices -On a specific grade level, support teachers with planning aligned to Florida Standards -On a specific grade level, identify and provide advanced coursework for students in accelerated learning and train teachers to recognize potential students for acceleration.
Spencer, Jena	Instructional Coach	-Work closely with the principal, assistant principal, coaches, and SBT leader to oversee the major school processes and systems -Implementation of District's Strategic Themes, Initiatives, and fidelity of Pillars of Effective Instruction - Support PLCs -Advise teachers and staff on necessary instructional practices -Support teachers with planning aligned to Florida Standards
Heathwood, Meagan	Curriculum Resource Teacher	-Work closely with the principal, assistant principal, coaches, and SBT leader to oversee the major school

Name	Position Title	Job Duties and Responsibilities
		processes and systems Meet regularly to review universal screening data, diagnostic data, and progress monitoring data for referred students -Identify students who are not meeting identified academic targets -Use the Problem Solving Model to conduct all meetings -Develop intervention plans -Ensure the necessary resources are available and the interventions are implemented with fidelity -Conduct further discussion -Support School-Wide Positive Behavior System

Demographic Information

Principal start date
Monday 8/4/2014, Nina Lant

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.*
2

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.*
17

Total number of teacher positions allocated to the school
67

Total number of students enrolled at the school
780

Identify the number of instructional staff who left the school during the 2021-22 school year.
9

Identify the number of instructional staff who joined the school during the 2022-23 school year.
9

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	113	143	141	158	105	121	0	0	0	0	0	0	0	781
Attendance below 90 percent	0	62	47	55	22	32	0	0	0	0	0	0	0	218
One or more suspensions	0	3	1	1	1	0	0	0	0	0	0	0	0	6
Course failure in ELA	0	33	38	105	33	43	0	0	0	0	0	0	0	252
Course failure in Math	0	25	30	64	16	26	0	0	0	0	0	0	0	161
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	37	23	31	0	0	0	0	0	0	0	91
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	13	42	0	0	0	0	0	0	0	55
Number of students with a substantial reading deficiency	0	1	5	24	1	2	0	0	0	0	0	0	0	33

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	33	32	85	24	50	0	0	0	0	0	0	0	224

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	0	0	0	37	2	28	0	0	0	0	0	0	0	67
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/6/2022

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	125	122	124	135	118	146	0	0	0	0	0	0	0	770
Attendance below 90 percent	44	33	38	25	45	40	0	0	0	0	0	0	0	225
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	55	48	89	101	108	64	0	0	0	0	0	0	0	465
Course failure in Math	29	27	66	75	86	63	0	0	0	0	0	0	0	346
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	41	59	36	0	0	0	0	0	0	0	136
Level 1 on 2019 statewide FSA Math assessment	0	0	0	59	70	52	0	0	0	0	0	0	0	181
Number of students with a substantial reading deficiency	0	2	14	10	11	6	0	0	0	0	0	0	0	43
FY21 ELA Winter Diag Level 1 & 2	0	0	0	66	99	95	0	0	0	0	0	0	0	260
FY21 Math Winter Diag Level 1 & 2	0	0	0	64	85	81	0	0	0	0	0	0	0	230

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	39	32	69	81	100	73	0	0	0	0	0	0	0	394

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	2	1	1	3	31	25	0	0	0	0	0	0	0	63
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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	125	122	124	135	118	146	0	0	0	0	0	0	0	770
Attendance below 90 percent	44	33	38	25	45	40	0	0	0	0	0	0	0	225
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	55	48	89	101	108	64	0	0	0	0	0	0	0	465
Course failure in Math	29	27	66	75	86	63	0	0	0	0	0	0	0	346
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	41	59	36	0	0	0	0	0	0	0	136
Level 1 on 2019 statewide FSA Math assessment	0	0	0	59	70	52	0	0	0	0	0	0	0	181
Number of students with a substantial reading deficiency	0	2	14	10	11	6	0	0	0	0	0	0	0	43
FY21 ELA Winter Diag Level 1 & 2	0	0	0	66	99	95	0	0	0	0	0	0	0	260
FY21 Math Winter Diag Level 1 & 2	0	0	0	64	85	81	0	0	0	0	0	0	0	230

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	39	32	69	81	100	73	0	0	0	0	0	0	0	394

