Benoist Farms Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Benoist Farms Elementary School

1765 BENOIST FARMS RD, West Palm Beach, FL 33411

https://bfes.palmbeachschools.org

Demographics

Principal: Ruthann Miller

Start Date for this Principal: 7/1/2008

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 (44%) 2018-19: C (50%) 2017-18: C (47%)
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

Benoist Farms Elementary School

1765 BENOIST FARMS RD, West Palm Beach, FL 33411

https://bfes.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

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.

All staff members at Benoist Farms Elementary will use the standards to collaboratively plan for instruction to meet the needs of all children. All staff members believe that all children at Benoist Farms Elementary can learn.

Provide the school's vision statement.

To undeniably increase learning for all.

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
Miller, Ruthann	Principal	Monitor and ensure that the school improvement plan is carried out with fidelity. Serves as instructional leaders responsible for educational decisions, assess teaching methods, monitor student achievement, encourage parental involvement and revise policies and procedures on campus. Manage all daily operations of the school.
Paulena, Darla	Assistant Principal	Monitor and ensure that the school improvement plan is carried out with fidelity. Assist the principal in serving as an instructional leader responsible for educational decisions, assessing teaching methods, monitoring student achievement, encouraging parental involvement and revising policies and procedures on campus. Assist the principal in managing all daily operations of the school.
Sansbury, Lorraine	ELL Compliance Specialist	Support ELL students through small group instruction in ELA. Monitor and report on the use of ELL strategies school-wide. Ensure compliance with all ELL protocols.
Staer, Jennifer	Teacher, ESE	Support ESe students through small group instruction in ELA and math. Monitor and report on the use of best practices for ESE students school-wide. Provide professional development and coaching to improve ELA instruction.
Crooks, Michele	Teacher, ESE	Support ESE & ELL students through small group instruction in ELA and math. Monitor and report on the use of best practices for ESE and ELL students school-wide.
Hosford, Hilary	Teacher, K-12	Support 3rd - 5th grade SAI students through small group instruction in ELA. Support and coach the implementation of best practices for ELA in grades K-2.
Herbert, Maureen	School Counselor	Provide Social Emotional Learning (SEL) support to students and staff to help support a single school culture. Problem solve with the leadership team about students' SEL and attendance barriers that affect student achievement.
Berry, Maurice	Attendance/ Social Work	Provide Social Emotional Learning (SEL) support to students and staff to help support a single school culture. Problem solve with the leadership team about students' SEL and attendance barriers that affect student achievement.
Moreland, Pam	Other	Provide job embedded professional development during Professional Learning Communities (PLCs) for teachers in all content areas. Ensure that

Name	Position Title	Job Duties and Responsibilities
		teachers analyze data after assessments and develop a plan for reteaching opportunities.
Murray, Lakeytha	Teacher, K-12	Monitor the use of best practices in math to improve student achievement.
Lajoie, Anne	Teacher, K-12	Support students through small group instruction for ELA. Support and coach the implementation of best practices for ELA as needed.
Wisniew, Nicole	Teacher, K-12	Support students through small group instruction for ELA. Support and coach the implementation of best practices for ELA as needed.
Schurr, Lindsay	Teacher, K-12	Support K-2nd grade SAI students through small group instruction in ELA. Support and coach the implementation of best practices for ELA in grades 3-5.

Demographic Information

Principal start date
Tuesday 7/1/2008, Ruthann Miller

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.*
0

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.*
10

Total number of teacher positions allocated to the school
41

Total number of students enrolled at the school
416

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.
10

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	56	65	57	68	63	60	0	0	0	0	0	0	0	369
Attendance below 90 percent	0	24	20	24	19	11	0	0	0	0	0	0	0	98
One or more suspensions	0	6	0	3	2	4	0	0	0	0	0	0	0	15
Course failure in ELA	0	17	13	27	33	22	0	0	0	0	0	0	0	112
Course failure in Math	0	21	9	26	30	29	0	0	0	0	0	0	0	115
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	13	25	21	0	0	0	0	0	0	0	59
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	25	31	0	0	0	0	0	0	0	62
Number of students with a substantial reading deficiency	14	28	33	37	33	30	0	0	0	0	0	0	0	175

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	19	11	26	34	31	0	0	0	0	0	0	0	121

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	13	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 9/21/2022

