U. B. Kinsey/Palmview Elementary

2022-23 Schoolwide Improvement Plan

Table of Contents

U. B. Kinsey/Palmview Elementary

800 11TH ST, West Palm Beach, FL 33401

https://ubke.palmbeachschools.org

Demographics

Principal: Alexander Bembry

Start Date for this Principal: 9/2/2022

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* Economically Disadvantaged Students*
School Grades History	2021-22: C (42%) 2018-19: B (57%) 2017-18: B (60%)
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.

Table of Contents

U. B. Kinsey/Palmview Elementary

800 11TH ST, West Palm Beach, FL 33401

https://ubke.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	96%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

UB Kinsey/Palmview Elementary school of the Arts, we inspire, embrace, and educate our students in an environment that is equitable for all students academically and artistically.

Provide the school's vision statement.

UB Kinsey/Palmview School of the Arts we envision a collaborative school culture that prepares all students regardless of their backgrounds to reach their highest potential by fostering each student's needs academically, socially and emotionally. UB Kinsey/Palmview Elementary School of the Arts will continue to strengthen students' arts and academics with the support from the teachers, staff, parents, and community.

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
Bembry, Alexander	Principal	The Principal is the instructional leader who is responsible for planning and developing a school climate that supports the learning and teaching environment of teachers and students. The Principal develops and maintains partnerships with parents, community members, and business partners by hosting school-wide events ie; parent-teacher conference night, PFEP meetings, SAC, PTO. The Principal participates and supports teachers in PLCs, faculty meetings, and professional development to make instructional and academic decisions that lead to academic success for all.
Vandergast, Jamie	Assistant Principal	The Assistant Principal is the instructional leader who is responsible for planning and developing a school climate that supports the learning and teaching environment of teachers and students. She provides instructional materials to all teachers. The Assistant Principal serves as the Title One Liaison. The Assistant Principal develops and maintains partnerships with parents, community members, and business partners by hosting school-wide events ie; parent-teacher conference night, PFEP meetings, SAC, PTO. The Assistant Principal participates and supports teachers in PLCs, faculty meetings, and professional development to make instructional and academic decisions that lead to academic success for all.
Johnson, Melissa	Instructional Coach	The job duties and responsibilities of the K-5 Literacy Coach is to collaborate with K-5 ELA teachers in instructional coaching cycles that include pre-conferencing, planning for instruction, lesson modeling, co-teaching, coaching observations of ELA teachers, and debriefing. As a member of the School Leadership Team, the coach collaborates with other members in analyzing school literacy data to make decisions in improving student achievement and teacher understanding. Even more, the coach works closely with parents and other stakeholders to increase their understanding of ELA reading requirements and strategies to enhance student achievement.
Jones, Michael	Magnet Coordinator	The job duties and responsibilities of the choice coordinator is to organize parent involvement events. The choice coordinator collaborates with community partners to organize events on and off-campus. He collaborates with teachers by bringing an awareness of the multi-cultural needs of art students to assist in the school decision-making process. He promotes the school at school fairs and outside community events. The choice coordinator serves as team leader and Palm Beach Focus Model Liaison to assist teachers in implementing art integrated lessons to increase achievement.
Starling, Krystal	Teacher, ESE	The ESE Contact's responsibility is to provide behavioral, and academic support. The ESE contact is part of the school-based team and helps determine appropriate behavioral/academic interventions. The ESE contact also provides guidance to the staff and recommends counseling services to engage and support parents of struggling students. Serving as an ESE contact and SBT member and she collaborates with teachers and parents

Name	Position Title	Job Duties and Responsibilities
		in the decision-making process to help support students in need of accommodations.

