Everglades Elementary

2022-23 Schoolwide Improvement Plan

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Everglades Elementary

407 MARGINAL RD, West Palm Beach, FL 33411

https://eves.palmbeachschools.org

Demographics

Principal: Dwan Moore Ross   Start Date for this Principal: 4/16/2016

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (68%) 2018-19: A (66%) 2017-18: A (67%)
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.

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Everglades Elementary

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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	No	58%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

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

School Board Approval

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Everglades Elementary is committed to providing a safe, positive, and nurturing environment educating all to successfully advance intellectually, socially and emotionally. We strive to prepare our students to become high school and college graduates, as well as contributing members of our world.

Provide the school's vision statement.

Everglades Elementary, a Green School of Excellence, is a welcoming place where teachers and students come together to grow and learn in an enriching environment that is safe and positive. Our goal is to promote analytical thinking to help ensure student academic success, social success, and college and career readiness.

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
Moore-Ross, Dwan	Principal	Manages and supervises all aspects of the school and educational program with the goal of safety and student achievement. Instructional leader responsible for equitable instruction for all students. Responsible for hiring staff, CWTs and staff evaluations. Also manages the school budget, business agreements, leases and contracts. Collaborates with parents, PTO and SAC. Responsible for school safety. Supports student discipline, SWPBS, Green School initiatives and AVID. This year, I attended the Ron Clark Academy in Atlanta, Ga. Through the vision of RCA, I will implement their system of building the climate and culture of faculty, staff and students through strategies that support academics and behavior. The implementation of the Houses System: Altruismo, Amistad, Isibindi and Reveur will reinforce the culture of positive behavior and relationships throughout our campus.
Tirado, Jennifer	Assistant Principal	Assists Principal in management and supervision of all aspects of the school and educational program. Instructional leader responsible for equitable instruction for all students. Assist with staff hiring, CWTs and evaluations. Collaborates with the PTO and SAC. Responsible for school safety. Manages ESP program, school schedules, instructional materials and the Master Schedule. Supports student discipline, SWPBS, Green school initiatives and AVID. This year, Mrs. Tirado is facilitating the implementation of the Florida Assessments of Student Thinking (F.A.S.T.). This progress monitoring system will be administered three times per year (August, December and May) to assess student's annual progress.
Boss, Traci	Teacher, ESE	Oversees ESE teachers, ELL teacher and paraprofessionals as team leader. Coordinates ESE services with ESE teachers, classroom teachers and parents. Ensures IDEA compliance. Conducts IEP Meetings to ensure IEPs are current and in compliance. Assists in scheduling of ESE staff. Participates in School Based Team meetings as a member of the team to provide supplemental and intensive intervention.
Hoch, Diane	Teacher, K-12	Mrs. Hoch serves as a 5th grade teacher and SAC chair. Mrs. Hoch serves as a student intern mentor and is also the lead facilitator for our Accreditation Team.
Mahoney, Sarah	Teacher, K-12	Mrs. Mahoney serves at the first grade chair, a member of the Leadership team and coordinates school initiatives with our PTO as teacher liaison.
Schneider, Wendy	Instructional Media	Mrs. Schneider serves as our Media specialist conducts classes K-5 to provide literacy instruction and resources for students and staff. Coordinates school events such as Literacy Week and Battle of the Books. Leads the staff Literacy Committee and WEVS news club. Mrs. Schneider attended the Ron Clark Academy and serves as one of our House Leaders, Reveur and is an integral part of the implementation process.

Demographic Information

Principal start date

Saturday 4/16/2016, Dwan Moore Ross

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.*

3

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.*

21

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

887

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

3

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

7

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	117	126	145	166	140	191	0	0	0	0	0	0	0	885
Attendance below 90 percent	35	39	25	24	38	29	0	0	0	0	0	0	0	190
One or more suspensions	1	2	3	1	5	3	0	0	0	0	0	0	0	15
Course failure in ELA	10	25	50	25	39	14	0	0	0	0	0	0	0	163
Course failure in Math	4	8	19	17	22	10	0	0	0	0	0	0	0	80
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	26	15	12	0	0	0	0	0	0	0	53
Level 1 on 2022 statewide FSA Math assessment	0	0	0	19	19	32	0	0	0	0	0	0	0	70
Number of students with a substantial reading deficiency	0	3	4	3	1	3	0	0	0	0	0	0	0	14

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	6	12	28	29	33	19	0	0	0	0	0	0	0	127

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	13	0	0	0	0	0	0	0	0	0	13
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