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	71	47	59	79	60	64	0	0	0	0	0	0	0	380
Attendance below 90 percent	0	17	17	30	12	19	0	0	0	0	0	0	0	95
One or more suspensions	0	0	0	2	0	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	17	40	59	51	57	0	0	0	0	0	0	0	224
Course failure in Math	0	8	32	59	43	55	0	0	0	0	0	0	0	197
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	30	13	27	0	0	0	0	0	0	0	70
Level 1 on 2019 statewide FSA Math assessment	0	0	0	28	25	20	0	0	0	0	0	0	0	73
Number of students with a substantial reading deficiency	0	0	3	14	41	26	0	0	0	0	0	0	0	84
FY21 ELA Winter Diag Level 1 & 2	0	0	0	60	54	47	0	0	0	0	0	0	0	161
FY21 Math Winter Diag Level 1 & 2	0	0	0	52	51	52	0	0	0	0	0	0	0	155

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	11	30	58	45	55	0	0	0	0	0	0	0	199

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	1	14	1	0	0	0	0	0	0	0	0	16
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	71	47	59	79	60	64	0	0	0	0	0	0	0	380
Attendance below 90 percent	0	17	17	30	12	19	0	0	0	0	0	0	0	95
One or more suspensions	0	0	0	2	0	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	17	40	59	51	57	0	0	0	0	0	0	0	224
Course failure in Math	0	8	32	59	43	55	0	0	0	0	0	0	0	197
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	30	13	27	0	0	0	0	0	0	0	70
Level 1 on 2019 statewide FSA Math assessment	0	0	0	28	25	20	0	0	0	0	0	0	0	73
Number of students with a substantial reading deficiency	0	0	3	14	41	26	0	0	0	0	0	0	0	84
FY21 ELA Winter Diag Level 1 & 2	0	0	0	60	54	47	0	0	0	0	0	0	0	161
FY21 Math Winter Diag Level 1 & 2	0	0	0	52	51	52	0	0	0	0	0	0	0	155

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	11	30	58	45	55	0	0	0	0	0	0	0	199

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	1	14	1	0	0	0	0	0	0	0	0	16
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	30%	59%	56%				45%	58%	57%
ELA Learning Gains	53%						54%	63%	58%
ELA Lowest 25th Percentile	52%						35%	56%	53%
Math Achievement	34%	53%	50%				52%	68%	63%
Math Learning Gains	61%						64%	68%	62%
Math Lowest 25th Percentile	60%						60%	59%	51%
Science Achievement	17%	59%	59%				41%	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	26%	54%	-28%	58%	-32%
Cohort Comparison		0%				
04	2022					
	2019	52%	62%	-10%	58%	-6%
Cohort Comparison		-26%				
05	2022					
	2019	47%	59%	-12%	56%	-9%
Cohort Comparison		-52%				

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	38%	65%	-27%	62%	-24%
Cohort Comparison		0%				
04	2022					
	2019	47%	67%	-20%	64%	-17%
Cohort Comparison		-38%				
05	2022					
	2019	60%	65%	-5%	60%	0%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	40%	51%	-11%	53%	-13%

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	17	50		23	47		29				
ELL	38	63	50	38	66	60	11				
BLK	24	44	43	23	53	63	16				
HSP	36	63		52	72		22				
WHT	40			53							
FRL	29	52	54	35	61	60	18				
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	24	47		19	18		13				
ELL	30	41		23	24		29				
BLK	24	47		20	29		11				
HSP	40	28		34	17		28				
WHT	50										
FRL	29	43	46	26	25	8	18				
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	21	32	27	26	42	47	17				
ELL	38	43	33	52	54		33				
BLK	40	52	22	47	57	53	39				
HSP	51	60	62	61	79	75	42				
WHT	73			73							
FRL	43	52	35	50	62	62	38				

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	45
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	49
Total Points Earned for the Federal Index	356
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	50
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	47
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	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?