Demographic Information

Principal start date

Friday 9/2/2022, Alexander Bembry

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

535

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

5

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

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	84	68	82	94	95	92	0	0	0	0	0	0	0	515
Attendance below 90 percent	21	26	25	35	31	24	0	0	0	0	0	0	0	162
One or more suspensions	3	5	2	5	6	12	0	0	0	0	0	0	0	33
Course failure in ELA	10	18	27	37	11	37	0	0	0	0	0	0	0	140
Course failure in Math	9	11	19	33	17	12	0	0	0	0	0	0	0	101
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	31	24	30	0	0	0	0	0	0	0	85
Level 1 on 2022 statewide FSA Math assessment	0	0	0	39	22	41	0	0	0	0	0	0	0	102
Number of students with a substantial reading deficiency	0	11	21	52	41	32	0	0	0	0	0	0	0	157

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	10	13	20	51	28	41	0	0	0	0	0	0	0	163

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	5	0	0	0	0	0	0	0	0	0	5
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

Friday 9/2/2022

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	64	78	91	108	95	99	0	0	0	0	0	0	0	535
Attendance below 90 percent	0	21	29	32	28	36	0	0	0	0	0	0	0	146
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in ELA	26	58	22	28	43	8	0	0	0	0	0	0	0	185
Course failure in Math	11	32	14	27	12	15	0	0	0	0	0	0	0	111
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	6	23	0	0	0	0	0	0	0	46
Level 1 on 2019 statewide FSA Math assessment	0	0	0	10	10	13	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	26	58	22	27	43	8	0	0	0	0	0	0	0	184
FY21 ELA Winter Diag Level 1 & 2	0	0	0	56	59	63	0	0	0	0	0	0	0	178
FY21 Math Winter Diag Level 1 & 2	0	0	0	41	55	66	0	0	0	0	0	0	0	162

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	19	36	44	40	53	0	0	0	0	0	0	0	192

The number of students identified as retainees:

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

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	64	78	91	108	95	99	0	0	0	0	0	0	0	535
Attendance below 90 percent	0	21	29	32	28	36	0	0	0	0	0	0	0	146
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in ELA	26	58	22	28	43	8	0	0	0	0	0	0	0	185
Course failure in Math	11	32	14	27	12	15	0	0	0	0	0	0	0	111
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	6	23	0	0	0	0	0	0	0	46
Level 1 on 2019 statewide FSA Math assessment	0	0	0	10	10	13	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	26	58	22	27	43	8	0	0	0	0	0	0	0	184
FY21 ELA Winter Diag Level 1 & 2	0	0	0	56	59	63	0	0	0	0	0	0	0	178
FY21 Math Winter Diag Level 1 & 2	0	0	0	41	55	66	0	0	0	0	0	0	0	162

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	19	36	44	40	53	0	0	0	0	0	0	0	192

The number of students identified as retainees:

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

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%				52%	58%	57%
ELA Learning Gains	49%						53%	63%	58%
ELA Lowest 25th Percentile	35%						41%	56%	53%
Math Achievement	43%	53%	50%				72%	68%	63%
Math Learning Gains	59%						74%	68%	62%
Math Lowest 25th Percentile	59%						64%	59%	51%
Science Achievement	11%	59%	59%				43%	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	48%	54%	-6%	58%	-10%
Cohort Comparison		0%				
04	2022					
	2019	60%	62%	-2%	58%	2%
Cohort Comparison		-48%				
05	2022					
	2019	48%	59%	-11%	56%	-8%
Cohort Comparison		-60%				

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	66%	65%	1%	62%	4%
Cohort Comparison		0%				
04	2022					
	2019	79%	67%	12%	64%	15%
Cohort Comparison		-66%				
05	2022					
	2019	68%	65%	3%	60%	8%
Cohort Comparison		-79%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	43%	51%	-8%	53%	-10%

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	27	31		29	35		14				
ELL	42	67		37	57						
BLK	38	47	35	44	59	60	9				
HSP	33	60		33	45						
FRL	37	47	35	42	58	59	10				

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	48	61		28	16		7				
ELL	67			38							
BLK	46	55	38	34	16	20	13				
HSP	83			46							
WHT	70			70							
FRL	48	54	36	34	17	19	15				

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	46	56		59	65						
ELL	52	45		67	75		36				
BLK	50	52	35	73	74	67	45				
HSP	46	40		54	80						
WHT	70	62		71	71						
FRL	50	50	38	70	74	64	42				

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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	71

ESSA Federal Index	
Total Points Earned for the Federal Index	366
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	55
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	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
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	
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	
White Students Subgroup Below 41% in the Current Year?	N/A
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?

