

The School District of Palm Beach County

Palmetto Elementary School



2022-23 Schoolwide Improvement Plan

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Palmetto Elementary School

5801 PARKER AVE, West Palm Beach, FL 33405

<https://pmte.palmbeachschools.org>

Demographics

Principal: Danny Moya

Start Date for this Principal: 7/1/2022

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* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: C (53%) 2017-18: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Palmetto Elementary School

5801 PARKER AVE, West Palm Beach, FL 33405

<https://pmte.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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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Palmetto Elementary is committed to developing a community of life-long learners with a global mindset utilizing inquiry, knowledge, and compassion. To this end, we empower each other to take action, accept each other's differences, and create a more peaceful world and green environment. As a school community, we commit to a single school culture; collaborating to make this vision a reality.

Provide the school's vision statement.

Palmetto Elementary School is dedicated to the academic success and social emotional well being of all students. We pride ourselves on being a welcoming and inclusive school that provides our students with the 21st century tools they need to grow and learn as global citizens and communicators.

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
Moya, Danny	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. Finally, as principal, Mr. Moya must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Mooney, Jennifer	Assistant Principal	<p>As assistant Principal, Mrs. Mooney supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Vega, Cindy	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, Mrs. Vega 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>
Ocasio-Rosado, Maria	School Counselor	<p>Supports the social and emotional health of all students in grades Pre-K - 5th grades.</p>
McCalla, Ana	ELL Compliance Specialist	<p>The ESOL Contact assists school staff with ensuring ESOL program compliance. Mrs. McCalla works to assist ESOL Resource teachers in implementing school based ESOL services, collaborates with community</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p>
Salmaggi, Allyson	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 customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.</p>
Peck, Stephanie	Instructional Coach	<p>The Math Coach assists with the coordination and implementation of the District approved MATH curriculum, which follows state standards. Ms. Peck 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 Math Coach will provide support to classroom teachers in assisting with instructional practice and ensure SIP goals are met for MATH. She will also lead standards based planning and follow the FCIM coaching cycle.</p>
Edwards, Charlene	Other	<p>The Learning Team Facilitator assists with the coordination and implementation of the District approved ELA 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, Ms. Edwards will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA (Reading/Writing). She will also lead standards based planning and follow the FCIM coaching cycle.</p>

Name	Position Title	Job Duties and Responsibilities
Fisher, Whitney	Magnet Coordinator	The IB Coordinator provides support in aligning curriculum and standards to our IB Choice Program. Ms. Fisher ensures the delivery of global learning through grade level Units of Inquiry. Supports staff and students through coaching, modeling, and facilitating professional development and PLC's. The IB Coordinator supports parents and families by building connections within the community as she shares the IB Mission and Vision during meetings, PLC's, and other school events. Ms. Fisher is also responsible for providing professional development to the staff that blend the IB Curriculum, State Standards, and District provided scopes and sequences.

Demographic Information

Principal start date

Friday 7/1/2022, Danny Moya

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.*

11

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

534

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

8

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

1

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	58	85	80	93	91	94	0	0	0	0	0	0	0	501
Attendance below 90 percent	0	24	28	23	29	19	0	0	0	0	0	0	0	123
One or more suspensions	0	0	4	3	0	6	0	0	0	0	0	0	0	13
Course failure in ELA	0	7	12	18	14	15	0	0	0	0	0	0	0	66
Course failure in Math	0	7	8	10	2	4	0	0	0	0	0	0	0	31
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	29	27	0	0	0	0	0	0	0	64
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	7	28	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	0	16	21	35	32	30	0	0	0	0	0	0	0	134

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	6	10	18	19	30	0	0	0	0	0	0	0	83

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	1	1	10	11	7	0	0	0	0	0	0	0	30
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

Wednesday 9/7/2022

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	75	81	88	102	89	94	0	0	0	0	0	0	0	529
Attendance below 90 percent	24	30	32	26	27	22	0	0	0	0	0	0	0	161
One or more suspensions	1	2	0	0	3	4	0	0	0	0	0	0	0	10
Course failure in ELA	42	70	64	53	66	68	0	0	0	0	0	0	0	363
Course failure in Math	20	41	53	37	51	35	0	0	0	0	0	0	0	237
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	35	39	24	0	0	0	0	0	0	0	98
Level 1 on 2019 statewide FSA Math assessment	0	0	0	37	48	30	0	0	0	0	0	0	0	115
Number of students with a substantial reading deficiency	0	6	12	17	3	4	0	0	0	0	0	0	0	42
FY21 ELA Winter Diag Level 1 & 2	0	0	0	7	53	57	0	0	0	0	0	0	0	117
FY21 Math Winter Diag Level 1 & 2	0	0	0	7	34	54	0	0	0	0	0	0	0	95