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	2	1	1	3	31	25	0	0	0	0	0	0	0	63
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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	44%	59%	56%				45%	58%	57%
ELA Learning Gains	62%						60%	63%	58%
ELA Lowest 25th Percentile	51%						58%	56%	53%
Math Achievement	45%	53%	50%				60%	68%	63%
Math Learning Gains	62%						62%	68%	62%
Math Lowest 25th Percentile	63%						68%	59%	51%
Science Achievement	35%	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	35%	54%	-19%	58%	-23%
Cohort Comparison		0%				
04	2022					
	2019	44%	62%	-18%	58%	-14%
Cohort Comparison		-35%				
05	2022					
	2019	49%	59%	-10%	56%	-7%
Cohort Comparison		-44%				

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	58%	65%	-7%	62%	-4%
Cohort Comparison		0%				
04	2022					
	2019	45%	67%	-22%	64%	-19%
Cohort Comparison		-58%				
05	2022					
	2019	60%	65%	-5%	60%	0%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	51%	-18%	53%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	10	36	34	17	47	45	9				
ELL	34	59	50	39	67	65	33				
BLK	48	62		48	59		30				
HSP	43	63	55	42	65	72	36				
MUL	50			80							
WHT	45	47		35	27						
FRL	42	61	49	43	62	64	34				
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	14	42	48	22	35	35					
ELL	32	51	57	33	29	32	19				
BLK	44	57		30	24		17				
HSP	39	54	58	34	30	27	22				
MUL	60			40							
WHT	46	50		50	57		55				
FRL	40	55	61	34	31	31	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
SWD	11	36	48	28	53	65	22				
ELL	33	51	55	52	60	66	21				
BLK	48	74	82	63	57	64	32				
HSP	44	57	57	59	62	70	35				
MUL				50							
WHT	52	68		55	68						
FRL	44	60	59	60	61	66	35				

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)	ATSI
OVERALL Federal Index – All Students	53

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	420
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	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	49
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	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
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?

FY22 Winter Diag. VS. FSA22 results shows:
ELA: -4 pts. in grade 3, a gain of 3 pts. in grade 4, and a gain of 3 pts. in grade 5
Math: gain of 2 pts. in grade 3, -12 pts. in grade 4, -6 pts. in grade 5
Science: a gain of 1 pt. gr. 5.
Within the end of year adaptive technology data, we see the following percentages are on grade level:
Grade 3: 37% in ELA, -4% from FY21 FSA; 46% in math, gain of 13% fromFY21
Grade 4: 54% in ELA, gain of 18% from FY21; 48% in math, gain of 12% fromFY21
Grade 5: 42% in ELA, gain of 1% fromFY21; 39% in math, gain of 6% from FY21; 36% in science, gain of 11%.
FY22 FSA vs. FY21 FSA data shows:
Overall: +3 pts. in ELA, +10 pts. in math
Learning Gains: +8 pts. in ELA, a +30 pt.in math
Lowest 25% LG: +7 pts in ELA, +31 pts. in math
IReady Reading:
Gr. 3: 50%
Gr. 4: 38%

Gr. 5: 19%
Based on this data trend our focus will be to diminish course failure, increase learning gains& achievement. Our data trends show that a focus remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified subgroups; SWD&White students to receive strategic targeted support through various modes of instruction, including technology, small group& monitoring student data.

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

Based on this data trend, the greatest need for improvement is focused on increasing learning gains and achievement in all content areas, specifically ELA and science. Standard based instruction will continue to be a primary focus during instruction planning sessions, Professional learning communities, and data chats with teachers and students. Resources and strategies aligned to grade level standards and scaffolding in place to support students who are not yet performing at their grade level. Explicit vocabulary instruction is a school wide initiative to occur in the context of all content area instruction. Additionally, high-level research-based texts provided for teachers to implement rigorous standards-based instruction using the three core actions (Text-Talk-Task) to focus around the standard. Targeted support provided for all struggling learners with focus on our ELL and SWD students. Academic tutors will assist teachers with small group strategy and skill based instruction. Progress monitoring of student achievement using formative assessment will occur, with follow up action planning to address areas of deficiency. To ensure equity and access, an Acceleration Resource teacher will support students and teachers with advanced coursework to differentiate instruction, while identifying potential students that may benefit from acceleration, and increase the number of students within each subgroup, particularly ELL. Students who fall within out ESSA subgroups will be monitored for progress, and receive additional support by teachers ensuring lessons planned are based on specific needs of the students.