State Assessment data:
ELA FY22 FY21 FY 19
Learning Gains +10 53% -11 43% 54%
L25% +6 52% +11 46% 35%
GR 3 -1 26% +2 27% 25%
GR 4 +10 32% -34 22% 56%
GR 5 -3 25% -19 28% 47%

MATH FY22 FY21 FY19
Learning Gains +37 61% -44 24% 64%
L25% +52 60% -52 8% 60%
GR 3 + 12 34% - 15 22% 37%
GR 4 + 11 28% - 32 17% 49%
GR 5 +11 37% - 35 26% 61%

SCIENCE FY22 FY21 FY19

-3 13% -23 16% 39%

ESSA Subgroups ELA:
FY22 FY21 FY19
Blacks
GR 3 -1 26% +7 27% 20%
GR 4 +9 24% -36 15% 51%
GR 5 -5 19% -19 24% 43%

SWDs
GR 3 0% 0% 0%
GR 4 -9 0% -9 9% 18%
GR 5 +10 10% 0% 0%

ESSA Subgroups MATH:
FY22 FY21 FY19
Blacks
GR 3 +11 30% -11 19% 30%
GR 4 +8 13% -38 5% 43%
GR 5 -5 21% -33 26% 59%

SWDs
GR 3 0% 0% 0%
GR 4 0% -17 0% 17%
GR 5 0% -10 10% 0%

Although proficiency rates are not as high as we would like them to be, our students made tremendous learning gains this year in reading and math. Fourth Grade ELA proficiency showed improvement. Math in all grade levels is showing significant improvement. The subgroup data for our SWDs and Black students is lower than previous years and needs improvement along with our science scores.

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

Based on the data the areas most in need of improvement is increasing proficiency across all content areas. Our school will focus on increasing learning gains through small group instruction which will support the learning gaps of all students specially for our ESSA identified subgroups (Blacks and SWDs).

An area of immediate concern is the fact none of our SWD are able to achieve proficiency in mathematics and our grades 3 and 4 students had 0% of students proficient in ELA. This shows the need to continue to remediate the increased amount of student deficits in our post pandemic education.

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 still seeing the effects of the pandemic on our student achievement. Also, many teachers are new who are still learning all of the skills and strategies necessary to differentiate instruction for students.

As a result, standards based instruction will continue to be a primary focus during professional learning communities (PLC), and data chats with teachers. Scaffolds will be put in place to support students who are not yet performing at their grade level.

We experienced an increase in the number of student disruption during class showing the need for increased social emotional learning. As a result, guidance is now a rotation on the Fine Arts wheel to provide additional support for our 4th and 5th grade students who seem to struggle the most.

Students seem to be unmotivated to learn. Benoist Farms is working to improve student engagement. As we support teachers through (PLC) to create more engaging lessons, it is our hope that students will begin to take ownership of their learning

Increasing student learning gains in Literacy allows our students to develop the skills necessary towards future success. Likewise, increase math learning gains helps students think analytically and have better reasoning abilities.

To ensure learning gains & progress for our ESSA categorized sub groups Benoist Farms Elementary will analyze student data to identify which students fall under various subgroup categories. We will monitor the progress of those students and ensure that we are providing reteach opportunities for students during small group instruction and during tutorials.

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

ELA Learning gains improved 10% points. ELA Lowest 25% gains improved 6% points. Math achievement increased overall by 9% points. Math learning gains improved by 37% points. Math Lowest 25% gains improved by 52% points. Learning gains of students in both reading and math showed tremendous improvement; with most areas back to or really close to pre-pandemic levels.

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

The implementation of strategies aligned with project ignite have contributed to increased student achievement. With this grant Benoist Farms Elementary school really worked to select some strategic goals. Once the goals were selected support was given to teachers to support them to reach the goals. Teachers were provided support in planning during professional learning communities. Data chats were held with teachers after assessments and plans were put in place to provide student with strategic reteaching opportunities.

Teachers worked on the pacing of their teaching to ensure that not only were they concise and explicit in their teaching but that they saved enough time to remediate and enrich students during small group instruction. Schedules were adjusted to increase the amount of time that teacher had to teach reading and math. In addition, the adjusted scheduled allowed for resource teachers to provide additional support to students as well.

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

The following strategies will be used in the different content areas to accelerate learning:

Science - There is a need to refocus our science efforts. Ensuring that each grade level is covering the science standards with fidelity. In addition, the fine arts team has been asked to support students knowledge building around the fair game benchmarks for each grade level. In addition, additional hands on labs and practice activities will be incorporated to the science block for the different topics.

ELA - During PLCs we will focus on teachers getting familiar with the new standards and curriculum to provide effective and relevant instruction by: unpacking standards, analyzing data, developing standards based lessons with approved resources, sharing best practices for teaching, using a coaching model for teacher improvement, strategic planning for small group instruction. Professional development activities

will be provided to teachers to to improve teacher capacity.

MATH - Teachers will be provided professional development around the implementation and using hands on manipulatives. Teachers will practice and share best practices for teaching content so that students get a full grasp of the content not just an exposure. Small group instruction will occur daily to remediate and enrich students as needed. Side by side coaching will be implemented to support teachers in the moment with strategies and practices that will improve their craft.

