

The School District of Palm Beach County

South Grade Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

South Grade Elementary School

716 S K ST, Lake Worth, FL 33460

<https://sges.palmbeachschools.org>

Demographics

Principal: Ana Arce Gonzalez

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
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 (50%) 2018-19: C (50%) 2017-18: C (46%)
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	N/A
* 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	
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

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716 S K ST, Lake Worth, FL 33460

<https://sges.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	97%

School Grades History

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

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

South Grade Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship.

Provide the school's vision statement.

South Grade Elementary envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Leadership Team

Membership

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
Arce Gonzalez, Ana	Principal	Leads and provides the common vision for the school to make data driven decisions when implementing the RTI in the school. As principal, Dr. Arce manages and/or supervises all aspects of the educational program. First and foremost, Dr. Arce is responsible for the equitable instruction of all students. She is the decision-maker in regards to the master schedule, teacher evaluations and supervision, curriculum council, Palm Beach Model of Instruction, professional development, professional learning community coordination, hiring new teachers and school improvement activities. Dr. Arce is responsible for all budgetary decisions and contracts.
Barr, Loris	Assistant Principal	Mrs. Barr mirrors the vision of the principal by supporting RTI-SBT process and all other duties as assigned.
Clark, Celia	Administrative Support	Mrs. Clark supports the operations of learning, culture and systemic communities.
Garcia, Anna	ELL Compliance Specialist	The ESOL Coordinator manages all EL data, resources, assessments and interventions that support classroom teachers, students and parents.
Burritt, Heather	Teacher, ESE	The SBT Leader manages all SBT cases and supports staff and teachers with delivering precise interventions in the classrooms.
Arbesfeld, Francis	Instructional Coach	The DL coach stays current on research and best practices to analyze and support the quality and effectiveness of classroom instruction. The coach identifies systematic patterns of student needs, utilizing district resources to develop effective based intervention strategies. The coach uses student assessments and monitoring data to promote progress monitoring, data collection, and data analysis. Participates with the schools professional development team to create and implement quality and staff development for specific instructional areas of weaknesses. The coach participates in school professional learning communities by grade level K-5.
Wilcock, Donna	Instructional Coach	The math coach stays current on research and best practices to analyze and support the quality and effectiveness of classroom instruction. The coach identifies systematic patterns of student needs, utilizing district resources to develop effective based intervention strategies. The coach uses student assessments and monitoring data to promote progress monitoring, data collection, and data analysis. Participates with the schools professional development team to create and implement quality and staff development for specific instructional areas of weaknesses. The coach participates in school professional learning communities by grades K-5.

Demographic Information

Principal start date

Saturday 7/1/2017, Ana Arce Gonzalez

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.*

6

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

52

Total number of students enrolled at the school

592

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

6

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

5

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	96	99	94	130	82	90	0	0	0	0	0	0	0	591	
Attendance below 90 percent	33	26	22	15	25	23	0	0	0	0	0	0	0	144	
One or more suspensions	0	0	0	0	3	5	0	0	0	0	0	0	0	8	
Course failure in ELA	10	2	49	50	49	13	0	0	0	0	0	0	0	173	
Course failure in Math	9	3	39	46	14	19	0	0	0	0	0	0	0	130	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	43	38	41	0	0	0	0	0	0	0	122	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	36	38	57	0	0	0	0	0	0	0	131	
Number of students with a substantial reading deficiency	0	11	28	66	16	18	0	0	0	0	0	0	0	139	

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	10	2	32	51	45	47	0	0	0	0	0	0	0	187	

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	30	0	0	0	0	0	0	0	0	0	31
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	89	92	114	118	96	122	0	0	0	0	0	0	0	631
Attendance below 90 percent	15	28	15	20	19	21	0	0	0	0	0	0	0	118
One or more suspensions	0	0	1	0	0	2	0	0	0	0	0	0	0	3
Course failure in ELA	32	88	72	64	71	25	0	0	0	0	0	0	0	352
Course failure in Math	13	57	54	63	57	38	0	0	0	0	0	0	0	282
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	55	68	37	0	0	0	0	0	0	0	160
Level 1 on 2019 statewide FSA Math assessment	0	0	0	49	60	52	0	0	0	0	0	0	0	161
Number of students with a substantial reading deficiency	0	0	0	84	91	77	0	0	0	0	0	0	0	252
FY21 ELA Winter Diag Level 1 & 2	0	0	0	84	91	77	0	0	0	0	0	0	0	252
FY21 Math Winter Diag Level 1 & 2	0	0	0	72	79	71	0	0	0	0	0	0	0	222