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 the FY22 school year, the continued effects of the pandemic had a significant impact on student learning and achievement. Some students missed fundamental learning in ELA & Math from the pandemic. Student participation and engagement were contributing factors that need to be addressed this year for increasing the learning gains and achievement. Additionally, primary teachers were developing
their instructional capacity through learning and applying the new Benchmark curriculum. Due to seasonal COVID outbreaks, teachers, faculty and students were either quarantined or out for several days
causing interruptions in instruction and support services.

The action is to Increase Grade 5 science achievement to 45% with explicit vocabulary and reading strategies and increase ELA and math proficiency with explicit teaching techniques.

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

Based on FY22 FSA, grade 3 math demonstrated growth 13% compared to FY21 FSA, 47% to 60%. Grade 4 showed the most improvement in ELA and math compared to FY21, with an ELA gain of 17%, 36% to 53% and a math gain of 14%, 36% to 50%. Grade 5 showed improvement in both science and math, with a science gain of 12%, from 23% to 35% and with a math gain of 6%, 33% to 39%. During FY22, we strategically grouped our retainees to be supported by Resource teachers utilizing the Double Down strategy for remediation and specific foundational skill level content within small group instruction.

This ensured that all students received effective
instruction based on their needs.

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

Strategic PLC's implemented to analyze data, monitor student progress, and develop lesson plans to support all student learning. Actions taken to support these improvements, math tutorial in grade 5, small group remediation with the support of academic tutors, and an increase in collaborative planning by teachers. Teachers were held accountable for the instructional practices that were provided with support of the math coach. Created a curriculum that focused on Fair game standards.

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

In science, there is a need to re-focus in science with an emphasis on implementation of content and deeper understanding. We need to provide additional support to help with achievement in this content area including but not limited to mentoring, tutorials, focused teacher planning and collaboration & PD to ensure we meet the needs of all of our students in an equitable and accessible manner. Science needs to be a focus in Grades K-5, with the new Benchmark Advance curriculum. We will continue to support science with Fair game curriculum. We will be implementing a tutorial for K-3 ELA after school. During PLC's, 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 and participating with the coaching continuum model, incorporate research based strategies included but not limited to GO-to Strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning as well as lesson study to improve instructional capacity. ELL and ESE teachers will be included in planning and PLC development. Professional development opportunities include district support/training, in school coaching opportunities, and independent study. Teachers are encouraged to share best practice implementation at PLCs and common planning as a way of increasing grade level capacity as a whole. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap in reading and math.

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/Professional Learning Communities: 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, Mathematics, and Science, particularly, within the ESSA subgroups, ELL/SWD, achieving below the Federal index. PLC's continue to be an active part of our school schedule. Teachers will receive embedded PD.

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 that instruction by providing small group support. Resources and strategies aligned to grade level standards and scaffolds put in place to support students who are not performing at grade level. Teachers including resources teachers, (ELL, ESE) collaborate weekly to ensure academic success of our students. As instruction is implemented, it is key that teacher ensures maximum student engagement.
A PLC facilitator that will work closely in Grades K-5 to develop student achievement through the rollout of the BEST standards and Literacy Benchmark Units. An academic coach will work closely with

teachers in PLC on ways to identify students for advanced learning and AMP courses, while providing effective strategies and advanced coursework to accelerate student achievement. SAI will be implemented in grades 3-4 to target students with a substantial reading deficiency, while a K-2 SAI teacher will target students reading below grade 2 level in Grades 1-2 to close the gap in learning. Our goal is to ensure the following:

Continuing to increase proficiency in 3rd grade ELA is one of our priorities. Efforts are in place to strengthen reading skills in K -2 so that achievement gaps in reading are closed. All students are provided differentiated small group instruction with additional teacher support for remediation or acceleration. To increase student engagement and active participation through planning & implementation.