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	48	53	49	63	50	0	0	0	0	0	0	0	292

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	0	0	7	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	75	81	88	102	89	94	0	0	0	0	0	0	0	529
Attendance below 90 percent	24	30	32	26	27	22	0	0	0	0	0	0	0	161
One or more suspensions	1	2	0	0	3	4	0	0	0	0	0	0	0	10
Course failure in ELA	42	70	64	53	66	68	0	0	0	0	0	0	0	363
Course failure in Math	20	41	53	37	51	35	0	0	0	0	0	0	0	237
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	35	39	24	0	0	0	0	0	0	0	98
Level 1 on 2019 statewide FSA Math assessment	0	0	0	37	48	30	0	0	0	0	0	0	0	115
Number of students with a substantial reading deficiency	0	6	12	17	3	4	0	0	0	0	0	0	0	42
FY21 ELA Winter Diag Level 1 & 2	0	0	0	7	53	57	0	0	0	0	0	0	0	117
FY21 Math Winter Diag Level 1 & 2	0	0	0	7	34	54	0	0	0	0	0	0	0	95

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	48	53	49	63	50	0	0	0	0	0	0	0	292

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	0	0	7	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%	59%	56%				48%	58%	57%
ELA Learning Gains	60%						65%	63%	58%
ELA Lowest 25th Percentile	43%						58%	56%	53%
Math Achievement	42%	53%	50%				61%	68%	63%
Math Learning Gains	58%						60%	68%	62%
Math Lowest 25th Percentile	64%						44%	59%	51%
Science Achievement	35%	59%	59%				36%	51%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	39%	54%	-15%	58%	-19%
Cohort Comparison		0%				
04	2022					
	2019	58%	62%	-4%	58%	0%
Cohort Comparison		-39%				
05	2022					
	2019	39%	59%	-20%	56%	-17%
Cohort Comparison		-58%				

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	64%	67%	-3%	64%	0%
Cohort Comparison		-64%				
05	2022					
	2019	48%	65%	-17%	60%	-12%
Cohort Comparison		-64%				

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	23	46	33	20	57	77	21				
ELL	34	53	46	31	61	69	29				
BLK	38	56		24	35						
HSP	45	58	44	44	60	68	36				
WHT	64			55							
FRL	45	58	43	42	58	64	35				
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	23	41	42	25	24	20					
ELL	37	55	43	32	24	17	29				
BLK	38			17							
HSP	43	53	44	37	28	20	35				
WHT	53			41							
FRL	44	51	42	35	24	17	34				
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	14	43	40	40	60	40	18				
ELL	39	64	56	53	59	44	23				
BLK	33	79		56	63		50				
HSP	48	63	55	61	59	39	32				
WHT	65	67		71	63						
FRL	45	64	57	59	59	43	34				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	403
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
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	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
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	50
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?

Winter Diagnostics 2022 VS. FSA 2022 results show:

ELA:

GR3 52% VS. 51% proficiency -1 pct pts.

GR4 49% VS. 42% proficiency -7 pct pts.

GR5 46% VS. 43% proficiency -3 pct pts.

Math:

GR3 47% VS. 41% proficiency -5 pct pts.

GR4 60% VS 44% proficiency -16 pct pts.

GR5 31% VS 32% proficiency +1 pct pts.

Science: GR5 34% VS 32% proficiency -2 pct pts.

Within the end of year IReady data, we see the following percentages are on grade level:

K: 87% ELA 66% MATH

1st: 51% ELA 38% MATH

2nd: 50% ELA 43% MATH
 3rd: 0% ELA 52% MATH
 4th: 46% ELA 47% MATH
 5th: 38% ELA 38% MATH

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

Our Schoolwide Response to Intervention and afterschool tutorial will ensure student participation and success. All teachers, including elective teachers collaborated to ensure program success. Schedules adjusted to include schoolwide intervention time as well as tutorial days to ensure student participation.

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

Based on this data trend our focus will be to increase learning gains and achievement for grade 3 in addition to focusing on the needs of our students with disabilities. If we do not support these concerns, we are increasing the learning gaps, and students' improvement journey. When we focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners, especially our ESSA identified subgroups SWD and Black Students.