In ELA our 3rd grade students dropped 5%, 4th grade dropped 18%, and 5th grade dropped 16% when comparing our FY22 data to our FY19 data. Our biggest drop in percentage was in our ESE population. Students demonstrated a 15% drop. Our student who qualified for free and reduced lunch also demonstrated a 23% drop in proficiency. In Math all grade levels showed a 15% or more drop in their overall proficiency when comparing our FY22 data to our FY19 data. We saw the same drop in our ESE population as well. Our ESE students dropped 13% in their overall proficiency. Students who qualified for free and reduced lunch demonstrated a 19% drop. Our Science data continued to decrease as well when comparing FY22 to FY19.

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

When looking at the FY22 state assessments and the progress monitoring completed on campus, ELA and Science all show a greatest need for improvement. In ELA, our proficiency continued to decline as well as our major subgroups such as ESE, ESOL, and free and reduced lunch. To determine this we focused on FSA, iReady diagnostic assessments, and all FSQ/USA's that students in grade 3-5 completed. This also pertains to our overall proficiency in Science. Students dropped 8% from the Fy22 diagnostic to the FY22 FSA. The subgroups in science however, did out score their peers in science.

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

We are continuing to close achievement gaps and lose of fundamental skills due to COVID, attendance rates have been historical lower over the past two years, and teachers have not been able to utilize small group instruction or have students work in collaborative groups. Some new actions that need to be addressed are mandatory small group instruction in all main subject areas, using tutorials to support fundamental skills students continue to struggle with, and finally making sure we are in contact with parents whose students have excessive absences to support them getting their students to school.

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

Based off the FSA data for FY22, all of our data by grade level showed a decrease in overall proficiency in third, fourth, and fifth grade. We also showed a decrease in our subgroups for ESE, ELL, and FRL. However, when reviewing our iReady data, our third grade students showed an increase of 31% of students who were on grade level from window 1 to window 3. According to the third grade subgroups tested, our third grade students showed an increase of their proficiency in phonics from 32% to 64%, vocabulary increased from 13% to 32%, comprehension of literature increased from 17% to 44%, and comprehension of informational text increased from 8% to 37%. Our fourth grade students showed an increase in their overall proficiency on iReady from 24% to 63%. According to the subgroup data tested, they also increased their proficiency in phonics from 59% to 92%, vocabulary from 14% to 49%, and comprehension of literature increased from 20% to 53%. Finally, according to iReady, kindergarten through second grade also showed increases in their overall proficiency. Kindergarten grew from 31% to 60%, first grade 22% to 55%, and second grade 22% to 52%.

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

In order to see growth in our students, our focus last year was to return our students back into differentiated small group instruction. In order to do so, we used the data from our first iReady window to identify students who had similar learning gaps. We worked with teachers in professional learning communities to build small group plans that supported closing the achievement gap. We also used these professional learning communities to monitor student learning and adapt teachers' lesson plans to support the growth we were seeing. The second strategy we used was incorporating double down into the classrooms. We were able to use the support staff we had available to work in classrooms with students. We identified the classrooms with the greatest need for intervention and provided them with the additional support teacher. These support teachers joined in on professional learning communities to help support teachers with their planning, as well as be aware of standards being taught throughout the school year. Our reading coach and single school culture coordinator modeled and planned with teachers. Through this modeling and planning, teachers were able to develop successful teaching strategies and plan for skills to meet the needs of all learners within their classrooms. Finally, we made sure all students who received testing accommodations were provided them throughout the school year. By doing this, students were testing in the best environment, assuring they were able to perform to their best ability.

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

In order to close the achievement gap, the strategies implemented in selected classrooms last school year need to be present in all academic classrooms. Therefore, double down will be provided in all ELA classrooms. By using this strategy, we will be able to make sure all students see a teacher on a daily basis to work on their individual plan. Teachers and support push-in will work together in professional learning communities on a biweekly basis to create lesson plans, monitor student growth, and plan for next steps. ESE teachers will push into both ELA and Math to work on students' individual achievement goals. In addition to providing double down support in all ELA classrooms, we are using our fourth and

fifth grade intervention time to create meaningful small groups for those students. All teachers in fourth and fifth grade, as well as all push-in support will meet together to identify students in need of ELA and math support. Students will be broken down into groups of six or less, and receive six to eight weeks of intensive ELA or Math support. Teachers will also identify the students who are in need of both ELA and Math to create a plan to ensure their needs are met. Our ESE subgroups will also get additional time to work with the ESE support teachers at this time for additional tutoring or intervention. In order to accelerate learning, accelerated classrooms were created in kindergarten through fourth grade.

