

The School District of Palm Beach County

# Palm Springs Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Palm Springs Elementary School

101 DAVIS RD, Palm Springs, FL 33461

<https://pses.palmbeachschools.org>

## Demographics

**Principal: Marjie Rowe**

Start Date for this Principal: 11/16/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2021-22: C (44%) 2018-19: C (51%) 2017-18: C (49%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](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.

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## Palm Springs Elementary School

101 DAVIS RD, Palm Springs, FL 33461

<https://pses.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	C		C	C

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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.**

The mission of Palm Springs Elementary School is to educate, affirm, and inspire each student in an equity embedded environment.

#### **Provide the school's vision statement.**

Palm Springs Elementary staff, students, family, and community members will work together to form an active partnership to foster a joy of learning, academic growth and mastery, and emotional intelligence. The diverse cultural heritage of the school community is valued and all stakeholders will have a voice. Palm Springs envisions an environment where everyone succeeds.

### 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
Rowe, Marjie	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning.</p>
Byer, Karen	Other	<p>The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally, she guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</p>
Silva, Patrica	Instructional Coach	<p>The Math Coach assists with the coordination and implementation of the District approved Math curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitates weekly Professional Learning Communities or PLC's. She will also lead standards based planning and follow the FCIM coaching cycle.</p>
Perez, Carolina	Teacher, ESE	<p>The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external</p>



Name	Position Title	Job Duties and Responsibilities
		customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.
Farinas, Annerys	ELL Compliance Specialist	The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teaches in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.
Liberia, Crystal	Other	The LTF assists with the coordination and implementation of the District approved curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She facilitates weekly Professional Learning Communities or PLC's. Finally, the LTF will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met. She will also lead standards based planning and follow the FCIM coaching cycle.
Moncayo, Sandra	Instructional Coach	The Dual Language Coach assists with the coordination and implementation of the District approved ELA and SLA curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the Literacy Coach will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met. She will also lead standards based planning and follow the FCIM coaching cycle.

## Demographic Information

### Principal start date

Saturday 11/16/2019, Marjie Rowe

**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.*

1

**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.*

24

**Total number of teacher positions allocated to the school**

82

**Total number of students enrolled at the school**

1,012

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

12

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

11

## 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	168	165	168	184	156	129	0	0	0	0	0	0	0	970
Attendance below 90 percent	81	70	63	56	26	77	0	0	0	0	0	0	0	373
One or more suspensions	1	0	3	2	6	11	0	0	0	0	0	0	0	23
Course failure in ELA	13	76	83	114	72	61	0	0	0	0	0	0	0	419
Course failure in Math	15	49	56	74	49	40	0	0	0	0	0	0	0	283
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	83	36	85	0	0	0	0	0	0	0	204
Level 1 on 2022 statewide FSA Math assessment	0	0	0	87	44	100	0	0	0	0	0	0	0	231
Number of students with a substantial reading deficiency	0	0	0	122	57	133	0	0	0	0	0	0	0	312

**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	13	56	63	114	66	107	0	0	0	0	0	0	0	419

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	28	0	0	0	0	0	0	0	0	0	28
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

Saturday 9/17/2022

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	150	174	164	172	117	182	0	0	0	0	0	0	0	959
Attendance below 90 percent	0	66	52	42	22	47	0	0	0	0	0	0	0	229
One or more suspensions	0	0	2	1	1	4	0	0	0	0	0	0	0	8
Course failure in ELA	0	89	128	136	68	140	0	0	0	0	0	0	0	561
Course failure in Math	0	47	99	105	63	123	0	0	0	0	0	0	0	437
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	59	93	57	0	0	0	0	0	0	0	209
Level 1 on 2019 statewide FSA Math assessment	0	0	0	63	99	111	0	0	0	0	0	0	0	273
Number of students with a substantial reading deficiency	0	0	0	90	130	106	0	0	0	0	0	0	0	326
FY21 ELA Winter Diag Level 1 & 2	0	0	0	93	133	122	0	0	0	0	0	0	0	348
FY21 Math Winter Diag Level 1 & 2	0	0	0	76	122	131	0	0	0	0	0	0	0	329

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	64	107	108	57	130	0	0	0	0	0	0	0	466