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	19	58	57	48	72	0	0	0	0	0	0	0	254

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	1	0	11	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	15	0	0	0	0	0	0	0	15

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	89	92	114	118	96	122	0	0	0	0	0	0	0	631
Attendance below 90 percent	15	28	15	20	19	21	0	0	0	0	0	0	0	118
One or more suspensions	0	0	1	0	0	2	0	0	0	0	0	0	0	3
Course failure in ELA	32	88	72	64	71	25	0	0	0	0	0	0	0	352
Course failure in Math	13	57	54	63	57	38	0	0	0	0	0	0	0	282
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	55	68	37	0	0	0	0	0	0	0	160
Level 1 on 2019 statewide FSA Math assessment	0	0	0	49	60	52	0	0	0	0	0	0	0	161
Number of students with a substantial reading deficiency	0	0	0	84	91	77	0	0	0	0	0	0	0	252
FY21 ELA Winter Diag Level 1 & 2	0	0	0	84	91	77	0	0	0	0	0	0	0	252
FY21 Math Winter Diag Level 1 & 2	0	0	0	72	79	71	0	0	0	0	0	0	0	222

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	19	58	57	48	72	0	0	0	0	0	0	0	254

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	1	0	11	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	15	0	0	0	0	0	0	0	15

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	40%	59%	56%				32%	58%	57%
ELA Learning Gains	67%						55%	63%	58%
ELA Lowest 25th Percentile	56%						56%	56%	53%
Math Achievement	45%	53%	50%				52%	68%	63%
Math Learning Gains	58%						66%	68%	62%
Math Lowest 25th Percentile	60%						59%	59%	51%
Science Achievement	26%	59%	59%				27%	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	24%	54%	-30%	58%	-34%
Cohort Comparison		0%				
04	2022					
	2019	32%	62%	-30%	58%	-26%
Cohort Comparison		-24%				
05	2022					
	2019	27%	59%	-32%	56%	-29%
Cohort Comparison		-32%				

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	39%	65%	-26%	62%	-23%
Cohort Comparison		0%				
04	2022					
	2019	57%	67%	-10%	64%	-7%
Cohort Comparison		-39%				
05	2022					
	2019	43%	65%	-22%	60%	-17%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	23%	51%	-28%	53%	-30%

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	30	69	80	50	79	81	43				
ELL	37	67	56	44	58	56	29				
AMI	45			64							
BLK	29	61		35	58		26				
HSP	42	66	52	45	59	57	25				
WHT	42			50							
FRL	40	66	56	44	57	59	26				
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	19	50	55	39	61		32				
ELL	23	44	62	34	48	56	22				
AMI	29			36							
BLK	27	61		33	56		18				
HSP	26	47	61	35	49	56	28				
FRL	27	49	63	35	50	52	24				
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	26	59	78	48	74	67	15				
ELL	29	56	55	51	67	60	26				
BLK	31	57	58	45	63	57	33				
HSP	33	54	53	54	67	60	27				
WHT	40			30							
FRL	32	56	56	52	66	59	27				

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)	N/A
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	415
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	61
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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	58
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	43
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	51
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	
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	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
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?

According to the 2022 FSA ELA results, it shows a consistent and considerable increase as compared to 2019 and 2021 FSA ELA results. The increase is noticeable in proficiency and learning gains. An increase of 13 points compared to 2021 and 8 points compared to 2019. This increase is also consistent with ALL ELA subgroups.

According to the 2022 FSA Math results, it shows an increase in proficiency, learning gains and lowest 25% as compared to the 2021 data, however, compared to the 2019 results, the 2019 shows higher proficiency, learning gains and lowest 25% by a positive 7 to 9 percent increase. All 2022 FSA Math subgroups shows a considerable increase in proficiency, learning gains and lowest 25% as compared to 2021; however, when compared to 2019 results, all subgroups except ESE shows higher percentage scores.

The 2022 Science NGSS results shows a 3 percent increase as compared to 2021, and one percent decrease as compared to 2019. The science trend remains at no significant increase or decrease in the past 3 years.