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 has been provided to teachers who are participating in the accelerated math program. Teachers attended sessions this summer to support the new math standards and will attend monthly CADRE meetings this school year. At these CADRE meetings, teachers work with district personnel to update their focus calendars for daily teachers, support teachers in teaching the standards, as well as provided any additional support requested. In order to support our accelerated teachers, as well as teachers who are offering enrichment opportunities to students within their classrooms, our Single School Culture Coordinator will use professional development days and professional learning communities to provide strategies and resources. Our school's reading coach, ESE teachers, and Single School Culture Coordinator will also provide professional development to all teachers on best teaching strategies when it comes to small group instruction. Weekly walkthroughs from administration will focus on these strategies to make sure they are being implemented with fidelity. Our professional development this school year will also focus on creating meaningful and standards based learning centers. Professional development has been planned to support teachers work with ESE students. They will be taught best learning strategies as well as how to implement their IEPs with fidelity within the classroom. Finally, specialists from the school district will be attending our professional learning communities to support teachers in referring students to school based team, as well as implementing the appropriate interventions.

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

In order to make sure the services that will be implemented this school year will be sustainable into the next upcoming school years, we are using utilizing support teacher's multiple years, not only within the school district, but longevity with our school. Push-in support assignments were determined based on that teacher's prior ability to support and close the achievement gaps of their classrooms. All support teachers are not only working with students who demonstrate a need for intervention, they are also working with classroom teachers to help build and grow them as educators. All interventions that have been chosen this school year are within the new standards. Teachers who are using these interventions attended mandatory training, so they are able to implement them correctly and with fidelity. An addition teacher will ensure that students receive on grade level instruction and also instruction at the students instructional level. Literacy support from an early age; such as VPK will equip our students with foundational skills to develop their reading abilities.

To increase science proficiency, standards based instruction including fair game standards from third and fourth grade will be progress monitored carefully to ensure that students are demonstrating knowledge from the content being taught, and that remediation and reassessing is provided for students who are not demonstrating understanding of the standards

Tutorial programs will service students that would benefit from it the most. Data analysis will drive tutorial list, and will allow for extra instruction by certifies teachers.

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

:

#1. Instructional Practice specifically relating to ELA	
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 differentiated small group instruction to increase overall k-5 proficiency school-wide in ELA, then we will increase overall student proficiency and ensure alignment to the District's Strategic Plan. This area of focus aligns directly with our new District's Strategic Plan to ensure all students engage in teaching and learning that results in academic. According to the data our students are not entering prepared for the rigors of the standards at their grade level. According to iReady FY 23 data 23% of our students are entering their grade level prepared. Kindergarten- 14% Proficient First Grade- 18% Proficient Second Grade- 21% Proficient Third Grade- 30% Proficient Fourth Grade- 24% Proficient Fifth Grade- 26% Proficient It also gives us data to support a lack of proficiency in foundational skills Phonological awareness- 41% Proficient Phonics- 22% Proficient High-Frequency Words- 34% Proficient Vocabulary- 21% Proficient This data supports that students are in need of differentiated small group instruction to close achievement gaps. By using small group instruction, teachers will be able to differentiate instruction to ensure students are focusing on foundational skills they are struggling in. Teachers will also use our professional learning communities to work with support staff who will either provide additional small group instruction or interventions if needed. By focusing on individual needs of the student we can assure all students will be able to demonstrate at least one years' worth of growth or more.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will increase the overall percentage of students who are proficient in grades K-2. They will increase in their overall proficiency by the end of the FY 23 school year according to the spring iReady Diagnostic. Students will increase their overall proficiency from 18% to 28% after the winter iReady diagnostic and then from 28% to 38% by the spring iReady diagnostic. For the FY23 school year students in third, fourth and fifth grade will increase their overall proficiency from 26% to 37% after the winter iReady diagnostic and then from 37% to 50% after the Spring iReady diagnostic.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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. 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. Teachers will also be using the weekly assessments as a tool to determine if students are moving towards mastery. 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

