

The School District of Palm Beach County

Forest Hill 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	12
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

Forest Hill Elementary School

5555 PURDY LN, West Palm Beach, FL 33415

<https://fhes.palmbeachschools.org>

Demographics

Principal: Scott McNichols

Start Date for this Principal: 7/25/2017

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 Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (64%) 2018-19: B (58%) 2017-18: A (62%)
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	12
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

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<https://fhes.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	92%

School Grades History

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

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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.

Forest Hill 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 and productive careers.

Provide the school's vision statement.

Forest Hill Elementary envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Leadership Team

Membership

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
McNichols, Scott	Principal	Scott is the instructional leader for the school and overseeing the day to day operations. He is responsible for overseeing all systems at Forest Hill Elementary and ensuring it's effectiveness. He is responsible for the safety of everyone at Forest Hill Elementary and ensuring the equitable instruction for all students. He is the decision maker in regards to the master schedule, teacher evaluations and supervision, curriculum, professional development, professional learning community, hiring new teachers and school improvement activities. He also manages and supervises the business side of the elementary school. He is also apart of the SAC committee.
Rock, Leah	Assistant Principal	Leah is responsible for the day to day operations in Mr. McNichols absence. She is responsible for the School Wide Positive Behavior cultural within Forest Hill Elementary. She is also responsible for monitoring the curriculum and instruction of K-5 teachers.
Bisono, Edy	Reading Coach	Dual Language Coach: Edy is responsible for developing the scope and sequence in both ELA and SLA in grades 3-5 and making instructional based decisions based upon assessment data.
DelCollado, Aida	Reading Coach	Dual Language Coach: Aida is responsible for overseeing the SLA academics in grade K-3. She is responsible for developing the scope and sequence in these grade levels and making instructional based decisions based upon assessment data.
Edwards, Lora	ELL Compliance Specialist	ESOL Lora is responsible for keeping open communication with parents in our Dual Language program. She is responsible for all our ELL students placements and needs within the classroom. Lora coordinates our CLF and ESOL teacher schedules and overseas their instruction.
Prieto, Courtney	Instructional Coach	SBT Lead/Reading Intervention Teacher: Courtney is responsible for monitoring, leading and implementing School Based Team at Forest Hill Elementary. She is also responsible for coaching 3-5 ELA teachers. ESP contact 504 Designee
Siedman, Joy	Reading Coach	ESOL Teacher: Joy is responsible for our AVID implementation as our AVID coordinator. She is responsible for ensuring that our schools culture is following AVID strategies and implementation. She also works directly with ESOL students in K ELA (LY and LF).
Starr, Duane	Other	ESE Contact: Duane is responsible for overseeing the ESE department. He maintains open communication with our ESE parents and schedules our ESE meetings.

Name	Position Title	Job Duties and Responsibilities
Pomeroy, Jenna	Other	Jenna is responsible for the monitoring and leading the professional learning communities. Within the professional learning community she is responsible for all data review. She is also responsible to ensure all materials for instruction are made available to teachers.
Servino de Gutierrez, Charity	Teacher, K-12	ELL resource teacher: Charity is responsible for developing the scope and sequence in both ELA and SLA in grades 3 and making instructional based decisions based upon assessment data.

Demographic Information

Principal start date

Tuesday 7/25/2017, Scott McNichols

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.*

5

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.*

15

Total number of teacher positions allocated to the school

88

Total number of students enrolled at the school

836

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.

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	133	154	144	130	164	131	0	0	0	0	0	0	0	856
Attendance below 90 percent	0	65	53	54	31	47	0	0	0	0	0	0	0	250
One or more suspensions	0	5	2	5	3	0	0	0	0	0	0	0	0	15
Course failure in ELA	0	23	47	54	27	42	0	0	0	0	0	0	0	193
Course failure in Math	0	26	38	41	21	34	0	0	0	0	0	0	0	160
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	35	21	36	0	0	0	0	0	0	0	92
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	2	48	0	0	0	0	0	0	0	50
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	27	42	58	28	55	0	0	0	0	0	0	0	210

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	4	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 8/19/2022