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

According to the FSA comparison data of 2022 and 2021, ELA shows a greater increase in student performance than math. However, when compared to the district and state results there is a 30% gap in ELA proficiency performance. ELA has a much wider gap in proficiency performance when compared to the district and state proficiency performance.

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: We have historically had a large population of ELL students. The contributing factor is the need to support all learners through differentiation. We need to continue developing our teachers to utilize instructional differentiation in a strategic manner. Our focus is to diminish course failure and increase learning gains and achievement. Explicit vocabulary instruction is a school-wide initiative to occur in the context of all content area instruction. Additionally, target support provided for all struggling learners with focus on our ELL and SWD students. ELL resource teachers will assist teachers with small group strategy and skill based instruction. Progress monitoring of student achievement using formative assessment data will occur, with follow-up action planning to address area(s) of deficiency. Student and teacher data chats will be scheduled by administration after analyzing student data.

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

The area that has consistently demonstrated the most improvement is ELA. Comparing 2022 FSA ELA results to 2019 ELA FSA results students increased 8% in proficiency and 12% in learning gains. And as compared to the 2021 FSA ELA results, 2022 results shows greater increases. All subgroups had a substantial increase as compared to the 2021 results.

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

Contributing factors: Closely progress monitoring students groupings and intense analysis of data during PLC and grade level meetings. As well. ELL resource teachers provided small group instruction during ELA and supplement block covering necessary foundational skills. After school tutoring twice a week allowed for further practice of skill based instruction. ELA and DL coaches provided intentional planning and data analysis meetings with grade levels to plan, instruct, assess and reteach. More deliberate planning would need to be done to better support our ELL, SWD, and Black students to allow for more foundational instructions leading up to learning new concepts.

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

During PLCs, we will continue to focus on developing effective and relevant instruction through understanding the expectation of each standard, analyzing data, developing standard based lessons using resources and materials from the District, shared best practices, following/participating with the coaching continuum model, incorporate research based strategies included but not limited to small group instruction and differentiated learning. Teachers will engage in common planning and professional development opportunities. Teachers are encouraged to share best practice during PLC as a way of increasing grade level capacity as a whole.

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 deep, focused PD, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Math and Science. PLCs continue to be an active part of our schools schedule. Students in grades 3-5 will also AVID strategies to support high inquiry level of instruction. All teachers will also be participating in a District supported PD: Talk Read Write training to support differentiation and how to appropriately scaffold on grade level text.

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

The 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. Funding has been set aside for after school tutorials.

As an early intervention student readiness to enter kindergarten, we offer a school year Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours. This program is supported by the Department of Early Childhood Education and follows all Florida statues, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhanced 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 in life.

To transition school-based and community children into the kindergarten program at South Grade Elementary, we engage in the following kindergarten transition activities:

- Schedule a 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
- Provide home learning activities to families to help them prepare children with kindergarten entry

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 B.E.S.T. Standards

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our goal for 2023 is to increase ELA student proficiency rate to at least 45% from 40%, with 72% learning gains from 67% to 72%, and 61% for the lowest 25% gains from 56% to 61%, as determined by the June 2023 F.A.S.T.

According to the FY22 FSA results compared to the FY21 results, South Grade had a 13% increase in ELA proficiency, 18% increase in learning gains and 7% decrease in lowest 25% gains. According to the FY22 FSA results in Math, South Grade had a 10% increase in proficiency, 8% increase in learning gains and 8% increase in lowest 25% gains. In Science, South Grade had a 2% increase compared to FY22 FSA Science results.

The contributing factor is the continued need to support all learners through differentiation of whole group and small group instruction. We need to develop our teachers to utilize instructional differentiation and student collaboration for all content areas. We have a high number of ELLs and RTI tiered students who require very specialized instruction to meet student individual needs. We continue to build teacher capacity at South grade by using a wide range of data sources to include FSQs, USAs, Unit Assessments and iReady Diagnostics to increase student achievement. As a result, teacher training, planning, support and coaching along with progress monitoring classes, grade levels and school data will be important to meet our ELA proficiency goals.

We will use the iReady ELA Diagnostics as the progress monitoring tool towards the 45% proficiency marker.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Intended Student learning outcomes:

According to our current Fall 2022 iReady Diagnostic results:

3rd grade is 12% proficient

4th grade is 23% proficient

5th grade is 14% proficient

By February 2023, 35% of all 3rd-5th grade students will be on grade level, as evidenced on the iReady Winter Diagnostic results.