	The monitoring will be supported by key members of the leadership team: Principal Assistant Principal Single School Culture Coordinator Reading Coach Choice Coordinator
Person responsible for monitoring outcome:	Jamie Vandergast (jamie.vandergast@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Small group instruction: Teachers as well as supplemental support teachers will provide strategically, differentiated instructional support for all learning. 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. 4. Iready Technology- Support in tracking and monitoring growth in overall proficiency as well as foundational skills.
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 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. 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. 4. iReady data chats will be held to support the overall tracking and monitoring of student data. As students take growth monitoring checks monthly, teachers will be able to regroup students as needed to continue with differentiated instruction.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Incorporate Small group instruction:
a. Students will be assessed using iReady, USA's and FSQ's in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.
b. Teachers will analyze student data to determine strengths and weaknesses in content area.
c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities
d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
e. Teachers develop ongoing formative assessments to track student learning n make adjustments to instruction.

Person Responsible Jamie Vandergast (jamie.vandergast@palmbeachschools.org)

Professional Development
a. teachers will complete a survey of the success of small group implementation within their classrooms.
b. leadership will analyze the results to determine a focus if PD
c. Coach, SSCC will create a ongoing PD sessions that consist of mandatory and voluntary sessions that teachers will attend.
d. coach and sscc will provide ongoing modeling, pre and post conferences, and in class room support
e. ongoing observations from principal and assistant principal with feedback will be provided to teachers.

Person Responsible Jamie Vandergast (jamie.vandergast@palmbeachschools.org)

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

Person Responsible Jamie Vandergast (jamie.vandergast@palmbeachschools.org)

iReady Technology
a. Provide teachers with professional development to ensure appropriate use of adaptive technology.
b. Teachers will develop a rotational schedule to ensure all students have access to technology.
c. Teachers will engage students in small group instruction based on adaptive technology results.
d. ongoing growth monitoring checks will happen monthly to determine students growth
e. teachers and leadership team will use data chats to pull ongoing iready data to support small group instruction

Person Responsible Jamie Vandergast (jamie.vandergast@palmbeachschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
	If we focus on differentiated small group instruction to increase overall ESE proficiency school-wide in ELA, Math, and Science then we will increase student proficiency in ESE students and ensure alignment to the District's Strategic Plan. This area of focus aligns directly with our new District's Strategic Plan to ensure all students engage in teaching and learning that results in academic.
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the data our students identified as ESE are not entering prepared for the rigors of the standards at their grade level as their non-disabled peers. According to iReady FY 23 data 17% of our incoming ESE kindergarten, first, and second graders are reading at an on grade level. This is a 1% decrease when compared to our Non ESE Students.
	According to iReady FY 23 data 9% of our incoming ESE third, fourth and fifth graders are reading at an on grade level. This is a 21% decrease when compared to our Non ESE Students.
	This data supports that students with disabilities are in need of differentiated small group instruction to close achievement gaps. By providing professional development to teacher about how to use small group instruction, teachers will be able to differentiate instruction using best teaching practices to ensure students with disabilities are focusing on foundational skills they are struggling in. Teachers will also use our professional learning communities to work with support ESE staff who will either provide additional small group instruction or interventions if needed. By focusing on individual needs of the student we can assure all students will be able to demonstrate at least one years' worth of growth or more.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our first goal would be that least 75% of our ese students in K-2 reach their outlined goal of a year worth of growth by progress monitoring 3.
	According to your iReady Fall diagnostic only 5 out of 28 students identified as ESE are demonstrating that they are on grade level. Our goal would be to increase this number to 14 total students which would bring our overall proficiency from 17% to 50% .
	In grade 3-5 our goal is for 75% of students to demonstrate a years worth of growth when comparing PM 1 to PM 3. Also, according to your iReady Fall diagnostic only 4 out of 43 students identified as ESE are demonstrating that they are on grade level. Our goal would be to increase this number to 15 total students which would bring our overall proficiency from 9% to 35%.
	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.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will occur throughout our PLC for each grade level. ESE support staff will review iready diagnostic and growth monitoring checks, Reading running records, and end of unit assessments from the Benchmark Series. ESE support will build lessons that work towards each students individual goal as outlined on their IEPs as well as supporting the rigor of their grade level 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

The monitoring will be supported by key members of the leadership team:
Principal
Assistant Principal
Single School Culture Coordinator
Reading Coach
ESE Coordinator