Two potential areas of concern are the number of level 1 students on the statewide assessment and the number of students with course failures in ELA and Math. Our focus is to diminish course failure and increase learning gains and achievement. iReady data results, Grades 1-3, indicate significant numbers of students were scoring below grade level in foundational skills (phonemic awareness, phonics, and vocabulary). To address this problem, we implemented schoolwide intervention in grades K-5 as well as tutorial. Explicit vocabulary instruction is a school-wide initiative to occur in the context of all content area instruction. Additionally, high-level research-based texts provided for teachers to implement rigorous standards-based instruction using the 3 Core Actions (target, text, talk, and task). Targeted small group support provided for all struggling learners with focus on our ELL and SWD students.

Progress monitoring of student achievement using formative assessment data will occur, with follow up action planning to address area(s) of deficiency.

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

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies aligned to grade level standards and scaffolding in place to support students who are not yet performing at their grade level. Our schoolwide intervention time ensured student participation and success. All teachers, including elective teachers collaborated to ensure program success. Schedules adjusted to ensure student participation is guaranteed. Administrators assigned to support the students and build relationships with them to motivate and ensure their attendance.

Increasing students learning gains in Literacy allows our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a

tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.

Ensuring learning gains & progress for ESSA categorized sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups monitored for progress. They will receive additional support by teachers ensuring lessons planned are based on the specific needs of the students.

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

Comparing 2021 FSA to 2022 FSA we saw an increase in ELA Achievement from 44% to 46%. Learning gains for 2022 were 60% an increase of 9 percentage points. Math Achievement increased from 37% to 42% (+5 pct. pts.). Math learning gains also increased from 24% to 58% (+34 pct. pts.). Our L25 in Math also demonstrated an increase from 17% to 64% (+47 pct. pts.).

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

In the 2022 school year, we realigned our master schedule to include schoolwide intervention time, which enabled every staff member to be available to support the needs of struggling readers in targeted small groups. We supported all staff through professional development on all aspects of the Multi Tier System of Support (MTSS) including: identification, intervention tools, progress monitoring tools, and data analysis. We added Voyager as a schoolwide intervention program that supports literacy skills within the targeted areas of phonological awareness, phonics, text processing, and comprehension. The program offers a comprehensive high quality text, that aligns the task and talk to the specific need of the student.

Our math blocks were readjusted to include time for review of secondary benchmarks which students demonstrated a need in.

Teachers participated in professional development and collaborative planning throughout the school year to support the instruction of new state standards as well as engagement strategies to support collaboration in the classroom.

Within the Core, we focused on the use of formative assessments, teachers are able to consistently monitor student mastery of standards and have the ability to adjust to remediate and conduct small groups based on student need. The teachers kept parents abreast of student achievement and underperformance through parent phone calls and conferences. In addition, they sent home progress reports that parents had to sign. All teachers held all students to high expectations. Strategic PLCs implemented to analyze data, monitor student progress, and develop lessons plans to support all student learning.

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

1. ELA & Math - During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials, share best practices, following/participating with the coaching continuum model, incorporate research based strategies included but not limited to GO-To Strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning as well as lesson study to improve instructional capacity. Professional development opportunities include district support/ training, in-school coaching opportunities, and independent study. Teachers are encouraged to share best practice implementation at PLCs and Common Planning as a way of increasing grade level capacity as a whole. By developing strong teachers, we are able to increase student achievement as well as

close the achievement gap.

2. Low 25% Learning Gains - If we focus on a positive impact to learning gains by ensuring standards based instruction and effective the use of research-based strategies and resources, we will ensure student learning and improved student achievement towards grade level success and ensure continuous improvement. Early identification of our Low 25% will allow for ample tracking and support to ensure their growth. Low 25% students will connect with a reading endorsed/certified interventionist to ensure closing of the achievement gap. In the past, the identified students chosen based on their critical area of need and offered priority for afterschool and Saturday tutoring. These students will continue receiving priority for tutoring.

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

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD.