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	39	25	21	36	15	27	0	0	0	0	0	0	0	163
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	48	68	52	71	91	79	0	0	0	0	0	0	0	409
Course failure in Math	17	74	42	59	85	53	0	0	0	0	0	0	0	330
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	41	34	34	0	0	0	0	0	0	0	109
Level 1 on 2019 statewide FSA Math assessment	0	0	0	45	51	39	0	0	0	0	0	0	0	135
Number of students with a substantial reading deficiency	0	12	36	10	41	24	0	0	0	0	0	0	0	123
FY21 ELA Winter Diag Level 1 & 2	0	0	0	76	73	73	0	0	0	0	0	0	0	222
FY21 Math Winter Diag Level 1 & 2	0	0	0	57	84	72	0	0	0	0	0	0	0	213

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	29	65	33	74	84	59	0	0	0	0	0	0	0	344

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	39	25	21	36	15	27	0	0	0	0	0	0	0	163
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	48	68	52	71	91	79	0	0	0	0	0	0	0	409
Course failure in Math	17	74	42	59	85	53	0	0	0	0	0	0	0	330
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	41	34	34	0	0	0	0	0	0	0	109
Level 1 on 2019 statewide FSA Math assessment	0	0	0	45	51	39	0	0	0	0	0	0	0	135
Number of students with a substantial reading deficiency	0	12	36	10	41	24	0	0	0	0	0	0	0	123
FY21 ELA Winter Diag Level 1 & 2	0	0	0	76	73	73	0	0	0	0	0	0	0	222
FY21 Math Winter Diag Level 1 & 2	0	0	0	57	84	72	0	0	0	0	0	0	0	213

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	29	65	33	74	84	59	0	0	0	0	0	0	0	344

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	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	55%	59%	56%				54%	58%	57%
ELA Learning Gains	69%						58%	63%	58%
ELA Lowest 25th Percentile	66%						58%	56%	53%
Math Achievement	60%	53%	50%				63%	68%	63%
Math Learning Gains	68%						63%	68%	62%
Math Lowest 25th Percentile	63%						57%	59%	51%
Science Achievement	70%	59%	59%				53%	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	50%	54%	-4%	58%	-8%
Cohort Comparison		0%				
04	2022					
	2019	48%	62%	-14%	58%	-10%
Cohort Comparison		-50%				
05	2022					
	2019	50%	59%	-9%	56%	-6%
Cohort Comparison		-48%				

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	54%	65%	-11%	62%	-8%
Cohort Comparison		0%				
04	2022					
	2019	53%	67%	-14%	64%	-11%
Cohort Comparison		-54%				
05	2022					
	2019	68%	65%	3%	60%	8%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	48%	51%	-3%	53%	-5%

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	47	71	65	51	65	55	47				
ELL	46	68	63	55	66	63	62				
ASN	87			67							
BLK	54	67		55	66	45	71				
HSP	53	67	67	60	65	65	71				
WHT	65			59	90						
FRL	54	69	66	59	67	63	69				
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	41	47	60	44	50		29				
ELL	43	56	44	42	46	50	40				
ASN	73			70							
BLK	58	50		51	42		39				
HSP	50	63	59	48	51	50	47				
WHT	57			64							
FRL	52	61	53	50	50	43	47				
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	28	38	46	42	52	46	18				
ELL	48	57	60	60	65	72	50				
ASN	50			58							
BLK	46	58	53	59	70	57	48				
HSP	55	60	60	64	63	62	53				
WHT	71	46		71	54		67				
FRL	54	59	58	64	64	57	52				

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	64

ESSA Federal Index	
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	62
Total Points Earned for the Federal Index	513
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	58
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	
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Federal Index - English Language Learners	61
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	
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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	
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Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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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	
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Federal Index - Hispanic Students	64
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	71
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	63
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?

The trends that occur across grade level in 3rd grade are 45.9% proficiency in ELA, there was a 0.5% decrease from FY21 FSA scores to the current FY22 FSA scores. With the exception of SY21 there has been an increase in our ELA proficiency reaching toward 50% proficiency within ELA: SY18- 46.5%, SY19- 53%, SY 21- 38%

In 3rd grade our ELL subgroup increased 10% from 26% in SY21 to 36.2% in SY22 proficiency. In 4th grade our ELL subgroup increased 2.9% from 37.5% in SY21 to 40.4% in SY22 proficiency. In 5th grade our ELL subgroup increased 9.4% from 39% in SY21 to 48.4% in SY22 proficiency.