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 Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A Objective 2, Academic Excellence & Growth. Our first instructional priority is to provide explicit Instruction and intentional teaching with a clear and direct presentation of new information to learners, which does not require student inferencing during the introduction of new or previously taught content, concepts or skills. Our second instructional priority scaffolding instruction by contributing to the quality of a learner's efforts in relating to new or unfamiliar content, concepts and skills that fortify the development of language and literacy skills orally and in written form. Our goal is to increase student proficiency rate to at least 50% with 60% learning gains in ELA and math. In addition we will focus on increasing proficiency rates for our SWD students from 10% to 20% in ELA and 17% to 25% in Math and our White students from 45% to 50% in ELA and 35% to 45% in Math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By February 2023 we will increase the overall percentage of students showing proficiency for ELA and math. We will increase the low performing 25% learning gains by 5%, and increase SWDs learning gains by 5%. By May 2023, we will increase the overall percentage of students showing proficiency for ELA and math. We will increase the low performing 25% learning gains by 10%, and increase SWDs learning gains by 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is an important step towards student achievement and school improvement. It provides teachers and administration the data they need to make informed decisions about instruction and differentiated support for students. We strategically plan for monitoring techniques through: review of lesson plans, data analysis, classroom walks, student work samples/portfolios/binders, student attendance, data chats, formal observations, professional learning communities, attendance and participation, all formative and summative assessments and technology use. The Monitoring will be supported by key members of the leadership team: Principal Assistant Principal Single School Culture Coordinator Math coach Acceleration Resource PLC facilitator (K-5)
Person responsible for monitoring outcome:	Linda Gilbert (l.gilbert@palmbeachschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Students will be working on grade level reading materials from Benchmark available resources for remediation and enrichment to build content knowledge across content areas, with incorporated small group instruction to support students learning at their ability with a variety of tasks, process, product. 2. Teachers will integrate Social Studies and writing curriculum into daily instructional practices to support student engagement with grade level text through digital lessons and journal responses. 3. teachers will use Tier 2 and Tier 3 academic vocabulary to enrich and to remedy student comprehension. 4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus. 5. Math teachers will incorporate the use of technology based programs including Envision, Iready, Math and provide strategies for differentiated small group.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	1. a. Benchmark materials/resources are designed to support students with grade level reading material exposure b. Benchmark technology is uniquely designed to meet students individual academic needs for success c. Differentiated small group instruction is effective, teaching is focused precisely on what the students need to learn towards reading proficiency with provided remediation on specific skills. 2. Implementation of writing curriculum strongly supports/engages students with reading materials providing additional tier of instructional element. 3. Use of Tier 2/3 vocabulary during reading/writing instruction facilitates the expansion of the background knowledge and supports student content knowledge to increase reading comprehension 4. PLC/PD allow teachers opportunity to collaborate, analyze data, & make decisions to improve student achievement & progress. 5. Differentiated small group instruction is effective because teaching is focused precisely on what the students need to learn towards math proficiency, provides the students with opportunities to continue engaging through digital learning.

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. Develop focus calendars for content related curriculum and double down scheduled
support for differentiated instruction and collaborate in PLC's on Benchmark Advance
during small group instruction.
a. Students will be assessed using Benchmark Unit Assessments in ELA, USA's and FSQ's in both Math. Teacher will utilize
differentiation Instruction strategies and small group instruction in all ELA and math courses.
b. Teachers will analyze data to determine strengths and areas of weaknesses in content area.
c. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching

methodologies to support all learners, additionally, they will create small group rotational cycles to ensure all students are supported.
d. Teachers will track student learning and make adjustments to instruction with ongoing formative assessments.

Person Responsible   Andrei Yamshchikov (andrei.yamshchikov@palmbeachschools.org)

Implement the components of envision math curriculum and Iready for planning standard based instruction. Instructional coaches and resource teachers will assist with standard-based planning to build teachers capacity with FSA standards and item specifications during PLCs.

Person Responsible   Jena Spencer (jena.spencer@palmbeachschools.org)

3. Provide Professional development on technology resources and enrichment for student engagement and learning through digital lessons.
a. Teachers will infuse technology and digital resources into engaging lessons to support all learners.
b. Adaptive technology sessions will be provided through professional development to ensure appropriate access to technology with use of programs and development of results for feedback.

Person Responsible   Meagan Heathwood (meagan.heathwood@palmbeachschools.org)

4. Monitor for fidelity of implementation and student achievement through tracking data and analyzing best practices in weekly PLC.
a. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
b. Sessions for PLC/PD's will focus on data analysis and effective standard instruction based on needs of students.

Person Responsible   Kelsey Yonta (kelsey.yonta@palmbeachschools.org)

5. Provide teachers with feedback and plan for further instruction.
a. Instructional coaches and resource teachers will assist with standards based planning to build teachers capacity with BEST standards and item specifications during PLCs.
b. Teachers will work collaboratively to plan and develop lessons focused on aligned standards with immediate feedback.