By May 2023, 45% of all 3rd-5th grade students will be on grade level, as evidenced on the iReady end of year diagnostic results.

Intended Teacher practice outcomes:

By May 2023, 90% of classroom teachers will provide students with student centered collaborative structured activities as evidenced in walkthroughs, PLC agendas and lesson plans.

Intended Coaching outcomes:

By May 2023, the number of teachers receiving coaching support will decrease by 90%, as evidenced by coaching schedules and administrative observations.

Monitoring: Describe how this

FSQs/USAs - Ongoing

Weekly Assessments

Data Chats with teachers every trimester

Area of Focus will be monitored for the desired outcome.	Teacher and student data chats after every assessment PLC Sign-in/Lesson Plans/Observations PD Sign-in/Lesson Plans/Observations Lesson Plans Review Classroom Walkthroughs Informal/Formal Observations
Person responsible for monitoring outcome:	Ana Arce Gonzalez (ana.arce-gonzalez@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<ol style="list-style-type: none"> 1. Differentiated small group instruction using AVID to support rigor, instruction, and collaboration and culture. 2. Teachers providing clear and effective learning feedback (i.e., teacher/student data chats including setting up goals and objectives). 3. Using complex text and questions to support student engagement and collaboration. 4. Reciprocal teaching and allowing students to fully engage in their own learning. 5. Professional Development/PLC and extended PLC opportunities - Teachers will engage in professional development every 6 days to ensure collaborative planning and data analysis to strengthen standards-based instruction. 6. Tutorial will be provided to all priority students after school to ensure remediation of standards based lessons. 7. Instructional coaches will support, model and coach teachers and provide job-embedded professional development.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	<ol style="list-style-type: none"> 1. Using differentiated instruction through content, process and learning environment would met the needs of the different learners. 2. Data driven instruction, progress monitoring, and accountability of groups during PLCs will help target the ELL, Hispanic, SWD, Black and all students to meet individual needs. 3. In order to increase proficiency, the engagement and collaboration among students is directly aligned to high learning outcomes. 4. Data chats ensures that students progress monitor their own learning and allow teachers and students to make changes and decisions toward future goals.

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.

Leadership/PD Team:

1. Deliverable professional development to include differentiated instruction (i.e, small group instruction, strategy/skill/oral/phonics/word work) and AVID strategies.

Administration:

2. Identified students with reading deficiency(ies) will receive remediation/intervention support. Schedules will be created to allow for tiered support services.

Instructional Coaches/SSCC:

3. During PLC, teachers and coaches will analyze data to include next steps to allow for more effective

outcomes.

Care Team/Guidance/Administration:

4. Throughout the school year, SEL is being supported by Morning Meetings implementation and on-site mental health team to deliver school-wide positive behavior systems.

Administration/Instructional Coaches:

5. Tutorial will be implemented twice a week after school. Instructional coaches will create scope and sequence calendar to align with data supported area of need. Students will be selected and grouped based on informal/formal assessment results.

Teachers:

6. Implement AVID collaborative structures daily to support all students.

Person Responsible Ana Arce Gonzalez (ana.arce-gonzalez@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

According to the District's Strategic Plan Theme A: Academic Excellence and Growth, it is imperative that we ensure consistent and effective literacy instruction in every PreK-3rd grade classroom. According to iReady Diagnostic results, our current 3rd grade proficiency percentage is only 13%, which accounts for the need of stronger foundational practices in grades K-2. Understanding the rigor of the standard, knowing how to deliver instructional practice and differentiation is our consistent priorities for supporting literacy mastery in grades K-2.

Using 2022 iReady Diagnostic results as our baseline data, these are the results of our incoming K-2 students. The results show that all grade levels are performing excessively low.

Kindergarten - 6% Proficient
First Grade - 15% Proficient
Second Grade - 3% Proficient

The data also represents a lack of proficiency in foundational skills.