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	4	1	29	3	27	0	0	0	0	0	0	0	65
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	150	174	164	172	117	182	0	0	0	0	0	0	0	959
Attendance below 90 percent	0	66	52	42	22	47	0	0	0	0	0	0	0	229
One or more suspensions	0	0	2	1	1	4	0	0	0	0	0	0	0	8
Course failure in ELA	0	89	128	136	68	140	0	0	0	0	0	0	0	561
Course failure in Math	0	47	99	105	63	123	0	0	0	0	0	0	0	437
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	59	93	57	0	0	0	0	0	0	0	209
Level 1 on 2019 statewide FSA Math assessment	0	0	0	63	99	111	0	0	0	0	0	0	0	273
Number of students with a substantial reading deficiency	0	0	0	90	130	106	0	0	0	0	0	0	0	326
FY21 ELA Winter Diag Level 1 & 2	0	0	0	93	133	122	0	0	0	0	0	0	0	348
FY21 Math Winter Diag Level 1 & 2	0	0	0	76	122	131	0	0	0	0	0	0	0	329

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	64	107	108	57	130	0	0	0	0	0	0	0	466

**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	4	1	29	3	27	0	0	0	0	0	0	0	65
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

## Part II: Needs Assessment/Analysis

### School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	59%	56%				38%	58%	57%
ELA Learning Gains	59%						54%	63%	58%
ELA Lowest 25th Percentile	56%						46%	56%	53%
Math Achievement	38%	53%	50%				61%	68%	63%
Math Learning Gains	48%						68%	68%	62%
Math Lowest 25th Percentile	49%						58%	59%	51%
Science Achievement	22%	59%	59%				29%	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	34%	54%	-20%	58%	-24%
Cohort Comparison		0%				
04	2022					
	2019	38%	62%	-24%	58%	-20%
Cohort Comparison		-34%				
05	2022					
	2019	35%	59%	-24%	56%	-21%
Cohort Comparison		-38%				

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	64%	65%	-1%	62%	2%
Cohort Comparison		0%				
04	2022					
	2019	54%	67%	-13%	64%	-10%
Cohort Comparison		-64%				
05	2022					
	2019	48%	65%	-17%	60%	-12%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	26%	51%	-25%	53%	-27%

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	25	53	45	26	45	41	12				
ELL	35	60	51	38	56	56	19				
ASN	54			54							
BLK	35	56	33	33	36	33	22				
HSP	39	62	66	41	56	60	18				
WHT	45	52		32	32	20	33				
FRL	39	59	54	38	48	47	22				
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	20	18	21	22	8		22				
ELL	31	38	32	25	8	13	28				
AMI	40			30							
ASN	42			33							
BLK	29	41		27	5	13	29				
HSP	34	39	26	28	7	4	27				
WHT	45	67		40	27		62				
FRL	34	42	39	29	8	9	33				
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	29	52	54	41	66	75	21				
ELL	34	52	45	56	68	59	20				
ASN	75			67							
BLK	38	59	57	59	61	56	32				
HSP	33	50	45	58	68	65	23				
WHT	54	60		80	73		41				
FRL	37	53	46	61	69	59	28				

### ESSA Data Review

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

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

ESSA Federal Index	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	365
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	46
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	54
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	38
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

FY22 FSA vs. FY21 FSA data shows an increase in both ELA and MATH scores. ELA increased from 34% to 39% in overall proficiency while MATH increased by 9% - from 29% to 38% in overall proficiency. Overall gains also increased across the board - There was a 17% gain in ELA and a 40% gain in MATH. In the L25 there was a 17% gain in ELA and a 40% gain in MATH.

When looking at cohorts of students that took the test from one grade to the next there were also marked gains. Grade 4 students increased proficiency in ELA by 20 points from when they took the test in third grade. Grade 5 students increased overall proficiency by 5 points. Grade 4 students increased proficiency in MATH by 15 points from when they took the test and grade 5 students increased by 3 points.

SCIENCE was the only area where there was a decrease in overall proficiency. There was a significant drop of 10% points - from 32% to 22%.

Based on this data trend our focus will be to continue to increase the overall proficiency and learning gains in all core content areas. Additionally, we will continue to focus on our ESSA identified student groups - the White, Black and SWD student groups did not meet the index standard. The trend in our



data shows that we need to focus on foundational skills in reading, math, and science with supports in place to scaffold grade level standards.