Person responsible for monitoring outcome:	Jamie Vandergast (jamie.vandergast@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Small group instruction: Teachers as well as ESE support teachers will provide strategically, differentiated instructional support for all learning. 2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support students with disabilities within small group planning and implementation 3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. 4. Iready Technology- Support in tracking and monitoring growth in overall growth and proficiency as well as foundational skills.
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 goal outlined on students IEPs as well as iReady needs assessment data. This will ensure teachers meet the students' need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be provided in line with student's accommodations. 2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning when working with ESE Students. 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 to collaborate with ESE support. 4. iReady data chats will be held to support the overall tracking and monitoring of student data. As students take growth monitoring checks monthly, teachers will be able to make decisions when it comes to instruction based on the results.

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 focused on IEP/ iready goals:
a. Students will be assessed using iReady, USA's and FSQ's in Language Arts. Teacher will utilize best teaching strategies and small group instruction in all ELA and Math courses.
b. Teachers will analyze student data to determine strengths and weaknesses in content area.
c. Teachers will create all small group rotational cycles to ensure all students with disabilities are supported
d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
e. Teachers use small group instruction to support accommodations when assessing

Person Responsible	Jamie Vandergast (jamie.vandergast@palmbeachschools.org)

Professional Development
a. teachers will receive PD on best teaching practices and strategies when working with ESE students
b. Teachers will receive district PD in PLCs to identify students who are demonstrating a potential learning disability.
c. Coach, SSCC, and ESE team will provide ongoing opportunities for teachers understand Individual Education Plans and how to support them within the classroom daily.
d. Ongoing observations from principal and assistant principal with feedback will be provided to teachers.

Person Responsible   Krystal Starling (krystal.starling@palmbeachschools.org)

PLC's
a. Development of a PLC schedule to include all content area teachers and resource teachers.
b. The PLCs sessions will focus on data analysis focusing on students with disabilities and comparing them to their non-disabled peers to ensure all students are demonstrating the same growth and proficiency,
c. Instructional coaches and ese support will develop and implement the coaching cycle to build teachers capacity with the best teaching practices, small group instruction, and differentiated instruction.
d. Teachers will work collaboratively to plan and develop lessons with ESE support staff

Person Responsible   Jamie Vandergast (jamie.vandergast@palmbeachschools.org)

iReady Technology
a. Provide teachers with professional development to ensure appropriate use of adaptive technology.
b. Teachers will develop a rotational schedule to ensure all students have access to technology.
c. Teachers will engage students in small group instruction based on adaptive technology results.
d. ongoing growth monitoring checks will happen monthly to determine students growth.
e. Data chats will be conducted to focus on the growth and predicted proficiency of all ESE students in grades K-5

Person Responsible   Alexander Bembry (alexander.bembry@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 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- 14% Proficient
First Grade- 18% Proficient
Second Grade- 21 % Proficient

It also gives us data to support a lack of proficiency in foundational skills

Phonological awareness- 41% Proficient
Phonics- 22% Proficient
High-Frequency Words- 34% Proficient
Vocabulary- 21% Proficient
Due to a lack of foundational skills, students over all reading comprehension proficiency is 31% For literature text and 36% for Nonfiction text.

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 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 instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. Our FY22 data shows our third-grade students were only 47.5% 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 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. The ELA school- wide learning gains decreased six percentage points, and the learning gains of ELA Low 25% decreased by fifteen points. Our ESSA

identified subgroups SWDs have demonstrated a decline of 26% over the past year. Data indicates we need to review what is begin taught, how it's being taught and make decisions to make the changes necessary to support all learners. The gap between 2022 ELA Achievement (47.5%) and the District average (58%) is 9 percentage points. our ESSA identified subgroup SWDs; there was an increase of 4% in ELA and 4% in math. During FY22 state assessment, results show an decrease for our subgroups SWDs -9%. For science, 5th-grade scores went down 7% (from 18% to 11%).