ESSA Subgroups - A focus on data analysis so that strategic small group instruction can occur will be priority one for our subgroups.

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.

Teachers will engage in a variety of needs based professional development and job impeded PD during Professional Learning Communities (PLCs). The topics that will be covered include:
Understanding the new standards and curriculum to strengthen standards based core instruction for ELA and Math.

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

Professional Development opportunities will continuously be offered to all staff members.

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 Outcomes for Multiple Subgroups	
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 deliver effective and relevant instruction to meet the needs of all students then we will increase grade level reading and math performance (alignment with Academic Excellence and Growth from the Districts Strategic Plan). Our current school data shows that 30% of students in ELA are proficient and 34% of students in math are proficient.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we provide effective and relevant instruction then 48% of our students will achieve proficiency in ELA and 50% of our students will achieve proficiency in math.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring in all areas will occur throughout the school year through PLC's. During PLCs teachers will review iReady diagnostic, Running Records, FSQs and USAs to determine student progress towards meeting growth goals. Data chats will be held with teachers and students to share current progress and determine the best next steps for reteaching. Reteaching will also be monitored to determine if students are making progress on a particular standard.
Person responsible for monitoring outcome:	Ruthann Miller (ruthann.miller@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	ELA Strategies: 1. Students will be remediated and enriched through explicit small group phonics instruction and vocabulary development (Mrs. Paulena). 2. Differentiated small group instruction based on student needs (Mrs. Paulena). 3. Students will be remediated and enriched through digital and blended learning activities using adaptive technology-iReady Reading (Mrs. Paulena). Math Strategies: 1. Students will be remediated and enriched through explicit and multiple small group reteach opportunities for each standard (Dr. Miller & Ms. Murray). 2. Differentiated small group instruction based on student needs (Dr. Miller & Ms. Murray). 3. Students will be remediated and enriched through digital and blended learning activities using adaptive technology - iReady Math (Ms. Murray).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	1. Based on school data students need additional support in phonics and vocabulary development. The use of explicit lessons to target the students focus areas to empower the student to build and succeed at the foundational knowledge that is lacking. 2. When we focus on the specific needs of students during small group instruction teachers can deliver instruction to remediate students weaknesses as well as enrich students who are performing well. 3. Adaptive technology allows students to practice uniquely designed lessons to meet the needs of classrooms with diverse populations of students needs and

| | abilities. |
| **used for selecting this strategy.** | 4. Systematic math reteach opportunities where students are taught a skill for four days and then retested allows students to continue to make academic improvement towards success. |

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.

ELA Action steps:
1. Embed professional development during Professional Learning Communities (PLC) to build teacher capacity of the standards (Reading Team (Hilary Hosford, Lindsay Schurr, Jenn McFarland) and Darla Paulena-AP).
2. Analyzing student data and developing a plan for remediation during PLCs (Reading Team (Hilary Hosford, Lindsay Schurr, Jenn McFarland) and Darla Paulena-AP).
3. Professional development based on staff needs around improving teaching strategies in small group, effective implementation of Benchmark curriculum, and monitoring iReady (Reading Team (Hilary Hosford, Lindsay Schurr, Jenn McFarland) and Darla Paulena-AP).
4. Provide professional development activities to strengthen teacher knowledge of the reading process/ guided reading (Reading Team (Hilary Hosford, Lindsay Schurr, Jenn McFarland) and Darla Paulena-AP).
5. Monitoring will occur through the data analysis of District assessments FSQs/USAs, and school-wide common assessments (Darla Paulena-AP).

Person Responsible   Ruthann Miller (ruthann.miller@palmbeachschools.org)

Math Action Steps:
1. Embed professional development within the Professional Learning Communities (PLC) and common planning to build teacher capacity of the standards (Lakeytha Murray - Math Resource Teacher, Darla Paulena-AP).
2. Analyze student data and develop a plan for remediation and enrichment during PLCs (Lakeytha Murray - Math Resource Teacher, Darla Paulena-AP).
3. Professional development based on staff needs around improving teaching strategies for implementation of math resourcees for initial teaching, reteaching, enrichment, and spiral review (Lakeytha Murray - Math Resource Teacher, Darla Paulena-AP).
4. Monitoring will occur through the data analysis of District assessments, FSQs/USAs, and school wide common assessments (Lakeytha Murray - Math Resource Teacher).