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

The greatest need for improvement is increasing overall proficiency in the core content areas. Standards-based explicit instruction will be aligned and scaffolds will continue to be put in place to support students not yet performing at their grade level - with a special focus on the ESSA student groups that did not meet the federal points index (Black, White, SWD). We must address these concerns in order to decrease the learning gap. When we focus on literacy, math and science and scaffold instruction that meets the full intent and rigor of the standards, we will support all learners. Explicit vocabulary instruction will need to be a school-wide initiative, especially as it relates to tier 2 and 3 academic language. Foundational skills in reading and math in the early grades is an important area to focus in order to increase overall proficiency, lower course failure, and decrease the number of grade 3 retentions. In MATH, we will need to continue to provide extended learning opportunities for remediation and scaffolds that support the full intent and rigor of the new BEST standards.

The FY22 SCIENCE data was the one area where there was a drop in overall achievement. Palm Springs Elementary will focus on the direct and explicit teaching of science concepts in all grade levels. Remediation and review of the "fair game benchmarks" will need to be a focus and we will need to continue to provide extended learning opportunities for remediation and scaffolds that support the standards.

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

Explicit standards based instruction will continue to be a primary focus during PLCs, leadership meetings, and data chats with teachers and students. The master schedule will reflect on-going small group support for all learners.

The attendance rate at Palm Springs Elementary is an important factor as students that attend consistently are more likely to succeed. We will target excessive absenteeism through SBT and set up individual plans for students/families. We will implement District initiatives as well as developing school wide initiatives such as brag tags and special privileges.

In SY22, maintaining teaching stability was a challenge and this trend continues. In SY22 there was a 12% teacher turnover rate - the first time we matched the district as in previous years we had been significantly lower. In order to provide coverage, resource teachers were placed in rooms with no homeroom teacher. This meant there were numerous times when students in our ESSA student groups did not receive individualized, targeted support with fidelity. By focusing on providing targeted remediation and intervention provided during small group instruction with fidelity, we will continue to close the learning gap.

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

Learning gains in ELA and MATH showed the most significant improvement.

SY21 to SY22 - learning gains improved in ELA by 17% overall, and 17% in the L25

SY21 to SY22 - learning gains improved in MATH by 40% overall, and 40% in the L25

From SY21 to SY22, there were strong gains in some of our ESSA student groups:

Black - 26% to 37%

Hispanic - 26% to 50%

Asian - 38% to 54%

ELL - 27% to 46%

SWD - 18% to 37%

Econ. Disadv. - 30% to 45%

According to iReady data in K to 2, there was strong improvement in phonological awareness, phonics, and high frequency words. In Kindergarten 48% of the students were mid to above grade level indicating an increase in foundational reading skills important to becoming a proficient reader.

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

One factor contributing to improvements was a shift to explicit standards based instruction during the core block. PLCs were shifted to focus on instructional planning based on data. Additionally, resource and support teachers worked with ESSA student groups to remediate and help close the learning gap that many students faced with the pandemic. Since students were no longer able to be remote learners, SBT was able to provide tier 2 and 3 interventions with fidelity. Many extended learning opportunities were provided last year both during and after the school day. Professional development focused on putting in place the Conditions for Learning with special emphasis on immersion, demonstration, and authentic engagement. Additionally, teachers planned with the core actions of text, talk, and task incorporated into lessons and aligned to the standards.

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

Action steps to continue improvement:

1. Coaches/SSCC/LTF will provide support in PLCs to focus on the standards and ensure teachers understand how to teach the new BEST standards, materials, and resources.
2. Improve the MTSS process and create an SBT that is able to implement tier 2 and 3 interventions with fidelity.
3. School administrators will conduct walkthroughs, monitor lesson plans, and engage teachers in data chats to ensure fidelity of instruction. Teachers will conduct data chats and goal setting with students.
4. A "media 2" block has been added to the fine arts wheel for students in KG to grade 2 as a math intervention and review using adaptive technology. In grades 3 to 5, students will learn typing in order to prepare for the new state writing test.
5. Learning Gains - We will use the resource teachers to provide tier 2 and tier 3 instruction to students who require intensive remediation and intervention blocks will be extended to 45 minutes.
6. Use modified departmentalization in grade 5.
7. Science - We will continue to use the science resource teacher on the wheel to provide instruction in fair game benchmarks and review of grade level standards. He will also work to increase students grasp of science vocabulary. A 30 minute in-school tutorial will be scheduled for the science resource teacher to remediate a group of students in science benchmarks and standards.
8. Plan for extended learning opportunities in reading, math, and science within and beyond the school day.

**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.**

Over the course of the year, our school will participate in the TRTW (Talk Read, Talk Write) professional development that instructs teachers in effective strategies to scaffold instruction for ELL students. Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule and our Instructional Coaches will continue to provide job embedded professional development.