Some of the PD's planned for 2022-2023 school year:

- progress monitoring for growth and improvement (intervention and core assessments)
- unpacking standards and aligning the unpacked standards to the Marzano Framework across all subject areas
- differentiated small group instruction and resources
- Voyager Passport for Supplemental Tier 2
- Benchmark Advance Literacy Components
- Rotations for literacy and math

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

Our primary focus will continue to be implementing standards-based instruction and differentiating that instruction by providing small group support. Funding has been set aside to provide extended learning opportunities. Teachers, including resource teachers (ESE, ELL), collaborate weekly to ensure the academic success of our students, it is key that the teacher ensures maximum student engagement. Our goal is to ensure the following:

1. Increase Reading Proficiency in Grade 3: Efforts are in place to strengthen reading skills in K and 1 so that achievement gaps in reading are closed. ELL and SWD students provided targeted instruction using WIDA data results and iReady results. In addition to these assessments, district formative assessments implemented in grade 2. All students provided small group instruction with additional teacher support (academic tutors, ESOL and ESE teachers) in grades 1-5. The goal is to close achievement gaps prior to entering grade 3.
2. Small Group Differentiated Instruction: Targeted instruction using rigorous texts designed to increase learning gains in ELA and Math. Data driven differentiated instruction planned to meet the needs of all students. Students who fall within our ESSA Subgroups will be specifically monitored for progress and receive additional support by teachers ensuring instruction to support specific needs of students.
3. Increase in Student Engagement: Student engagement is another area of focus. To facilitate active participation in the learning process, teachers must plan and employ engagement strategies. Ongoing implementation of engagement strategies modeled and explained during PLC meetings and PD to demonstrate their effectiveness.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

The results of our ELA low 25% and overall ELA learning gains were our lowest performing categories when comparing the FSA scores from SY22 with the scores from SY9. Our ESSA identified subgroups SWDs and blacks have demonstrated a decline of 2% over the past two years. 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.

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

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.

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

By May 2023, we will increase the overall percentage of SWD achievement on the ELA Progress Monitoring by 18% bringing us to 41%. We would also increase the ELA achievement of our black students from 38% to 45% an increase of 7 percentage points.

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is 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. Our goal is to monitor for implementation and for impact.

At Palmetto Elementary School, we strategically plan for a variety of monitoring techniques:
Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/ portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology

The monitoring will be supported by key members of the leadership team: Assistant

Principals, Single School Culture Coordinator, Reading Coach, Math Coach, IB Magnet Coordinator, ESE Coordinator, ESOL Coordinator

Person responsible for monitoring outcome:

Danny Moya (danny.moya@palmbeachschools.org)

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

1. Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. Push-in small group instruction to support subgroups during their ELA & Math small group time.
3. Tutoring programs to ensure learning supplemented with additional resources and teacher support.
4. Daily Supplemental and Intensive Intervention Small Groups outside of the Reading Block.
5. 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 Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Incorporate small group instruction utilizing data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation.
2. Differentiated small group support by additional tutors and resource teachers helps to scaffold the strategies and standards being taught during the core instruction.
3. Students who participate in the tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
4. Student specific interventions that happen outside of the reading block help to provide students with instruction at their level and helps to close the learning gaps among our subgroups.
5. PLC's 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:
 - Students will be assessed using USA's and FSQ's in both Math and Language Arts. Teacher will utilize differentiated Instruction strategies and small group instruction in all ELA and Math courses.
 - Teachers will analyze student data to determine strengths and weaknesses in content area.
 - Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, blacks).
 - Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
 - Monitoring will occur through the review of lesson plans, conducting teacher data chats, and review of teacher schedules.

Person Responsible

Jennifer Mooney (jennifer.mooney@palmbeachschools.org)

2. Tutorials:

- Analyze student data to determine students for tutorial groups and the support necessary.
- Choose research-based supplemental materials and resources to during tutorials.

- Analyze teacher classroom data to determine who will be tutors.
- Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
- Monitored by the Admin Team through review of the data, lesson plans, and conducting observational walks.

Person Responsible Cindy Vega (cindy.vega@palmbeachschools.org)

3. PLC's/Professional Development:

- Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
- The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
- Two Instructional coaches, the SSCC, IB Coordinator, and the AP will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
- Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
- Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.
- Monitored by Leadership Team through the review of teacher schedules of student rotations, usage/ progress reports, and data analysis.

Person Responsible Charlene Edwards (charlene.edwards@palmbeachschools.org)

#2. Instructional Practice specifically relating to ELA

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan. This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & Growth.

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

The gap between 2022 ELA Achievement (44%) and the District average (51%) is 7 percentage points. The gap between 2022 Mathematics Achievement (39%) and the District average (52%) is 13 percentage points. Science Achievement declined from 36% to 35% 1 percentage point in 2019, reflecting a gap with the District of 10 percentage points. ESSA data shows SWD (23%), Black (38%), and ELLs (34%) do not meet the required federal threshold of 41 percentage points.

Our instructional priority is to ensure instruction will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.