Monday 9/12/2022

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	120	134	154	151	181	153	0	0	0	0	0	0	0	893
Attendance below 90 percent	19	15	6	20	14	10	0	0	0	0	0	0	0	84
One or more suspensions	14	42	18	47	35	32	0	0	0	0	0	0	0	188
Course failure in ELA	14	42	18	47	35	32	0	0	0	0	0	0	0	188
Course failure in Math	5	11	8	31	30	26	0	0	0	0	0	0	0	111
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	20	10	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide FSA Math assessment	0	0	0	23	23	27	0	0	0	0	0	0	0	73
Number of students with a substantial reading deficiency	0	3	16	5	22	8	0	0	0	0	0	0	0	54
FY21 ELA Winter Diag Level 1 & 2	0	0	0	57	52	50	0	0	0	0	0	0	0	159
FY21 Math Winter Diag Level 1 & 2	0	0	0	41	45	51	0	0	0	0	0	0	0	137

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	10	14	7	42	31	28	0	0	0	0	0	0	0	132

The number of students identified as retainees:

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

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	120	134	154	151	181	153	0	0	0	0	0	0	0	893
Attendance below 90 percent	19	15	6	20	14	10	0	0	0	0	0	0	0	84
One or more suspensions	14	42	18	47	35	32	0	0	0	0	0	0	0	188
Course failure in ELA	14	42	18	47	35	32	0	0	0	0	0	0	0	188
Course failure in Math	5	11	8	31	30	26	0	0	0	0	0	0	0	111
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	20	10	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide FSA Math assessment	0	0	0	23	23	27	0	0	0	0	0	0	0	73
Number of students with a substantial reading deficiency	0	3	16	5	22	8	0	0	0	0	0	0	0	54
FY21 ELA Winter Diag Level 1 & 2	0	0	0	57	52	50	0	0	0	0	0	0	0	159
FY21 Math Winter Diag Level 1 & 2	0	0	0	41	45	51	0	0	0	0	0	0	0	137

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	10	14	7	42	31	28	0	0	0	0	0	0	0	132

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	74%	59%	56%				75%	58%	57%
ELA Learning Gains	75%						68%	63%	58%
ELA Lowest 25th Percentile	57%						59%	56%	53%
Math Achievement	74%	53%	50%				84%	68%	63%
Math Learning Gains	70%						67%	68%	62%
Math Lowest 25th Percentile	66%						49%	59%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	62%	59%	59%				63%	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	74%	54%	20%	58%	16%
Cohort Comparison		0%				
04	2022					
	2019	74%	62%	12%	58%	16%
Cohort Comparison		-74%				
05	2022					
	2019	73%	59%	14%	56%	17%
Cohort Comparison		-74%				

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	91%	65%	26%	62%	29%
Cohort Comparison		0%				
04	2022					
	2019	79%	67%	12%	64%	15%
Cohort Comparison		-91%				
05	2022					
	2019	78%	65%	13%	60%	18%
Cohort Comparison		-79%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	60%	51%	9%	53%	7%
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	40	61	51	45	56	57	18				
ELL	71	79	73	75	76		42				
ASN	80	83		92	83		64				
BLK	60	69	54	57	62	61	43				
HSP	75	70	57	72	67	71	70				
MUL	75	91		75	77						
WHT	82	77	45	85	75		78				
FRL	63	72	56	63	69	67	44				
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	46	64	60	43	46	31	10				
ELL	65	71		65	24		40				
ASN	87	81		82	63		81				
BLK	59	63	50	54	31		41				
HSP	73	78	54	69	41	29	50				
MUL	76	64		76	45						
WHT	86	80		80	43	33	72				
FRL	62	62	52	56	34	25	46				
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	36	52	51	55	56	43	26				
ELL	65	72	67	65	66	56	54				
ASN	93	79		95	71		90				
BLK	58	57	47	72	53	44	46				
HSP	75	68	63	76	59	44	66				
MUL	86	72		100	83		82				
WHT	81	71	70	90	78	53	66				
FRL	62	63	50	75	59	43	49				

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	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	75
Total Points Earned for the Federal Index	553
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
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	70
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	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	58
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	69

Hispanic Students	
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	80
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	74
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	62
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?

ELA & Math:
On FY22 FSA, we scored above the state in all areas of ELA (74%) & Math (74%).
ELA Learning gains were 75%. Our ELL subgroup showed great growth & was above 70% in all areas (ELA 71% & Math 75%).
ELL Learning gains were 79% ELA & 76% Math.
SWD subgroups scored below overall proficiency in both Reading (40%) and Math (45%).