Phonological awareness - 28% Proficient: 1st grade 24%; 2nd grade 45%
Phonics - 10% Proficient; 1st grade 20%; 2nd grade 27%
High-Frequency Words- 8% Proficient; 1st grade 19%; 2nd grade 27%
Vocabulary- 13% Proficient; 1st grade 10%; 2nd grade 3%

The data also represents the lack of reading comprehension with informational and literature text.
Kinder informational text 26% proficiency and literature text 22% proficiency
First grade informational text 12% proficiency and literature text 12% proficiency
Second grade informational text 5% proficiency and literature text 5% proficiency

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

According to iReady 2022 Diagnostic data shows that our incoming third-grade students were only 13% proficient, fourth grade 21% and fifth grade 14%. According to 2022 FSA results, third grade students were only 40% proficient, 4th grade 44% and fifth grade 38%. This proves that students are entering third grade unprepared for the rigor of the state assessment and standards. Our priority is to focus on foundational skills, reading fluency and comprehension. All three literacy components require a deliberate approach for a vertical increase in student achievement. Effective and consistent instruction will be the focus of our tier 1 instructional practice approach.

According to the 2022 iReady Diagnostic fall reading comprehension for informational text results shows:
Incoming 3rd grade: 18% proficiency
Incoming 4th grade 12% proficiency
Incoming 5th grade 13% proficiency

According to the 2022 iReady Diagnostic fall reading comprehension for literature text results shows:
Incoming 3rd grade 29% proficiency
Incoming 4th grade 10% proficiency
Incoming 5th grade 18% proficiency

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)

Intended student learning:

By February 2023, kindergarten through second grade students will increase their phonics proficiency score from 34% to 50%.

By May 2023, 80% of all kindergarten through second grade students will increase their phonics proficiency score from 35% to 80%, as evidenced on the end of year iReady Diagnostic.

Intended teacher practice:

By May 2023, 100% of all K-2 teachers will provide students with explicit phonic lessons as evidenced in walkthroughs and observations.

Intended coaching:

By May 2023, 100% of all K-2 teachers will attend two professional development trainings on the teachings of phonic based instruction..

Grades 3-5: Measureable Outcome(s)

Intended student learning:

By February 2023, third through fifth grade students will increase their overall proficiency comprehension score from 18% proficiency to 40%.

By May 2023, third through fifth grade students will increase their overall proficiency comprehension score from 18% proficiency to 45%.

Intended teacher practice:

By May 2023, 100% of all teachers will deliver on grade level standard based whole group lessons with the proper use of scaffolding as evidenced by observations, PLC agendas and lesson plans.

Intended coaching:

By May 2023, the number of teachers receiving explicit coaching support will decrease by 80%.

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.

1. Teachers progress monitor daily. In every lesson, teachers include a progress monitoring assignment. In ELA, teachers assess weekly. Every 3 weeks, students take a unit assessment. This data is reviewed during PLCs to support lessons, guide instruction and teachers on next steps for teaching.
2. The iReady Diagnostic assessments data is used to support small group instruction and align instructional practices with independent practice. The winter and spring results will be used to measure student growth, strengths and weaknesses.
3. Oral reading records is a continuous assessment tool used to progress monitor student fluency and comprehension.
4. District supported assessments such as FSQs and USAs is used to measure rigor, standards and mastery.
5. Administrative data chats with teachers occurs every trimester.
6. Lesson plans are reviewed by administration, ongoing.
7. Administrative walkthroughs are conducted weekly with feedback.
8. Students monitor their assessments using their ILP (Individual Learning Plan).

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Arce Gonzalez, Ana, ana.arce-gonzalez@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. Differentiated small group instruction using AVID to support rigor, instruction, and collaboration and culture.
2. Teachers providing clear and effective learning feedback (i.e., teacher/student data chats including setting up goals and objectives).
3. Using complex text and questions to support student engagement and collaboration.
4. Reciprocal teaching and allowing students to fully engage in their own learning.
5. Professional Development/PLC and extended PLC opportunities - Teachers will engage in professional development every 6 days to ensure collaborative planning and data analysis to strengthen standards-based instruction.
6. Tutorial will be provided to all priority students after school to ensure remediation of standards based lessons.
7. Instructional coaches will support, model and coach teachers and provide job-embedded professional development.

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. Small group differentiated instruction using LLI, Benchmark intervention resources and Voyager facilitated the grade level needs of our students. Along with these resources, teacher observation and ongoing progress monitoring assessments will guide teachers and students with reaching their goals.
2. Teachers will attend PD that will provide resources on how to best scaffold instruction to our diverse learners. The exposure and instruction of standard based grade level text is important and knowing how to deliver instruction to our diverse learners is a priority.
3. PLC time is used to create deliberate scope and sequence calendars that includes standards, objectives, Do Nows, visual supports and resources teacher use for instruction. This approach and process allows for teachers to share best practices and adjust student needs as necessary.