Person Responsible   Andrei Yamshchikov (andrei.yamshchikov@palmbeachschools.org)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	To ensure progress towards student achievement in Science as aligned to the District's Strategic Plan Theme A Objective 3, Overall Academic Proficiency. Based on the FY22 data, Science showed a 12% increase from 23% to 35%. Science achievement continues to show a gap when compared to the state and District. The goal for science proficiency is 45%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	As the result of the implemented strategies, student achievement will increase across all grade levels in science and proficiency will improve by 10% bringing us to 45%, we will attempt to increase the proficiency on the NGSSS FCAT FY23.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring is a key detail in achieving student progress as well as, a way for supporting learning through curriculum instruction. Monitoring is an important step towards student achievement and school improvement. It provides teachers and administration the data they need to make informed decisions about instruction and differentiated support for students. We strategically plan for monitoring techniques through: review of lesson plans, data analysis, classroom walks, student work samples/portfolios/binders, student attendance, data chats, formal observations, professional learning communities, attendance and participation, all formative and summative assessments and technology use. The Monitoring will be supported by key members of the leadership team: Principal Assistant Principal Single School Culture Coordinator Math coach Acceleration Resource
Person responsible for monitoring outcome:	Nina Lant (nina.lant@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Teachers will integrate critical science content into their curriculum using resources from Blender during PLC time to immerse students in rigorous tasks encompassing the full intent

of the NGSS Standards with an appreciation of the process of critical thinking skills (Mr. Y)

2. Teachers will utilize standards-based focus calendars created in PLC that implement the Nature of Science and spiral review of content with a focus on the Fairgame Benchmarks. (Mr. Y)

3. Students will keep journals or notebooks in which they write to explain, analyze, and reflect using Tier 2 and Tier 3 vocabulary utilizing the thinking process to make connections
with the question types. (Mr. Y)

4. Teachers will engage students in more active learning by integrating hands-on experiences and utilizing resources from STEMscopes curriculum.
(Yonta)

5. Students will be engaged in content based curriculum using the science based program, J & J Bootcamp. (Spencer)

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Integrating content across curriculum ensures accountability, holding teachers responsible for aligning standards to increase higher order thinking through complex tasks and monitoring assessments for fidelity.

2. Spiral review of critical content through question stems will increase the consistency of
exposure to the standard based instructional focus.

3. The use of Tier 2 and Tier 3 vocabulary facilitates the expansion of the background knowledge and supports student content knowledge to increase comprehension and critical
thinking skills.

4. Engaging students in active learning and hands on experimentation will support student understanding in the demonstration of critical science content.

5. J & J Science Bootcamp offers a success rate of students comprehending the concepts related to the Next Generation Sunshine State Standards by engaging in uniquely designed lessons to meet the needs of classrooms and support struggling learners.

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. Teachers will meet on a consistent rotation during Professional learning communities to review standards, analyze data demonstrating standard mastery, and determine next steps with the instruction of content based curriculum.

Person Responsible   Andrei Yamshchikov
(andrei.yamshchikov@palmbeachschools.org)

2. Provide Professional development on technology integration for engaging science content implementation strategies and increase vocabulary activities to increase understanding of NGSSS.

Person Responsible   Meagan Heathwood
(meagan.heathwood@palmbeachschools.org)

3. Teachers will collaborate on best practices and design lessons for differentiation in the classroom based on students' learning styles and reflecting to adjust to meet the needs of student development.

Person Responsible   Jena Spencer
(jena.spencer@palmbeachschools.org)

Monitor for fidelity of implementation and student achievement through assessments and reflection of journal responses.

Person Responsible   Andrei Yamshchikov
(andrei.yamshchikov@palmbeachschools.org)

Provide teachers with feedback and plan for further instruction to support integrating science content across the curriculum.

Person Responsible   Andrei Yamshchikov
(andrei.yamshchikov@palmbeachschools.org)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	If we focus on shared reading and intentional phonics instruction in Grades K-2 with a focus on increasing student engagement and differentiation in K-5, then we will increase student proficiency in ELA and ensure alignment to the of focus aligns directly with our District Strategic Plan, Theme A- Objective 1 Initiative A which is to ensure consistent and effective literacy instruction in every pre-k-3rd grade classroom. Our goal is to be strategic and focus on standard based-instruction to ensure best practices are utilized throughout all content areas. We want to give our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard. In FY21, we were at 40% proficiency, we had a 4% increase in FY22 to 44%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By FY23, we will increase our overall ELA proficiency by increasing the percentage of students meeting proficiency on the ELA FSA by 6%, bringing us to 50%. We will increase the percentage of students making learning gains by 6%. Additionally, we will increase the low 25% learning gains by 5%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is an important step towards student achievement and school improvement. It provides teachers and administration the data they need to make informed decisions about instruction and differentiated support for students. We strategically plan for monitoring techniques through: review of lesson plans, data analysis, classroom walks, student work samples/portfolios/binders, student attendance, data chats, formal observations, professional learning communities, attendance and participation, all formative and summative assessments and technology use. The Monitoring will be supported by key members of the leadership team: Principal Assistant Principal Single School Culture Coordinator Math coach Acceleration Resource PLC facilitator (K-5)