Science:
Science showed no change in data 62% proficiency. The SWD subgroup was only 40% proficient, black students 60% & FRL 63%, which was below overall proficiency.

Attendance/Climate/Culture:
All grades show an increase in "Count of Students With Less than 90% Attendance" from the previous year. K- 19 to 35, 1st-15 to 39, 2nd- 6 to 25, 3rd- 20 to 24, 4th- 14 to 38, 5th 10 to 29.

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

ELA:
FY22 FSA ELA proficiency decreased 1 point from 75% to 74%, and the SWD subgroup was only 40% proficient, black students 60% & FRL 63%.

Science:
On FY22 FSA, Science proficiency did not change from 62%. In addition, several subgroups performed below 62%. SWD scored 18% proficiency, ELL students were 42% proficient, Black students 42% and FRL 44%.

Attendance/Climate/Culture:
All grades show an increase in "Count of Students With Less than 90% Attendance" from the previous year.
K- 19 to 35, 1st-15 to 39, 2nd- 6 to 25, 3rd- 20 to 24, 4th- 14 to 38, 5th 10 to 29.

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

Progress Monitoring:
* Administration and teachers will increase progress monitoring, integrate i-Ready and discuss best practices in PLC for math, literacy & science.
* We will use FY23 i-Ready diagnostics, Progress Monitoring FAST data 3 times a year & USAs to progress monitor this data, as well as the progress monitoring of the District's "Assurances Assessments" required by the State.
* Students will monitor their progress using data in their AVID notebooks using WICOR Strategies.
* 3rd-5th will implement Benchmark FY23 and take assessments via Performance Matters (PM).

Science:
* STEM will be added to the fine arts rotation every 6 days for all K-5th grade students.
* 5th grade Science Chair will collaborate with Forest Hill Elementary on Science Best Practices.
* Science NGSSS/USA assessments & Winter Science diagnostics will be monitored by Administration.
* Science tutorial will target specific students & student weaknesses after Winter Diagnostics.

Attendance/Climate/Culture:
* Teacher absences and lack of substitutes did impact ESE support. Being pulled weekly to cover classes, even on a rotating basis, had a negative effect on support services.
* At EES we will continue to focus on SEL and attendance. Attendance will be monitored by teachers, the guidance counselor, BHP and Administration. Attendance is monitored through SBiT. Parents will be contacted and parent conferences arranged as needed. Resources will be provided to parents as needed.
* Implementation of Ron Clark Academy Essentials and protocols to support behavior and academics K-5. Creation and implementation of the Houses system (3rd-5th).

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

Math Learning gains, an area targeting FY22 showed the most learning gains. Math proficiency increased from 3% from 71% to 74%.
Math gains increased from 42% to 70% & Math Learning gains lowest 25% increased from 28% to 66%.

*We increased targeted math intervention in the daily intervention block & increase extra small group math support for the lowest 25%.
*For FY22, we had math to the Fine Arts wheel as an additional math support K-5th grade on a 6 day rotation.

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

For FY22, in the area of Math, we implemented the following:

* We increased progress monitoring on USA assessments through the Assurances. These "assurances" are monitored via the Regional Office by the Instructional Superintendent which is a requirement by the State. Assurances are monitored by Administration to ensure they are submitted to the Regional Office by the deadline, as well as support student performance.
* We increased targeted math intervention in the daily intervention block & increase extra small group math support for the lowest 25%.
* We had math on the Fine Arts wheel as an additional math support K-5th grade on a 6 day rotation.
* We completed targeted math walk thoruhgs with district math support staff.

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

ELA & Math:
* Administration and teachers will increase progress monitoring, integrate iReady and discuss best practices in PLC for math, literacy & science.
* We will use FY23 i-Ready diagnostics, Progress Monitoring FAST data 3 times a year, USAs & Winter Science diagnostics to progress monitor this data. We will specifically monitor the SWD subgroup.
* Students will monitor their progress using data in their AVID notebooks using WICOR Strategies.
* 3rd-5th will implement Benchmark FY23.
* We increased the amount of AMP participants to 72 3rd grade students, 45 4th grade students & 29 5th grade students.

SWD-
*Administration will hold weekly PLC meetings with all ESE support teachers, SLPs, School Psychologist to strategically plan next steps based on SWD data and student needs.