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

By May 2023, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 10% bringing us to 56%. We will increase the low 25% learning gains by 10%, an increase to 53%.

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is 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. Our goal is to monitor for implementation and for impact.

At Palmetto Elementary School, we strategically plan for a variety of monitoring techniques:
Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/ portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology

The monitoring will be supported by key members of the leadership team: Assistant Principals, Single School Culture Coordinator, Reading Coach, Math Coach, IB Magnet Coordinator, ESE Coordinator, ESOL Coordinator

Person

**responsible for
monitoring
outcome:**

Danny Moya (danny.moya@palmbeachschools.org)

**Evidence-based
Strategy:**

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

1. Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. Push-in small group instruction to support subgroups during their ELA & Math small group time.
3. Tutoring programs to ensure learning supplemented with additional resources and teacher support.
4. Daily Supplemental and Intensive Intervention Small Groups outside of the Reading Block.
5. 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
Strategy:**

**Explain the
rationale for
selecting this
specific
strategy.**

**Describe the
resources/
criteria used for
selecting this
strategy.**

1. Incorporate small group instruction utilizing data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation.
2. Differentiated small group support by additional tutors and resource teachers helps to scaffold the strategies and standards being taught during the core instruction.
3. Students who participate in the tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
4. Student specific interventions that happen outside of the reading block help to provide students with instruction at their level and helps to close the learning gaps among our subgroups.
5. PLC's 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:
 - Students will be assessed using USA's and FSQ's in both Math and Language Arts. Teacher will utilize differentiated Instruction strategies and small group instruction in all ELA and Math courses.
 - Teachers will analyze student data to determine strengths and weaknesses in content area.
 - Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, blacks).
 - Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
 - Monitoring will occur through the review of lesson plans, conducting teacher data chats, and review of teacher schedules.

Person

Responsible

Jennifer Mooney (jennifer.mooney@palmbeachschools.org)

2. Tutorials:

- Analyze student data to determine students for tutorial groups and the support necessary.
- Choose research-based supplemental materials and resources to during tutorials.
- Analyze teacher classroom data to determine who will be tutors.
- Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.

- Monitored by the Admin Team through review of the data, lesson plans, and conducting observational walks.

Person Responsible Cindy Vega (cindy.vega@palmbeachschools.org)

3. PLC's/Professional Development:

- Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
- The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
- Two Instructional coaches, the SSCC, IB Coordinator, and the AP will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
- Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
- Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.
- Monitored by Leadership Team through the review of teacher schedules of student rotations, usage/ progress reports, and data analysis.

Person Responsible Charlene Edwards (charlene.edwards@palmbeachschools.org)

RAISE

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

Area of Focus Description and Rationale

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

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

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

If we focus on Standards-based instruction to increase overall k-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY 22 data 30% of our incoming third grade students are reading at an on-grade level data. iReady also shows that our overall primary grades proficiency is low.

Kindergarten- 25% Proficient

First Grade- 16% Proficient

Second Grade- 16% Proficient

It also gives us data to support a lack of proficiency in vocabulary and overall comprehension

Vocabulary- 19% Proficient

Comprehension- 24% Overall; Literature- 28%; Informational- 24%

Vocabulary directly impacts a student's ability to comprehend the text and use context clues to derive meaning.

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

Our FY22 data shows our third-grade students were only 51% proficient on the FSA. The IReady Fall Diagnostic data shows that 32% of our third graders are predicted to be proficient, if students achieve typical growth. This proves that students are entering third grade 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 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)

The measurable outcomes for 2023 are:

February 2023 May 2023

Kindergarten- 35% Proficient 45% Proficient

First Grade- 25% Proficient 40% Proficient

Second Grade- 25% Proficient 40% Proficient

Vocabulary- 30% Proficient 40% Proficient

Overall Comprehension- 35% Proficient 50% Proficient

Grades 3-5: Measureable Outcome(s)

3rd 35% Proficient 50% Proficient

4th 35% Proficient 50% Proficient

5th 35% Proficient 50% Proficient

Monitoring:

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

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

We will also use grade level FSQ and USA to track growth within standards.

We will also review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder

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

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Vega, Cindy, cindy.vega@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 well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.

2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Practices/Programs:

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

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

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the students' need for foundational skill practice and to identify areas of weakness for targeted remediation. Benchmark assessments will also be used to support growth within the standards.

2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD.