Last year, in 4th grade the learning gains of our ELLS subgroup decreased by 48.3% in math. Therefore this will be our main focus. Our 5th grade ELL subgroup increased by 35.2% in math learning gains.

Our 5th grade ELL subgroup proficiency on the Science FSA scored 30.4 %. When compared to the district we out performed the district Ells subgroup by 50%. As a whole our 5th grade science scores last year out performed the entire district by 24% with a 70% proficiency rate.

When looking at the subgroup data in FY21 across the board our ELL students with SWD showed a deficit in all content areas when compared to their independent subgroups. Our ELL students performed at 46.6% in ELA, our SWD performed 68% in ELA, however our students in both categories performed at 22.5%.

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

One area of concern that we found when disaggregating the data was within our ELLs with disabilities when compared to our ELLs without disabilities and our SWD that aren't ELLs. We compared the data and determined that we need to focus our attention to these students to ensure a 10% increase in proficiency within ELA and Math. In order to close the gaps for our ELL SWD we will implement a 12 week action plan in ELA to drive our instruction based on the needs of our students using the iReady teacher directed lessons. In math we will utilize more hands on instruction through the use of manipulatives. Additionally, we will instruct all of our students within their small groups within the math and reading block based on their needs as outlined through the ELA/ Math iReady, diagnostics, ELA Benchmark Assessments, Math FSQ, USAs.

In addition our third grade proficiency showed a significant decrease when compared to SY19 and previous years. In order to close the gaps for our students we will implement a 12 week action plan in ELA to drive our instruction based on the needs of our students using the iReady teacher directed lessons. Additionally, we will instruct all of our students within their small groups within the reading block based on their needs as outlined through iReady, diagnostics, and Benchmark Assessments.

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

The contributing factors were that our focus was on our ELL students and SWD students independently. Teachers use ELL strategies consistently throughout the day, however the teachers need to combine these strategies with their SWD strategies to meet the needs of these students. Teacher's need to identify these students to be able to provide the appropriate accommodations and strategies with fidelity to ensure student success.

This year our plan is to aggressively monitor all of our students and be very intentional with our instruction to meet the specific needs of our ELL SWD. We plan to do this with AGGmo charts identifying students' mastery of standards and then providing small group instruction for students that do not master the standards.

We will also provide tutorial to our students that are not meeting standards with focused lessons centered around early literacy skills. R 2.1 and R 2.2.

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

In 5th grade, our proficiency level increased by 8% with a 63.6% proficiency. In ELA, 70% of our students made learning gains which is a 10.7% increase from FY21 learning gains. Our L25 increased by 17% in proficiency, and 68% of our L25 made learning gains in ELA. This has been our trend for the past two years. This contributed to the teachers being more aggressive in their daily monitoring of the student's achievement of the ELA standards, common planning, push-in support from interventionists, and data analysis. Based on the school grade calculator in SY 21 5th grade was rated a C, however, in SY22 they were rated an A.

In 4th grade, our proficiency in math increased by 12.4% and 3% in 5th grade. This contributed to the teachers being more aggressive in their daily monitoring of the student's achievement of the ELA

standards, common planning, push-in support from interventionists, and data analysis.

In 3rd grade, our proficiency in math increased 12.3% from FY21's 3rd-grade scores. This was attributed to the teachers being more aggressive in their daily monitoring of the student's math scores. We also put all of our students in AMP Math for 3rd grade and supported those students with our math support person.

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

The contributing factors in fifth grade were planning amongst the team at common planning and team meetings, in addition to subject area planning. Also driving the data to best meet the needs of the students. Teachers monitored their student's progress daily and met with the students to close gaps. The coaches also developed a backward planning template design to support teachers in planning for upcoming units in order to build the teacher's capacity of understanding.

In order to ensure that students mastered the language standards, we incorporated a language block within our daily instruction for all grade levels 3-5. Instruction was explicitly taught using the language standards.