Science:
* STEM will be added to the fine arts rotation every 6 days for all K-5th grade students.
* 5th grade Science Chair will collaborate with Forest Hill Elementary on Science Best Practices.
* Science tutorial will target specific students, student strengths & student weaknesses after Winter Diagnostics.
*Science curriculum and standards will be taught using the science website created and developed by Mrs. Trapani.
*Our Media Specialist will assist in Media teaching fair game benchmarks to reinforce those standards via Media

Attendance/Climate/Culture:
* PBIS new matrix PAWS/matrix aligned to RCA
* Implementation of Ron Clark Academy Essentials and protocols to support behavior and academics K-5. Creation and implementation of the Houses system (3rd-5th).

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.

PD during monthly faculty meetings:
* Utilize WICOR AVID strategies in all subject areas
* School-wide strategy of the month determined by AVID Site Team
* Model strategy of the month at meeting ex. 2/3 column notes

New Benchmark Curriculum 3rd-5th:
* Summer/Preschool PD district training
* Ongoing PLC support
* District literacy specialist support

Ron Clark Academy Essentials and protocols to support behavior and academics K-5:
* During preschool/monthly faculty meetings
* Creation and implementation of the Houses system (3rd-5th).
* RCA Tidbits shared weekly in Morning Messages
* Summer PD at Ron Clark Academy in Georgia

PDD Days:
* Best Practices: Teacher rotations based on technology & other best practices.

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

Progress Monitoring-
* Administration and teachers will increase progress monitoring, integrate iReady and discuss best practices in PLC for math, literacy & science.
* We will use FY23 i-Ready diagnostics, Progress Monitoring FAST data 3 times a year, USAs & Winter Science diagnostics to progress monitor this data.

Science-
* STEM will be added to the fine arts rotation every 6 days for all K-5th grade students.
* Continue to collaborate with other schools & in PLC on Science Best Practices.

Attendance/Climate/Culture-
* At EES we will continue to focus on SEL, PBIS and attendance.
* Continuing training new teachers on AVID.
* Sending a team teachers to the Ron Clark Academy/Experience in Summer.

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

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#1. 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.**	In FY22 FSA ELA proficiency decreased 1 point from 75% to 74%. Overall learning gains were 75% and lowest 25 was 57%. Our SWD subgroup was only 40% proficient, black students 60% & FRL 63%. Our lowest subgroups for the lowest 25% were SWD at 51% & white students at 45%. In addition, Early Warning system data "Count Of Students with a Failure in ELA" shows a need to focus on ELA instruction. K-10, 1st- 25, 2nd- 50, 3rd- 25, 4th- 39 & 5th- 14 This year ELA is also a target area for our school due to new BEST standards in 3rd-5th and a new Benchmark curriculum 3rd-5th. In addition, K-2 is now being included in FAST Progress Monitoring.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	All grades K-5 will increase ELA Proficiency from Progress Monitoring #1 (August/September) to Progress Monitoring #3 (May) by 15%. Currently on the FAST Progress Monitoring #1 the following percent of students showed "On/above grade level": K - 65% Goal: 80% 1st- 59% Goal: 74% 2nd- 61% Goal: 76% 3rd- 42% Goal: 67% 4th- 45% Goal: 60% 5th- 50% Goal: 65% Our Mid-year Goal (Jan/Feb after PM #2), all grades K-5 will increase ELA Proficiency from PM #1 to PM #2 by at least 7%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	1. Monitor all student achievement and intervention, including the lowest 25%, through the School Intervention Team Process with teachers, each grade every 8 weeks. 2. School leadership coaches and monitors instruction and data analysis. Use of strategies in the classroom are monitored through walkthroughs done by Administration. 3. AVID monthly Site Team meetings to create and monitor Site Plan Implementation 4. Teachers will integrate small group differentiated instruction based on student needs. 5. Implement the Ron Clark Essential protocols and House system.
Person responsible for monitoring outcome:	Dwan Moore-Ross (dwan.moore-ross@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being**	1. AVID: K-5 teachers will integrate WICOR AVID Strategies into lesson planning to increase student achievement and ensure a career and college ready culture. 2. Small Group Differentiated Instruction: Teachers will implement targeted small group differentiated instruction. 3. Personalized online learning such as iReady will increase students' mastery of the standards and adjust based on student performance.