During the summer of FY23, the leadership team received PD on Cambourne's Conditions for Learning with a focus on high expectations. This training will be rolled out to teachers throughout the SY23 school year through faculty meetings and professional development days.

Teachers will receive PD on AVID strategies to implement in the classroom. Additionally, teachers will continue to learn about the Science of Reading and how to incorporate those into whole group and small group instruction.

Math professional development will focus on incorporating daily review to account for math learning loss and in effective small group instruction using the rotational model.

Science professional development will focus on effective vocabulary instruction and how to use the rotational model during lessons.

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

- \* As an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary Prekindergarten (VPK) Program as well as a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education. They follow 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.
- \* Student engagement is another area of focus and to facilitate active participation in the learning process, teachers must plan and employ engagement strategies. Professional development planned to assist teachers in the implementation of engagement strategies.
- \* Collaborative planning will continue with academic coaches and the SSCC. There will be deliberate coaching, modeling, and guiding of instructional expectations. The expectations include data driven instruction that scaffolds according to the needs of the student.
- \* We will continue to provide opportunities for parent engagement and family workshops and events that assist school and home collaboration, student achievement and instructional engagement in ELA, Math and Science.

**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 Standards-aligned Instruction

<b>Area of Focus Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>Although in both ELA and MATH, overall learning gains and learning gains in the L25 made significant improvement, grade level proficiency had a lower increase. ELA proficiency increased overall by 5% and MATH increased by 9%. In science achievement, there was actually a 10% decrease. In order to reduce the number of level 1 students in ELA, math, and science, Palm Springs needs to focus on explicit standards based instruction and ensure alignment to the District Strategic Plan. Our grade 3 proficiency decreased by 3% points and the number of retained students increased to 28 total students. Our first instructional priority is to deliver instruction that explicitly teaches the content, concept or skill to the fullest depth and rigor of the new BEST standards. Our second instructional priority is to analyze progress monitoring data and to provide small group instruction with fidelity. This small group instruction should provide students with scaffolds that allows them to access grade level content which will lead to an increase in student proficiency. Our third instructional priority will be to identify students that need access to intervention and to strengthen the SBT process to plan for and monitor these interventions.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>	<p>SY23 FSA proficiency in ELA will increase to 45%, learning gains will increase to 65%, and learning gains in the L25 will increase to 60%  SY23 FSA proficiency in MATH will increase to 45%, learning gains will increase to 60%, and learning gains in the L25 will increase to 65%  SY23 FSA proficiency in SCIENCE will increase to 40%  SY23 FSA ESSA data will reflect an increase of 5% in all identified student groups.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.</p> <p>At PSES, we strategically plan for a variety of monitoring techniques:</p> <ul style="list-style-type: none"> <li>-Review of progress monitoring assessments (FSQs, USAs, iReady, District Diagnostics, etc.)</li> <li>-Review of lesson plans, classroom walks, student work samples/portfolio/binder reviews, student attendance, data chats, formal observations, and PLC attendance/participation.</li> </ul> <p>The monitoring will be supported by key members of the leadership team - Principal, Asst. Principal, SSCC, Coaches, ESE Contact, and ESOL Coordinator.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Marjie Rowe (marjie.rowe@palmbeachschools.org)</p>
<b>Evidence-based Strategy:</b> <b>Describe the</b>	<p>1. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus. PLCs will focus on planning data driven instruction that supports the explicit instruction of the new</p>

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

- BEST standards.
2. Incorporate small group instruction to support/scaffold students with grade level standards based instruction.
  3. Strategically use resource support teachers during the instructional blocks to provide remediation and intervention in areas of weakness with grade level standards and to provide data driven interventions.
  4. Provide extended learning opportunities beyond the school day to remediate and enrich students with grade level standards based instruction.

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

1. PLCs and job embedded professional development allows teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.
2. 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 FSA.
3. Standards based remediation and enrichment during the math block allows for students to prepare for FSA and increases learning gains.
4. Students who participate in extended learning opportunities beyond the school day have increased results on FSQs, USAs, and state standardized testing.

**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.

**PLCs/Professional Development -**

1. Create a calendar of PLC meetings and arrange for coverage.
2. Work with LTF and Coaches and grade level teams to develop a list of PLC protocols
3. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
4. Coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
5. 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.
6. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.