The ESE and ELL improvements were due to instructional staff switches with every classroom having a support resource teacher in their room during the reading and mathematics small group, and ensuring that our ESE classes were at our common planning and a part of our team planning.

Looking through data at common planning and being strategic with our L30 instruction, assisted in closing the gaps for our students to increase their learning gains throughout the year. Students were taught in specific areas to meet their needs and close their gaps. Students were also provided with tutorials after school to assist in their academic needs either before school or after school.

Maximizing the adaptive technology by monitoring student practice on iReady reading and math using the data to drive the small group instruction and interventions.

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

In order to accelerate learning, we will need to continue with content and standards-based instruction as the primary focus. This will be implemented through planning, in-class monitoring, instruction, common planning, SOAR reports, and data chats in order to accelerate learning. Resources and strategies will be aligned to content-based learning infused with the standards in order to increase student engagement.

Teachers will need to continue to collaborate and monitor students' progress through the use of grade-level texts and monitoring tools. Scaffolds will be provided to students who are not proficient in grade-level texts through small group instruction that best meets their needs.

Teachers will need to maximize ELL strategies as outlined through the WIDA matrix to best support their students' needs throughout the day. Teachers will also identify these students' accommodations and ensure early implementation of these to ensure student success.

Mentor relationships will be built with students by resource and fine arts staff to encourage motivation and academic engagement within the classroom.

We will determine the students' progression of mastery through the use of teacher progress monitoring. Lastly, we have created language blocks within our daily instruction to enhance and support the language structure of our students. We will also use this information to meet the needs of our ELL SWD for mathematics instruction. Using the information gathered through assessments during common planning teachers will disaggregate the data and determine the student's needs to formulate specific data to drive small groups.

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

Professional development will need to occur in order for all staff to understand the delivery and execution of all strategies. This professional development will include:

- effective and purposeful small group instruction across all content areas
- monitoring during small group
- monitoring student success during minilessons
- maintaining engagement
- SEL
- technology
- SwPBS
- ELL Strategies
- ESE Strategies
- PD on how to support ELL students with varying exceptionalities

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

Our areas for improvement to ensure all students learn and show growth toward their future success will focus on:

1. ELA achievement for 3rd grade students
2. Reading Achievement with a focus on ELL and SWD
3. Mathematics Achievement with a focus on ELL and SWD
4. Science Achievement with a focus on ELL and SWD
5. monitoring student achievement daily

To ensure we meet our goals and make these improvements during FY22 we plan to improve on the following:

1. Providing our teachers with professional development through common planning to monitor student progress daily
2. Classroom coaching support to assist teachers needs with instruction
3. With the assistance of the Learning Team Facilitator, disaggregating data to determine the needs of students and grouping students within small groups accordingly in order to close gaps so students are successful with standards based instruction.
4. Monitoring of iReady usage and passing rates. Team will create incentives for students that have met usage and passing rate goals.
5. Providing a block dedicated to explicit language instruction
6. Continuing with morning meetings and start our mentorship program with resource and fine arts staff to assist students with their SEL.

We are supporting the learning of our pre-kindergarten students based on the FAST assessment data

and encouraging a collaborative culture where students can work together and engage in their learning through small group rotations and supporting the students' individual needs. There are two paraprofessionals in the room to support and facilitate small groups for students.

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 Collaborative Planning

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

While analyzing the data we noticed that our area of focus would need to be on ELLs who are also identified as SWD. Over the past two years, we have focused our efforts with our ELL subgroup resulting in 41.5% proficiency in ELA and 51.6% proficiency in Math and our SWD scored 68.1% proficiency in ELA and 61.7% proficiency in Math for FSA in SY21-22. However, our ELLs that are also identified as SWD are significantly underperforming both of these subgroups when analyzed in isolation. We found that they are only performing at a 22.5% in ELA and a 37.5% proficiency in Math. Therefore we plan to focus our attention on these students to increase their performance rate to be within similar mastery performance as our isolated subgroups.

In addition we noticed a an achievement decline from our Male ELL SWD to our ELL SWD females. Our females outperformed our males in ELA proficiency by 7% and Math proficiency by 9%.