Person responsible for monitoring outcome:

Nina Lant (nina.lant@palmbeachschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

1.Students in grades K-2 will have specific instruction in shared reading and intentional
phonics with materials and resources in Benchmark Advance to support BEST standards.
2. Students in grades 3-5 will be working on grade level reading materials from Benchmark
available resources for remediation and enrichment to build content knowledge across
content areas. Students will have specific instruction on instructional level through iready
lessons for remediation and to increase reading level & build upon phonics and
comprehension with enrichment in building content knowledge.
3. teachers will use Tier 2 and Tier 3 academic vocabulary to enrich & remedy student
comprehension.
4. Academic tutors will provide students with small group instruction and continued
engagement through digital lessons and integrated technology engaged learning.
5. Teachers will integrate Social Studies and writing curriculum into daily instructional practices to support student engagement with grade level text through digital lessons and
journal responses

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Benchmark Advance curriculum provides resources and materials designed to meet the
needs of student development in phonics, phonological awareness, and reading skills
based on the science of Reading.
2. a. Benchmark materials and resources are designed to support students with grade level
reading material exposure b. Benchmark technology is uniquely designed to meet students
individual academic needs for success
3. the use of Tier 2 and Tier 3 vocabulary during reading and writing instruction facilitates
the expansion of the background knowledge and supports student content knowledge to
increase reading comprehension
4. Differentiated small group instruction is effective because teaching is focused precisely
on what the students need to learn towards reading proficiency and provided the
remediation on specific skills with opportunities for student engagement.
5. Implementation of the writing curriculum strongly supports and engages students with
reading materials providing an additional tier of instructional element.

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. Develop focus calendars for content related curriculum and double down scheduled support for differentiated instruction and collaborate in PLC's on Benchmark Advance during small group instruction.
a. Students will be assessed using Benchmark ELA assessments teacher will utilize differentiation Instruction strategies and small group instruction in all ELA and math courses.
b. Teachers will analyze data to determine strengths and areas of weaknesses in content area.
c. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners, additionally, they will create small group rotational cycles to ensure all students are supported.
d. Teachers will track student learning and make adjustments to instruction with ongoing formative assessments.

Person Responsible   Andrei Yamshchikov (andrei.yamshchikov@palmbeachschools.org)

2. Tutorials will be provided for students to increase learning and academic mastery in ELA.
a. Analyze student data to determine students for tutorial groups and the support necessary.
b. Choose research based supplemental materials and resources to use during tutorials.
c. Analyze teacher classroom data to determine who will be effective tutors. Provide training to understand expectations and become familiar with materials to execute tutorials.
d. Students will be selected and grouped for pullout and afterschool tutorials based on the results from FY22 FSA, FSQ, USA, and winter diagnostics; and ESSA identified subgroups: Black, ELL, and SWD.

Person Responsible   Kelsey Yonta (kelsey.yonta@palmbeachschools.org)

3. Monitor for fidelity of implementation and student achievement through tracking data and analyzing best practices in weekly PLC.
a. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
b. Sessions for PLC/PD's will focus on data analysis and effective standard instruction based on needs of students.
c. Resource teachers and instructional coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
d. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards with the support from coaches to utilize FSA standards and item specifications when planning.

Person Responsible   Kelsey Yonta (kelsey.yonta@palmbeachschools.org)

4. Provide teachers with feedback and plan for further instruction.
a. Instructional coaches and resource teachers will assist with standards based planning to build teachers capacity with BEST standards and item specifications during PLCs.
b. Teachers will work collaboratively to plan and develop lessons focused on aligned standards with immediate feedback.