**Person Responsible**

Crystal Liberia (curacaoteacher@yahoo.com)

**Small Group Instruction -**

1. Resource teachers will be scheduled to provide support in all classrooms for small group instruction.
2. Teachers will analyze student data to determine strengths and weaknesses in content area and make instructional groups for the rotational model.
3. Teachers will create all small group rotational cycles to ensure all students are able to access grade level standards through scaffolding and differentiation.
4. There will be a science resource teacher added to the fine arts schedule for grades KG to 5 to review science fairgame benchmarks. During computer lab fine arts, K-2 students will have time to practice math skills using adaptive technology.
5. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

6. Teachers will have the opportunity to observe other teachers and/or coaches in utilizing best practices for small group instruction.

**Person Responsible** Karen Byer (karen.byer@palmbeachschools.org)

Remediation/Enrichment -

1. Create a master board schedule to provide support in classrooms during the math block.
2. Increase the time of intervention from 30 minutes to 45 minutes.
3. Allocate resources and interventionists and monitor using the SBT Progress Monitoring document
4. Utilize academic tutors to support core instruction with small groups of students.
5. Work with teachers to develop PMPs for students and communicate these with families
6. Teachers will develop a system for small group instruction during the core instructional block so that all students not on grade level are provided additional instruction on grade level standards
7. Accelerationist will work with teachers and students to model and coach instructional strategies that support standards based instruction and provide students access to accelerated course work.

**Person Responsible** Marjie Rowe (marjie.rowe@palmbeachschools.org)

Extended Learning Opportunities -

1. Analyze student data to determine students that would benefit from tutorial either during or after school.
2. Choose research-based resources and create a schedule with October being the target for full implementation for after school tutorial.
3. Provide training for tutors to understand expectations and become familiar with materials to execute tutorials.
4. Use the School-wide Enrichment Model (SEM) to provide all students the opportunity to participate in activities that promote higher order thinking skills.

**Person Responsible** Marjie Rowe (marjie.rowe@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 explicit standards-based instruction to increase overall K-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning. According to the data our students are not entering third grade prepared for the rigors of the standards and the state assessment.

According to iReady data 15% of our incoming third grade students are reading on or above grade level. Additionally, iReady data shows that our overall primary grades reading proficiency is low which means they are not ready to be on grade level when entering grade 3.

Kindergarten - 41% Proficient

First Grade - 32% Proficient

Second Grade - 13% Proficient

Phonological awareness (70%) and high frequency words (52%) are a strength but vocabulary and comprehension in both literary and informational texts is low.

The critical need for PSES is to strengthen foundational reading skills so that students can decode words, read fluently, and construct meaning as they read.

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

If we focus on standards-based instruction to increase learning gains in school-wide ELA, then we will increase student achievement and ensure alignment to the District's Strategic Plan. This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence and Growth. Our instructional priority is to deliver content, concepts, and skills that are aligned to the new BEST standards and benchmarks. Our FY22 data shows our third-grade students were only 32% proficient on the FSA. This proves that students are entering third grade unprepared for the rigor of the state assessment and standards. Our goal is to be strategic and focus on explicit 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. The ELA school-wide learning gains increased 17%, and the learning gains of ELA Low 25% increased 17%. The ESSA student groups that did not meet the Federal index of points were the SWDs, Black, and White students. White students saw a decrease from SY21 to SY22 of 10% points. Black students increased 11% points from SY21 to SY22 and SWD went from 18% to 37%. With an increase of 5% in all student groups, PSES will meet all areas Of the ESSE Federal Points Index. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners. For science, 5th-



grade scores went down 10% (from 32% to 22%). In FY22, we saw an increase of 5% in ELA, but a decrease in Science by 10%.

### 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)

SY23 data from the new coordinated screening and progress monitoring system will reflect overall proficiency in the following grades:

Kindergarten - 35% Proficient

First Grade - 30% Proficient

Second Grade - 25% Proficient

Looking specifically at foundational skills in the primary grades, the following areas will see an increase in proficiency:

Phonics - from 32% proficient to 50% proficient

Vocabulary - from 18% proficient to 25% proficient

### Grades 3-5: Measureable Outcome(s)

SY23 FSA school-wide proficiency in ELA will increase to 45%, learning gains will increase to 65%, and learning gains in the L25 will increase to 60%

SY23 ESSA student groups will increase 5%

### Monitoring:

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

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. The Literacy Leadership team will use the continuous improvement model of plan, do, study and act.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring checks, and end of unit assessments from the Benchmark Series.

We will also use grade level formative assessments and end of unit assessments to track growth within standards.