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

By FY 22, we'll increase the overall percentage of ELL SWD proficient students on the ELA FAST by 10% bringing us to 32.5%. By FY 22, we'll increase the overall percentage of proficient students on the Math FAST by 10% bringing us to 47.5%.
 By FY 22 we'll increase the overall percentage of ELL SWD proficient students on the ELA FAST within the male reporting category by 7% in ELA and 9% in Math.

At Forest Hill we strategically plan for a variety of monitoring techniques:

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Common Planning Meetings, attendance/participation, all Formative/Summative Assessments and Adaptive Technology.

The monitoring will be supported by key members of the leadership team:
 Assistant Principals support content and grade levels
 Single School Culture Coordinator
 Reading Coaches
 Math Coaches
 SBT Lead
 Learning Team Facilitator

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:
Describe the

We will use Cambourne's Conditions for learning for our evidence based strategy for our implementation of this area focus. In addition, we will...

1. Incorporate Small group instruction to support students learning at their ability with a

evidence-based strategy being implemented for this Area of Focus.

- variety of tasks, process, and product.
- 2. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support.
- 3. Math teachers will incorporate the use of technology-based programs including iReady, reflex math. Language Arts teachers will use Flocabulary, iReady, iStation, Benchmark, research based small group instruction and writing strategies to enhance students' ability to integrate knowledge.
- 4. Common planning and professional development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

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

- 1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FAST.
- 2. Students who participate in the tutorial program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
- 3. Both iReady have aided in significantly increasing student achievement when the programs were used with fidelity.
- 4. Common Planning and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

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. Incorporate Small group instruction:
 - a. Students will be assessed using Unit Assessments, USA's and FSQ's in both Math and Language Arts. Teachers will utilize differentiated instruction strategies and small group instruction in all ELA and Math courses.
 - b. Teachers will analyze student data to determine strengths and weaknesses in the content area.
 - c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (AggMo).
 - d. Teachers will create small group lesson plans utilizing instructional materials and teaching methodologies to support all learners.
 - e. Teachers monitor ongoing formative assessments to track student learning and make adjustments to instruction.

Person Responsible Scott McNichols (scott.mcnichols@palmbeachschools.org)

- 2. Tutorials:
 - a. Analyze student data to determine students for tutorial groups and the support necessary.
 - b. Choose research-based supplemental materials and resources during tutorials.
 - c. Analyze teacher classroom data to determine who will be tutors.
 - d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
 - e. Students will be selected and grouped for pullout tutorials, after school and Saturday success academies based on the results from FY22 FSA/Ready Diagnostics, PM1 data and PM2 data; and ESSA identified subgroups: ELL SWD

Person Responsible Scott McNichols (scott.mcnichols@palmbeachschools.org)

3. Adaptive Technology (iReady, Flocabulary, Reflex):
- a. Provide teachers with professional development to ensure appropriate use of adaptive technology.
 - b. Teachers will develop a rotational schedule to ensure all students have access to technology.
 - c. Teachers will engage students in small group instruction based on adaptive technology results.

Person Responsible Scott McNichols (scott.mcnichols@palmbeachschools.org)

4. PLC's/Professional Development:
- a. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
 - b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
 - c. Two Instructional coaches and resource teacher will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
 - d. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
 - e. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.

Person Responsible Scott McNichols (scott.mcnichols@palmbeachschools.org)

RAISE

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

Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

If we focus on Standards-based instruction to increase overall k-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence, and Growth. Our instructional priority for first grade is phonological awareness. If we strengthen these students' phonological awareness skills in the first grade, then they will come up with a stronger foundational skill set and therefore increase their proficiency in the phonics domain. The second grade's area of focus is on phonics as this is our area of indicated weakness. If this is our focus for second grade, then the incoming third graders will have a stronger phonics base to increase their proficiency. According to the data, our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY 22 data, 35% of our incoming third-grade students are reading on grade level. iReady also shows that our first and second-grade proficiency is low.