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. Weekly/biweekly, administration meets with the literacy leadership team and addresses ongoing schoolwide literacy concerns and strengths. Meeting agenda topics are captured in meeting notes along with a specific action plan for each deliverable topic. Administration uses a walkthrough process to measure student literacy performance along with student data and it is constantly being developed and revised to support teachers and students. Ongoing, the coaching model is carefully monitored by administration. Coaches model, co-teach, train, and plan with teachers using district resources to guide their next steps.	Arce Gonzalez, Ana, ana.arce-gonzalez@palmbeachschools.org
<p>1. All assessments are captured on the teacher created focus calendar. Assessments are either teacher generated, district or state supported. Assessments are carefully planned when given.</p> <p>2. State assessments will be used 3 times throughout the year to include: FAST and K-2 Star. Unit assessments will be conducted approximately every 3 weeks and weekly/FSQs/USAs will be used to measure intermittent and end of unit performance.</p> <p>3. In small group and intervention support, teachers will progress monitor using researched-based assessment resources to include oral reading records, fluency probes, and vocabulary comprehension assessments. Students in SBT may generate more assessments due to the intense progress monitoring that occurs.</p>	Barr, Loris, loris.barr@palmbeachschools.org
Teachers are involved in professional learning every 6 days during PLC, on PDDs, grade level meetings and extended PLC days. Coaches, administration and the PD Team execute deliverable trainings to teachers. Professional learning needs is shared by teachers, administration as determined by learning walks, observations and walk throughs, and district/state determined. PD captures academics (all subjects), safety and SEL.	Barr, Loris, loris.barr@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.

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success students may choose from a list of rewards which includes choices like lunch with the teacher, classroom scavenger hunt, etc. Certificates, individual punch cards and incentives will be offered campus wide as a way to reward appropriate choices. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to teachers and non-instructional staff throughout the year for their participation of acknowledging students.

South Grade Elementary is very supportive with assisting parents at school and/or in the home. Office staff and teachers make daily/weekly home visits with providing parents student academic assistance. As well, we monitor attendance closely and weekly, conduct home visits to encourage students to attend school. Students are recognized weekly for perfect attendance. Any attendance concerns are addressed with the school-based team that meets weekly. When appropriate, the attendance clerk meets with the parent and creates a plan of action (contract) on how to best resolve the attendance concern.

Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control, racial, ethnic, and religious tolerance; and cooperation. This will be taught through the school's SEL classes that will be on a rotation. In addition, the morning announcements will emphasize the character development focus for the month on a daily basis.

Students at South Grade Elementary are given the opportunity to learn college and career readiness skills in 4th and 5th grade. This program teaches students how to be more organized, how to take notes, shows them study skills, helps build relational capacity, sets high expectations, allows students to collaborate, ask and answer inquiry type questions and fosters a safe environment for students. Elementary students develop the academic habits they will need to be successful in middle school, high school, and college, in an age-appropriate and challenging way.

With the additional support of students mental health interns, we are able to provide students the social/emotional support needed to cope with daily life circumstances. We have a play therapy room that has been designed to help students feel comfortable as they work on strategies to support social/emotional concerns. The toys and materials in the therapy room have an effect on the type and amount of expression and interaction with the therapist.

In addition, as stipulated within Florida Statute & Policy 2.09 South Grade Elementary ensures all students receive equal access to the pillars of Effective Instruction: 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 Instruction will also be infused as applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust, the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November shall be designated as "Holocaust Education Week".

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.

(c) Women's Contribution

(d) Sacrifices of Veterans, and the value of Medal of Honor recipients

These concepts are introduced as stand-alone and may also be integrated into other core subjects. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are often addressed in greater depth through the school counselor during her instruction on the wheel.

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

Administration:

Promote and establish trust, set clear expectations and goals, give feedback and recognize good work. Creates environment where teachers can share best practices.

School Counselors/BHP/Co-Located Behavioral Specialist:

School counselors demonstrate cultural responsiveness by collaborating with all stakeholder to create a school and community climate that embraces cultural diversity and helps to promote the academic, career and social/emotional success for all students.

Teachers/Staff/Non-Instructional:

Teachers help develop student skills and encourage a positive school culture by giving them the ability to improve their craft.