We will also review lesson plans, conduct classroom walks, review student work samples/portfolio/binder reviews, student attendance, data chats, formal observations, professional learning community attendance/participation



**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Rowe, Marjie, marjie.rowe@palmbeachschools.org

**Evidence-based Practices/Programs:**

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. Small group instruction: Teachers and as well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.
2. Professional development: Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation. PSES will participate in the TRTW (Talk Read, Talk Write) professional development to learn effective strategies from ELL learners to
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

**Rationale for Evidence-based Practices/Programs:**

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

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

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

**Action Steps to Implement:**

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Develop a Literacy Leadership Team</p> <ul style="list-style-type: none"> <li>* The Literacy Leadership Team (LLT) members will include the Principal, the Assistant Principal, The SSCC, the LTF, the Instructional Coaches.</li> <li>* The LLT will meet weekly to review formative assessment data, plan for job embedded professional learning, conduct teacher data chats, and plan instructional focus calendars.</li> <li>* The LLT will participate in grade level PLCs and will provide job embedded professional learning.</li> <li>* The LLT will provide literacy coaching using the coaching cycle of plan, model, observe, and provide feedback. The LLT will arrange for teachers needing support the opportunity to observe master teachers in their classroom.</li> </ul>	<p>Byer, Karen, karen.byer@palmbeachschools.org</p>
<p>Focused Small Group Instruction with Fidelity</p> <p>Teachers will use data to plan and implement focused small group instruction.</p> <ul style="list-style-type: none"> <li>* Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and District assessments in Language Arts.</li> <li>* Teachers will analyze student data to determine strengths and weaknesses in content area.</li> <li>* Teachers will create all small group rotational cycles to ensure all students supported at their abilities. Support resource teachers will be scheduled to support small group instruction for ELL students and SWD students.</li> <li>* Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.</li> <li>* Teachers follow District Assessment schedule of ongoing formative assessments to track student learning and adjust instruction continuously</li> <li>* The MTSS process will be utilized to support students needing Tier 2 and Tier 3 support during the Intervention block.</li> </ul>	<p>Stockman, Shannon, shannon.stockman@palmbeachschools.org</p>
<p>PLCs/Professional Development -</p> <ol style="list-style-type: none"> <li>1. Create a calendar of PLC meetings and arrange for coverage.</li> <li>2. Work with LTF and Coaches and grade level teams to develop a list of PLC protocols</li> <li>3. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs</li> <li>4. Coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.</li> <li>5. 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.</li> <li>6. Instructional coaches will build professional learning opportunities for teachers to utilize research- based strategies.</li> </ol>	<p>Liberia, Crystal, crystal.liberia@palmbeachschools.org</p>

## 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.

Palm Springs Elementary integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS Team developed and implemented a behavior matrix and posted expectation posters throughout the school. Additionally, weekly messages broadcast during morning and afternoon announcements that support the components of the matrix. A student of the month program is implemented with students receiving a medal of honor and the opportunity to sit in the Panther Cafe area of the cafeteria.

Our school is an AVID school. Advancement Via Individual Determination's (AVID) mission is to close the achievement gap by preparing all students for college readiness and success in a global society. It is designed to ensure all students, especially the least served students who are in the academic middle to succeed in a rigorous curriculum, complete a rigorous college preparatory path, enter mainstream activities of the school, enroll in four-year colleges, and become educated and responsible participants and leaders in their communities and our society.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners. The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students.

Suite 360 is the curriculum that the school district selected to implement the five-hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. 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 to 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 taught 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, 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 introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, 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 addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

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

Principal/Assistant Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, administration can positively influence the school culture with strategies that encourage collaboration.

Leadership Team: This team represents all areas of the school - both instructional and non-instructional. This team plans many extra-curricular events and celebrate diversity and encourage parent and family engagement. Such events include, but are not limited to AVID Night, Dual Language Night, Multicultural Night, Science and Math Night, Grade 5 Moving On, and Awards assemblies. This fosters pride and connects the community to the school.

School Based Team: The SBT provides a system to implement the MTSS process. This includes students experiencing academic as well as behavioral challenges. The team works to provide Tier 2 support as supplemental instruction as well as Tier 3 intensive support. Case managers work to collect and graph data to optimize the resources and strategies used with students in order to accelerate progress.

SBHP: Provides immediate support for students experiencing trauma based situations. The SBHP also works to share resources with families such as outside counseling, homelessness support, etc.

School Counselors: Supports a positive culture and environment through the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselors ensure 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.