First Grade- 37% Proficient
Second Grade- 35% Proficient

First Grade

It also gives us data to support a lack of proficiency in foundational skills
Phonological awareness- 50% Proficient
Phonics- 45% Proficient
High-Frequency Words- 46% Proficient
Vocabulary- 34% Proficient Due to a lack of foundational skills,
Students' over all reading comprehension proficiency is
39% For literature text and 40% for Nonfiction

Second Grade

It also gives us data to support a lack of proficiency in foundational skills
Phonological awareness- 74% Proficient
Phonics- 34% Proficient
High-Frequency Words- 60% Proficient
Vocabulary- 29% Proficient Due to a lack of foundational skills
Students' overall reading comprehension proficiency is
38% For literature text and 34% for Nonfiction text.

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

Our FY22 data shows our third-grade students were only 45.9% proficient on the FSA. The winter diagnostic also stated that 45.3% of students were predicted to be proficient by the FY 23 FSA. This proves that students are entering third grade are unprepared for the rigor of the state assessment and standards. By focusing on K-2 ELA, we can support foundational skills that will better prepare them for third grade and beyond. Our goal is to be strategic and focus on standard-based instruction to ensure best practices are utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement.

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)

February 2023 May 2023 Kindergarten- 50% Proficient 75% Proficient
 Phonological awareness- 59% Proficient 79 % Proficient
 Phonics- 50% Proficient 75 % Proficient
 High-Frequency Words- 40% Proficient 67% Proficient
 Vocabulary- 54% Proficient 77 % Proficient
 Lit Comp.- 66% Proficient 79% Proficient
 Inf. Comp- 68% Proficient 80% Proficient

First Grade- 25% Proficient 50% Proficient
 Phonological awareness- 34% Proficient 53% Proficient
 Phonics- 27% Proficient 48 % Proficient
 High-Frequency Words- 34% Proficient 50 % Proficient
 Vocabulary- 18 % Proficient 37 % Proficient
 Lit Comp.- 32 % Proficient 42 % Proficient
 Inf. Comp- 22% Proficient 43% Proficient

Second Grade- 26% Proficient 35% Proficient
 Phonological awareness- 64% Proficient 76% Proficient
 Phonics- 26% Proficient 34 % Proficient
 High-Frequency Words- 48% Proficient 61% Proficient
 Vocabulary- 23% Proficient 31 % Proficient
 Lit Comp.- 66% Proficient 79% Proficient
 Inf. Comp- 68% Proficient 80% Proficient

Grades 3-5: Measureable Outcome(s)

February 2023 May 2023
 3rd Grade- 46% Proficient 65% Proficient

Monitoring:

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

Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports are used to monitor and support student learning:

Grades 3 ELA we will use iReady for Fall, Winter & Spring, Diagnostics and FAST
iReady: Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need. Using these reports we have determined a 12 week action plan that supports the individualized data of students.

Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning. These are used for ELA.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

McNichols, Scott, scott.mcnichols@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?

We will use Cambourne's Conditions for learning for our evidence-based strategy for our implementation of this area focus. In addition, we will...

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and products.
2. FAST tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Language Arts teachers will use Flocabulary, iReady, iStation, Benchmark, Spire, and research-based small group instruction and writing strategies to enhance student's ability to integrate knowledge.
4. Common planning and professional development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

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

1. Incorporate small group instruction utilizing USA data to meet the student's needs for standards-based practice and to identify areas of weakness for targeted remediation.
2. Allow students access to tutorial programs to increase student achievement based on the most recent

data from standardized assessments.

3. iReady has aided in significantly increasing student achievement when the programs were used with fidelity and data was analyzed with data-driven decision making
4. Common Planning and PDs allow teachers and leaders an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.
5. WIN Intervention Times to support students and their specific needs in intervention groups.