Person Responsible   Andrei Yamshchikov (andrei.yamshchikov@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 40% 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- 82% Proficient
First Grade- 48% Proficient
Second Grade- 40% Proficient
It also gives us data to support a lack of proficiency in foundational skills
Vocabulary- K- 68%Proficient, 1-43%proficient, 2-35% proficient
Comprehension literature- K-80%Proficient; 1-53% Proficient, 2-43%
Comprehension Info-K- 77% Proficient 1- 46% Proficient 2-40% Proficient

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

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will
increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our instructional priority is to deliver, content, concept, or skill that is explicit and aligned to the benchmark and intended learning. Our FY22 data shows our third-grade students were only 36% proficient on the FSA. The Fall FAST PM1 shows that only 20% of students are predicted to be proficient by the Spring FAST PM 3. This proves that students are entering third grade unprepared for the rigor of the state assessment and standards. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. The ELA school- wide learning gains increased eight percentage points, and the learning gains of ELA Low 25% increased by seven percentage points but still performing below the district. Our ESSA identified subgroups SWDs and whites have demonstrated a decline of 4 percentage points and 1 percentage point. Data indicates we

need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners. The gap between 2022 ELA Achievement (44%) and the District average (57%) is 13 percentage points. Our ESSA identified subgroup SWDs; there was a decrease 4% in ELA and 5% in math. Our white students showed an decrease in ELA of 1% and a decrease of 15% points in math. For science, 5th-grade scores went up 6 points but still performing below the district. (from 33% to 39%).

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)

September 2022 February May 2023
Kindergarten- 25% Proficient 30% Proficient 40% Proficient
First Grade- 20% proficient 25% Proficient 35% Proficient
Second Grade- 29% Proficient 32%Proficient 35% Proficient

Phonological
awareness-36%Proficient 40% proficient 45% Proficient
Phonics- 14%Proficient 20%Proficient 25% Proficient
High-Frequency
Words- 27%Proficient 30%Proficient 35% Proficient
Vocabulary- 11%Proficient 15% Proficient 20% Proficient

Grades 3-5: Measureable Outcome(s)

February 2023 May 2023
3rd 14% Proficient 25%Proficient 40% Proficient
4th 31% Proficient 35%Proficient 40% Proficient
5th 23% Proficient 32% Proficient 40% Proficient

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 a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.
Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth, monitoring checks, oral running records, and end of unit assessments from the Benchmark Series. We will also use grade level FSQ and USA to track growth in math within standards.
We will also review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/ binder

reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology.

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

Yamshchikov, Andrei, andrei.yamshchikov@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. §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. Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated
instructional support for all learnings.
2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep,
focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers.
collaboratively unite to focus on best practices and methodologies. PD will support the development
of teacher expertise and instructional strategy success and focus.

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. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the students' need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards.
2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning
for all students. They will target remediation and enrichment within their planning and PD.
3. PLC's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies.

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
Literacy Leadership: Teachers will be responsible for reviewing K-2 data and 3-5 data for both math and reading to support teachers during PLC. -PLC Facilitator -Math Coach -Accelerated Coach	Yamshchikov, Andrei, andrei.yamshchikov@palmbeachschools.org
Assessment: -Teachers will plan direct explicit instruction for literacy, writing, reading, speaking and listening to prepare students for weekly assessments. -Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQs in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment). - Teachers will analyze student data to determine strengths and weaknesses in content area. -Teachers will create all small group rotational cycles to ensure all students supported at their abilities -Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. - Teachers follow District Assessment schedule of ongoing formative assessments to track student learning & adjust instruction continuously	Yamshchikov, Andrei, andrei.yamshchikov@palmbeachschools.org
Professional Development 1. School admin and Literacy Leadership Teams attend training on the operational plan for collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in Core (Tier 1) and to monitor progress of students receiving Supplemental (T2) and Intensive (T3) interventions. 2. School leaders share the plan with staff in faculty meetings and PLCs. 3. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure the plan is implemented effectively. 4. The Regional and Instructional Superintendents monitor the implementation, and the District Reading Collaboration team provides professional development 5. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the School-level Reading Plan implementation and monitor progress. 6. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.	Yamshchikov, Andrei, andrei.yamshchikov@palmbeachschools.org
Literacy Coaching a. Coach, SSCC will create an ongoing PD session that consist of mandatory and voluntary sessions that teachers will attend. b. Coach and SSCC will provide ongoing modeling, pre and post conferences, and in class room support	Yamshchikov, Andrei, andrei.yamshchikov@palmbeachschools.org

Action Step	Person Responsible for Monitoring
c. ongoing observations from principal and assistant principal with feedback will be provided to teachers.	

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.