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)

1. Grade K-2
The measurable outcomes for 2023 are: 75% of students show growth from progress monitoring one to progress monitoring three based off the new STAR assessment
January 2023- May 2023
Kindergarten- 55% Proficient 65% Proficient
First Grade- 55% Proficient 65% Proficient
Second Grade- 55% Proficient 65% Proficient

Grades 3-5: Measureable Outcome(s)

The measurable outcomes for 2023 are: 75% of students show growth from progress monitoring one to progress monitoring three based off the new STAR assessment

2. Grades 3-5
3rd 55% Proficient 65% Proficient
4th 45% Proficient 55% Proficient
5th 60% Proficient 70% 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 USAs 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.
Monitoring will also occur after progress monitoring 2 is completed.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Bembry, Alexander, alexander.bembry@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. §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. 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. 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
1. Develop Literacy Leadership Schools must have a Literacy Leadership Team, consisting, in part, of a ? School administrators ? Reading coach, ? Single School Culture Coordinator ? Learning Team Facilitator Develop a plan to monitor the implementation & ensure compliance with the reading plan Walkthroughs to weekly monitor and support reading instruction & intervention (Look Fors, CAO updates) School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data)	Bembry, Alexander, alexander.bembry@palmbeachschools.org
Professional Development 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. 2. School leaders share the plan with staff in faculty meetings and PLCs. 3. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure the plan is implemented effectively. 4. The Regional and Instructional Superintendents monitor the implementation, and the District Reading Collaboration team provides professional development. 5. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the School-level Reading Plan implementation and monitor progress. 6. Regular data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.	Bembry, Alexander, alexander.bembry@palmbeachschools.org
PLC's: (Professional Learning) a. Development of a PLC schedule to include all content area teachers and resource teachers. b. The PLCs sessions will focus on data analysis and effective instruction based on the needs c. Instructional coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction. d. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.	Bembry, Alexander, alexander.bembry@palmbeachschools.org

Positive Culture & Environment

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

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

Our school addresses building a positive school culture and environment through our Schoolwide Positive Behavior System – Panda Pride. The Schoolwide Positive Behavior team developed a behavior matrix and expectations for students to follow. These expectations are posted throughout the school. Students are also taught about showing "Panda Pride" through explicit kid-friendly lessons. Students are rewarded for demonstrating "Panda Pride" at the end of each trimester at an awards ceremony.

The Character-Development Program is implemented by our school guidance counselor. The curriculum address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Engagement opportunities will be offered throughout the school year to maintain a parental involvement target of 50 percent. During Open House, curriculum night, we will ensure non-threatening methods of introducing parents to teachers and administrators. Offer fun, interactive (virtual) tutorials to parents who are unfamiliar with SIS and other forms of educational technology. Communicate classroom and school news to parents through the use of the newsletter, parent-link calls, emails, and student agendas. Create formats for inviting parent participation in the cultural education process. Discuss effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings.

We assist preschool children to transition into elementary schools by
1. Kindergarten Round-up in April which allows parents to become knowledgeable about the standards/ benchmarks that are expected for kindergarten students. We also inform the parents about the variety of assessments that are given during the school year.
2. Instructional packets are provided for parents to use with their children at home in preparation for kindergarten
3. We collaborate with area pre-schools to educate the staff on expectations for Kindergarten students during November and May.
4. Provide visitation to UB Kinsey Elementary by area pre-schools to allowing the students to spend a day in Kindergarten.

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.

Our school is a part of the House System Pilot System, through the SEL department at the district. This is a system based on the Ron Clark Academy, where all students and staff are sorted into distinct "Houses" representing different values. This system fosters a culture of belonging, because every member of the school community is able to contribute to their House. Students' personal accomplishments are rewarded with points that collectively count towards their House.

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 students' needs. Thus, Principals can positively influence their school culture with strategies that encourage collaboration.

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) 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.

Parent Liaison: Supports a positive culture and environment through lessons they teach that are unique and different from academic instruction. Through the small group interactions and experiences for students, our counselor ensures students feel safe, welcome, and included.

Guidance 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). 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).

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.

Single school culture (Academics, Behavior, Climate)

Academics:

Collaborative Planning Communities (PLCs) occur every week per grade level. Grade level teachers meet with the SSCC, academic coaches and administration to discuss and analyze data, modify instruction, and create standards based learning goal scales. Student work and best practices are shared and analyzed. Grade levels meet for Common Planning. Teams create goals and plans based on standards, domains, units of study, and big ideas. It is then determined how all subject areas can be incorporated into the subject being taught.

Our ESOL Coordinator 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 nurse provides support and nutrition information for those students who have food allergies or have been diagnosed with diabetes.