implemented for this Area of Focus.	4. PLCs: Teachers will engage in data analysis, focused PD and collaborative planning to strengthen instruction. 5. Addition of STEM teacher on the fine arts rotation will reinforce grade level concepts and provide extra student support. 6. Implement the Ron Clark Essential protocols and House system to support academics and behavior.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	1. AVID is a research based strategy that utilizes WICOR (Writing, Inquiry, Collaboration, Organization, Reading) integrated into standard based lessons. Students enrolled in AVID courses show an increase in student achievement, have a greater percentage of graduation rate, as well as greater post secondary success. Interactive notebooks are a research based AVID strategy. Using the 5 Phases of note-taking and revisiting notes improves retention of content. 2. Targeted focused small group instruction allows teachers to identify areas of needed remediation. 3. Adaptive technology will assist in gauging student's progress towards mastery of standards. 4. Teacher collaboration allows for deep focused professional development and teacher support. 5. Adding additional staff to support STEM reinforces grade level concepts. 6. Ron Clark Academy is based on a researched based system that supports climate and culture school wide for faculty, staff and students.

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. K-5 Implementation of AVID through the WICOR (Writing, Inquiry, Collaboration, Organization, Reading) skills
- AVID Site team will determine the school-wide monthly focus skill (ex. September: One Pagers).
- In PLC, teachers will share AVID best practices and embedded strategies in Standard based lesson planning with the support of Admin, team leaders and AVID Site Team Members.
- Teachers will have students create Math Interactive Notebooks, integrate note taking strategies and share best practices in PLC.
- Teachers will integrate WICOR strategies across content areas.
- Students will set goals in Reading, Writing, Math and Science

Person Responsible   Jennifer Tirado (jennifer.tirado@palmbeachschools.org)

2. Teachers will increase small group intervention in math and monitoring of the lowest 25%.
- ESE students will receive a double dose of small group instruction.
- Teachers will update SBiT class sheets with current data monthly.
- Teachers will analyze data in PLC, SBiT and through data chats to determine student needs.
- Teachers will identify their lowest 25%.
- Administration created ESE/ELL schedule with maximum support.
- ESE/ELL teachers will attend PLC and SBiT as available to support student needs.
- Admin will monitor small groups during walkthroughs.

Person Responsible   Dwan Moore-Ross (dwan.moore-ross@palmbeachschools.org)

3. Personalized online learning such as iReady Reading will increase students mastery of the standards and adjust based on student performance.
- Teachers receive ongoing iReady support.
- Leadership and teachers will monitor student usage (30-45min per week)
- Leadership and teachers will monitor lesson success and Acceptable Performance using data reports.
- Students will track their progress and set goals in their AVID binder.

Person Responsible   Jennifer Tirado (jennifer.tirado@palmbeachschools.org)

4. Teachers will participate in biweekly PLCs and biweekly common planning.
- Meetings will follow the master PLC schedule from 2:15pm-3:30pm.
- Admin will support PLCs which include teacher collaboration, data analysis and planning.
- Ongoing PD will be embedded in PLCs.
- District PLC support will be provided as needed (ex. iReady, AVID, Benchmark support, etc)
- Admin will conduct CWTs to monitor implementation of strategies.

Person Responsible Dwan Moore-Ross (dwan.moore-ross@palmbeachschools.org)

5. K-5 students will receive additional STEM support on the fine arts rotation every 6 days to reinforce science/math prerequisite skills and build math & science vocabulary.
- The STEM teacher will follow the district math/science scope and sequence to reinforce grade level concepts
-- The STEM teacher will collaborate with Admin and grade level teams to determine needs.
- The STEM teacher will assist in providing small group support/tutorial to the lowest 25% in grades 4 & 5 when possible.
-The 3rd & 4th grade fair game Science benchmarks will be reinforced by the media specialist.

Person Responsible Dwan Moore-Ross (dwan.moore-ross@palmbeachschools.org)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

Our school integrates Single School Culture by sharing our Universal Guidelines for Success. We communicate these expectations to students and parents via student protocols and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the curriculum and the arts.

Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures. We celebrate cultures through designated months such as Hispanic Heritage Month.

SWPBS- School-wide Positive Behavior is used to encourage students' academic and behavioral success.Our PBIS Team meets once a month.At Everglades we use PAWS, we are Positive, Act Responsibly, Work Hard, Stay Safe, Healthy & Green. School Expectations are reviewed and practiced for all school locations (classrooms, cafeteria, hallways, bus). Students earn Panther Paws to redeem as incentives. Scripts using universal language are in place for Safety Drills and procedures.

FY23 Implementation of Ron Clark Academy Essentials and protocols to support behavior and academics K-5. Creation and implementation of the Houses system (3rd-5th). Alignment of the PBIS matrix and

Essentials.