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
<p>1. Incorporate Small group instruction:</p> <ul style="list-style-type: none"> a. Students will be assessed using USA's and as needed FSQ's in Language Arts. Teachers will utilize differentiated instruction strategies and small group instruction in all ELA courses. b. Teachers will analyze student data to determine strengths and weaknesses in the content area. c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (AggMo). d. Teachers will create small group lesson plans utilizing instructional materials and teaching methodologies to support all learners. e. Teachers monitor ongoing formative assessments to track student learning and make adjustments to instruction. 	<p>McNichols, Scott, scott.mcnichols@palmbeachschools.org</p>
<p>2. Tutorials:</p> <ul style="list-style-type: none"> a. Analyze student data to determine students for tutorial groups and the support necessary. b. Choose research-based supplemental materials and resources during tutorials. c. Analyze teacher classroom data to determine who will be tutors. d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials. e. Students will be selected and grouped for pullout tutorials, after school and Saturday success academies based on the results from USAs and Winter Diagnostics; and RAISE data 	<p>McNichols, Scott, scott.mcnichols@palmbeachschools.org</p>
<p>3. Adaptive Technology (iReady):</p> <ul style="list-style-type: none"> a. Provide teachers with professional development to ensure appropriate use of adaptive technology. b. Teachers will develop a rotational schedule to ensure all students have access to technology. c. Teachers will engage students in small group instruction based on adaptive technology results. 	<p>McNichols, Scott, scott.mcnichols@palmbeachschools.org</p>
<p>4. PLC's/Professional Development:</p> <ul style="list-style-type: none"> a. Development of a PLC schedule to include all content area teachers, resource teachers, and electives. b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs c. Two Instructional coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction. d. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FAST standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards. 	<p>McNichols, Scott, scott.mcnichols@palmbeachschools.org</p>

Action Step	Person Responsible for Monitoring
e. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.	

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 creating a committee to streamline our school-wide behavior procedures and expectations. To ensure we have a single culture we utilize the behavioral matrix. In addition we use the behavior matrix for all school wide common areas, classroom settings, hallways, cafeteria. Posters are posted throughout our school of our hallway expectations, in the cafeteria of our expectations in order to stream line our SwPBS culture. We communicate these procedures with our parents through our weekly SOAR reports, parent-teacher conferences, SAC meetings and our school wide events. Social, Emotional, Behavioral expectation lessons are used through our morning announcements which also includes the moment of silence. In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the curriculum and the arts as planned during our Common Planning sessions.

Our PBIS universal school guidelines and matrix will be demonstrated and taught through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year. To ensure our students utilize the best strategies for their behavior we schedule the first ten minutes of our day dedicated to the SEL of students. We utilize the Second Step curriculum of Student Emotional Learning that we have implemented over the past four years.

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

We implement Safe and Drug Free Schools initiatives such as Red Ribbon Week and other programs that support prevention of violence in and around the school on an ongoing basis.

Our SwPBS is implementing a new school wide positive behavior supports this year in order to capture when children are making good choices that align to our trimester focus through our positive office referrals system. Students are rewarded weekly during their lunch with game room time and they are recognized on the morning announcements. This year our fine arts team will begin highlighting classes of the week that will be announced on the morning announcements every week. Every month two students from each class

will be recognized as a Soaring Owl. Parents will be invited to attend the award ceremony for their children that have received the award. Monthly, two students will receive school wide recognition for exemplary student of the month.

Our Safe School Ambassador program has selected third to fifth graders that demonstrated leadership skills to foster a safe school climate amongst their peers. These students meet monthly with our safe school team to practice these skills for developing life long decision making strategies.

Through our Safety Patrol program which is comprised of only 5th grade students who are kind, smart and strong we are instilling the model citizenship for our younger students. Our safety patrols are responsible for maintaining a safe environment for our students when walking through the halls beginning at 7:30 am. They also assist in the afternoon to ensure the safety of students as they return home. For the Safety Patrols who encompass our expectations of kind, smart and strong learners have the opportunity to travel to Washington, D.C. for the annual field trip. This trip is only open to safety patrols and consists of a 4-day tour of Williamsburg/Jamestown, and Washington, D.C. This program is truly an honor at our school and our staff is very proud of all of our patrols!

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

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

Principal: Creates a positive environment in which teachers are able to reflect on, create and share best practices that are responsive to students' needs. In turn, this servant leadership influences the school culture positively by encouraging collaboration and value to the staff.

Assistant Principal: Oversees and monitors systems and practices in grades K-5.

School Counselor: Supports a positive culture and environment through lessons that correlate with the trimester focus of our school: first trimester: kind, second trimester: strong, third trimester: smart. These classes are part of our fine arts wheel to ensure that all students feel safe, welcome and included.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral, and academic outcomes for children and young people. To ensure all students have equitable and equal opportunities to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment with S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

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

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

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, and science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

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

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.