3. PLC's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies.

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>1. Develop Literacy Leadership Schools must have a Literacy Leadership Team, consisting, of a School administrator, SSCC, SAI Teachers, ESOL Coordinator, ESE Coordinator, Learning Team Facilitator, Media specialist, Lead teachers.</p> <p>The Leadership Team will use our Wildly Important Goals Data Collection Tool to complete weekly classroom visits to monitor and support reading instruction & intervention. The team will use the district Look Fors, Scope and Sequences, CAO updates, and commitments made during PLC to monitor instructional practice.</p> <p>During Leadership Team Meetings, we will review and analyze the data from the classroom visits and share our findings and feedback with each team, so that they may have the opportunity to focus on a specific area to improve or grow. Student data will always be a part of the data analysis to reflect how students are making growth with the implemented practices.</p>	<p>Moya, Danny, danny.moya@palmbeachschools.org</p>
<p>Assessment & Small Group Instruction - Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching)</p> <p>a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQ's in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment).</p> <p>b. Teachers will analyze student data to determine strengths and weaknesses in content area.</p> <p>c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities</p> <p>d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.</p> <p>e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning & adjust instruction continuously</p>	<p>Mooney, Jennifer, jennifer.mooney@palmbeachschools.org</p>
<p>Interventions (Assessment / Professional Learning)</p> <p>a. Schoolwide Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.</p> <p>b. Use K-5 Reading intervention with guidelines for schools to determine students' needs</p> <p>c. Monitor for intervention fidelity and the collection of progress monitoring data to measure growth</p>	<p>Vega, Cindy, cindy.vega@palmbeachschools.org</p>
<p>Professional Development</p> <p>1. School admin and Literacy Leadership Teams attend training on the operational plan for collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in Core (Tier 1) and to monitor progress of students receiving Supplemental (Tier 2) and Intensive (Tier 3) interventions.</p> <p>2. School leaders share the plan with staff in faculty meetings and PLCs.</p> <p>3. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure the plan is implemented effectively.</p> <p>4. PD TEAM will create an ongoing PD session that consist of mandatory</p>	<p>Moya, Danny, danny.moya@palmbeachschools.org</p>

Action Step	Person Responsible for Monitoring
and voluntary sessions that teachers will attend. 5. Leadership Team and Lead Teachers will provide ongoing modeling, pre and post conferences, and in class room support 6. Ongoing observations from principal and assistant principal with feedback will be provided to teachers.	

PLC's: (Professional Learning)

- Development of a PLC schedule to include all content area teachers and resource teachers.
- The PLCs sessions will focus on data analysis and effective instruction based on the needs
- Instructional coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
- Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.

Edwards, Charlene,
charlene.edwards@stlucieschools.org

Positive Culture & Environment

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

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

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data.

Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We also have parent/family multicultural nights.

Our PBIS universal school guidelines and matrix is evident through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, and Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year. Palmetto Elementary continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS quarterly celebrations as well as advisory sessions that discuss applicable topics based on school culture/climate and mental health. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers.

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.

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.

Our Family Resource Center will support families with monthly educational workshops facilitated by our School Counselors, Case Manager, Behavioral Health Specialist, Co-Located Therapist, and Single School Culture Coordinator.

English language learning technology (Imagine Learning) will also be available for interested families for use on-site and at home. Additional resources (e.g., school supplies and clothing) will be distributed by our Case Manager and School Counselors through the Family Resource Center.

Additional resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness. Our Case Manager and School Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.

A District Migrant Liaison coordinates with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for the families of our migrant students. These supports are supplemental to school-wide supports for students and families. 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.

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

The school nurse provides support and nutrition information for those students who have food allergies or have been diagnosed with diabetes.

Teaming is leveraged across all school staff to ensure the effective implementation of school initiatives and other programs, including weekly PLCs, weekly Administrative Collaboration, monthly Instructional Leadership Team meetings, to name a few.

To ensure KG readiness, maintain and enrich our robust early learning programs (PreK and VPK) through active parent & community outreach events led by our Community Resource Person.

Monitoring of attendance, including late drop-offs and early pick-ups by our teachers, the councilors, and the SBT is key to building a positive culture. To address the issue, the school-based team currently meets to discuss truancy with students and families. When appropriate, attendance contracts are signed and/or a home visit is made. On a daily basis, One Voice is used to call the homes of students that are absent. In addition, the school will be using postcards to reach out to families to inform them of their student(s)' total absences and the instruction that they missed as a result of the absence(s).

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

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, principals can positively influence their school culture with strategies that encourage collaboration.

School Counselor: Supports a positive culture and environment through lessons the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our councilor 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. to ensure all students have equitable and equal opportunity 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 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.

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.