SEL is supported through Morning Meetings and guidance/BHP support. Monthly Character Traits (Responsible, Respect, Citizenship, Healthy Choices, Growth Mindset) are integrated and students from each class are nominated and recognized as Student of the Month. Mental and emotional health partnership are developed with parents and supported by our Guidance Counselor and BHP.

Everglades has community and parent support. We partner with the community through our AVID focus by integrating career and college readiness activities with our students, faculty and staff. We have had speakers from several local colleges speak to 4th & 5th grade (PBA, Palm Beach State). During Career Day, we had both parents and community members share their career focus and training.

Everglades has a very supportive PTO that coordinates many school activities such as School Spirit Night, Virtual Paint Night, Student/Teacher Incentives and Community Support (food drive etc). They assist teachers with copying and bulletin boards which is positive support for all K-5 teachers and supports a positive campus environment.

Parents participate in Curriculum Night, FSA Parent Night, SAC and other nights to stay informed of school goals and initiatives. This allows parents to provide input and feedback. Parents also can attend the Principal Coffee Talk which further allows for positive discussion. The Principal utilizes the Parent Link system to send important school information weekly to parents.

Everglades offers several after school clubs such as Safety Patrol, Art Club, Mileage Club and SECME to support student's positive overall school experience outside of the classroom. Everglades has a large after school program that integrates academic initiatives, enrichment and wellness activities to enhance the daily school curriculum.

Our goal is to increase academic instruction for all students. 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 of excellence in Academics, Behavior, and Climate, and the appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas.

Our students focus on content and curriculum related to:
The History of the Holocaust
The History of Black and African Americans
The Contributions of Latino and Hispanics
The Contributions of Women
The Sacrifices of Veterans and Medal of Honor recipients within US History.

Addressing the Areas of Focus will contribute to the continuous monitoring of proven successful actions and processes as well as the development of new actions and processes to benefit student achievement.. They share a common theme of impacting student achievement, and the predicted outcomes would not be exclusive to only the Areas of Focus. It is anticipated Science and Math Achievement of the Lowest Percentile of Students will demonstrate positive data gains as a result steps developed for both Areas of Focus.

AVID- This is our 7th year implementing AVID at Everglades Elementary. Advancement Via Individual Determination's (AVID) mission is to close the achievement gap by preparing all students for college and career readiness. It is designed to ensure that all students have access to a rigorous curriculum and utilize the WICOR strategies.

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

Morning Meetings are led by teachers based on the district SEL Initiative. The school counselor and BHP supports the SEL component at Everglades and assist teachers with additional SEL resources. Teachers incorporate SWPBS in order to create a positive, safe learning environment.

Administration promotes collaboration among staff members and a safe environment for staff and students. Administration also collaborates with parents, PTO, SAC and Business Partners for a positive school environment. Administration will monitor the implementation of the 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 of excellence in Academics, Behavior, and Climate, and the appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas.

Our students focus on content and curriculum related to:
The History of the Holocaust
The History of Black and African Americans
The Contributions of Latino and Hispanics
The Contributions of Women
The Sacrifices of Veterans and Medal of Honor recipients within US History.

The SWPBS team meets monthly as is comprised of a K-5 teacher, our school counselor and our SBHP. Our School Behavioral Health Professional supports the behavioral and mental health of students.
Suite 360 is the curriculum that the school district selected to implement the state mandated instruction related to youth mental health and awareness. Our guidance counselor and SBHP support the implementation of the Suite 360 curriculum in grade K-5.

Our guidance counselor also supports Character Counts, Red Ribbon Week and other programs to foster a safe, drug free learning environment supporting student wellness, student achievement, and the appreciation of diversity. Student of the Month is determined by the monthly Character Trait and recognizes 1-2 students per class.

Our BHP supports the behavioral and mental health of students. She also provides parents community resources as needed. She works collaboratively with staff, students and parents to provide intervention and resources.

Attendance is also monitored by the Attendance Clerk, Principal, the school counselor and the School Based Team. Our ESOL Coordinator/Teacher works in conjunction with the district's Multicultural Department to support students and families.

Our physical education teachers support Student and Staff Wellness such as Jump Rope for Heart, Breast Cancer awareness and other health and wellness activities. The school nurse provides support and nutrition information for those students with food allergies.

Our AVID Site team is comprised of a teacher from each grade level. The team meets monthly to determine a school wide strategy, analyze data and share best practices. The AVID Site team supports strategy implementation through PLCs. Throughout the year, administration and teachers participate in district AVID training and Summer Institute. AVID supports our positive school culture.