In alignment with the District's Strategic Plan and with the goal to increase academic instruction of all students- Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards including content required by Florida State Statute 1003.42 continuing to develop Single School Culture of excellence in Academics, Behavior, and Climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on instruction of the-
*History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany.
*History of African Americans/African People, including the history before political conflicts that led to development of slavery, abolition, and contributions of African Americans to society.
*Study of Hispanic contributions, including accomplishments and achievement.
*Study of Women's contributions, including accomplishments which reflect overall tendency to celebrate individual leadership and achievement.
*Veterans/Memorial Day and the value of Medal of Honor recipients, including the sacrifices that recipients have made in serving our country and protecting democratic values worldwide; and to encourage patriotism.
Within our school, teachers will articulate, demonstrate, and teach specific practices that reflect application of the school's SwPBS universal guidelines of students practicing being responsible, respectful, and ready to learn. A universal matrix will be demonstrated and taught through specific practices and students will display practices of safe guidelines to be Safe, Respectful, and Responsible while demonstrating SWAG. Adults across the campus will clarify expectations for positive, interpersonal interaction and create the structures for a single school culture of excellence.
Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS and SSCC conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos which were posted to teachers' individual Google Classrooms. In alignment, to school board 2.09 and Florida State Statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts.
Our school continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS quarterly celebrations as well as advisory sessions that discuss applicable topics based on school culture/climate and mental health. We also incorporate a Calming Room run by our Behavior Health Professional where students will have the opportunity to relieve stress and learn strategies to support social/emotional concerns. We are also

implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from the guidance counselors to bring awareness and coping skills. All students participate and learn SEL strategies during the fine arts rotation from a specially trained teacher in SEL.

Safe&Drug Free Schools initiatives such as Red Ribbon Week and other programs that support prevention of violence in and around school are implemented on an ongoing basis. A co-located therapist, behavioral health specialist, and school psychologist are located on campus for supporting students and providing staff with resources. School counselors and programs work together to help prevent the use of alcohol, tobacco, drugs, and foster a safe, drug free learning environment while supporting student wellness,
student achievement, and appreciation for diversity.

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

Resources 2-1-1 is a community helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages. Caring staff will listen to each individual's situation to provide information on available social services, community services and resources that include food assistance, medical clinics, foreclosure prevention, parenting info on developmental concerns & special needs.

Our ESOL coordinator work with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners. Additional resources (clothing, backpacks, supplies) are provided to students experiencing homelessness. With resources donated by community members, we were able to set up Closet where students were provided the essential necessities of clothing and other needs. Our school counselors wik in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.

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

Yonta- Having a unified connection through a school wide platform for virtual and school communication to ensure parents, students, and faculty can build positive relationships;
supporting through learning conditions during FY23; With technological translation features available to facilitate equitable communication for all languages.

Yonta/Heathwood-Offer fun, interactive tutorials to parents who are unfamiliar with online communication tools
such as Class DoJo, Google Classroom, and other forms of educational technology; Parent engagement trainings to support families with online learning and various communication
tools for successful interactions. Communicate classroom and school news to parents through
DoJo, Google Classroom, email and phone.

Gonzalez- During SAC, Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators; Offer more flexible opportunities for
parent/teacher contact through the use of virtual "Meet the Teacher" and parent conferences. Teachers will offer "Virtual" Open house to provide parents safe opportunities to receive communication about curriculum.

Sepe- Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls, virtual meetings, and face-to-face meetings;

Sepe- Create the formats for inviting parent participation in the cultural education process and supporting through distance learning and online platforms for educational use;

All teachers- Positive notes, letters, phone calls home; Initiate Staff and student "Shout Outs" to promote effective, supportive working relationships and boost morale across the campus. Promote and participate in spirit weeks to engage students while increasing the morale of the school wide community

Gilbert-Implement a comprehensive school counseling program (Student Development Plan) with

dedicated time to plan, implement and evaluate parent meetings/workshops on topics such as developing school success skills, assisting students with homework, dealing with your child's behavior, and developing growth mindsets in children.

Yamchikov: Weekly clubs to develop communication skills and build relationships with peers. Students will meet and work together on positive skill building qualities to support peer interactions and making them productive in society. SECME (Science & Engineering), Girls on the Run (Social Emotional Learning), Battle of the Books (English Language Arts), and Safety Patrols.

Francis-Offer counseling groups for students struggling with various social- emotional needs and provide effective techniques and guidance through coping and monitoring behaviors to alleviate issues within classrooms and support learning. Groups will be suited to meet students' individual needs such as coping, anger, social skills, focus, and SEL to benefit students abilities to manage with stress and anxiety during online distance learning and experiences within school and home.

Francis- Virtual Career Day provides the chance for local area adults to share their jobs & display their skill sets with students, allowing them to become more familiar with operation and functions of the surrounding businesses within the community. This also provides for future career possibilities & develop a sense of pride.