Person Responsible   Ruthann Miller (ruthann.miller@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 school-wide Ein 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. Out instructional priority is to monitor student understanding and provide corrective feedback aligned to benchmark and intended learning.

According to our data students are not entering third grade prepared for the rigorous state assessment. According to our iReady data 19% of our incoming third grade students are reading on grade level. iReady shows that our overall primary grades proficiency is low.

Kindergarten proficiency - 9%
1st grade proficiency - 3%
2nd grade proficiency - 2%

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's Strategic Plan - Academic Excellence and 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 26% proficient on the FSA. Our current iReady data shows that 19% of students are proficient. This proves that students are entering 3rd grade unprepared to handle the demands of the state assessment.

Our goal is to be strategic and focused on standards based instruction to ensure best practices are used throughout all content areas with a focus on ELA to 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 Goals May 2023 Goals
Kindergarten 30% 48%
1st Grade 32% 48%
2nd Grade 36% 48%

Grades 3-5: Measureable Outcome(s)

The measurable outcomes for 2023 are:

February 2023 Goals May 2023 Goals
3rd Grade 35% 48%
4th Grade 35% 48%
5th Grade 36% 48%

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

Monitoring is a very important step towards student achievement and school achievement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for students.

Monitoring in all areas will occur throughout the school year through PLC's. During PLCs teachers will review iReady diagnostic, Running Records, FSQs and USAs to determine student progress towards meeting growth goals. Data chats will be held with teachers and students to share current progress and determine the best next steps for reteaching. Reteaching will also be monitored to determine if students are making progress on a particular standard.

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

Miller, Ruthann, ruthann.miller@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?

Benoist Farms will use the following evidence based practices to improve student outcomes:

Small group instruction- classroom teachers as well as resource teachers will provide strategically, differentiated instructional support for all learning.

Professional Development- classroom teachers and resources teachers will attend ongoing professional development to to strengthen core instruction. Teachers will engage in in depth data analysis to be strategic in planning for small group instruction.

Professional Learning Communities (PLCs) will ensure that teacher collaborate and develop focused lessons that demonstrate best practices. 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?

Small group instruction is planned for and groups taught based on student needs. iReady data and Benchmark assessments allow teachers to focus on areas of weakness for targeted remediation.

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

PLCs allow teachers and leadership an opportunity to collaborate, analyze data, and make decisions to improve student achievement and progress. It also supports teacher 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
Benoist Farms Elementary school has developed a literacy leadership team. The literacy leadership team was developed to monitor the implementation and ensure compliance with the schools reading plan. The team will conduct walkthroughs weekly to monitor and support reading instruction and intervention based on a system of look fors that the team developed.	Miller, Ruthann, ruthann.miller@palmbeachschools.org
Assessment is used to determine the appropriate student weaknesses . In addition, A multi-tiered system of supports (MTSS) framework is used to ensure students are provided with specific instruction, resources, time and intensity needed for success.	Moreland, Pam, pam.moreland@palmbeachschools.org
Professional Learning Communities allow teachers to collaborate and determine best practices for instructional delivery. A PLC schedule was created in the beginning of the year allow teachers to meet in PLC every 6 days. During PLCs teachers engage in data analysis to focus instruction on student needs so that proper scaffolds are in place so that students are working to meet the rigorous demands of the standard.	Paulena, Darla, darla.paulena@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.

In alignment with the District's Strategic Plan and with the goal to increase academic instruction of all students - students are immersed in rigorous tasks encompassing the full intent of the FLorida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and climate with an appreciation of multicultural diversity in alignment with S.B. policy 2.09 with a focus on the instruction of the History of the Holocaust,

History of African Americans, Study of the contributions of Hispanics and Women to the US, History of America and Sacrifices of Veterans in serving our country.

In addition we follow the districts scope and sequence and resources provided for instruction to ensure alignment with 1003.42. The fine arts team incorporates the study of various cultures, Morning Meetings incorporate text and displays of the cultures and morning announcements are dedicated to highlight individuals and/or cultures to ensure students can value and respect the diversity within our school and our world.

Our teachers are responsible for incorporating the teachings regarding diversity and students are motivated to create art work, projects , and or essays to display their learning.

Our school integrates a Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to both students and parents. Our Positive Behavior Support Team analyzed school data to monitor for student success. Benoist Farms Elementary uses a house system as part of our Positive Behavior Support System (fashioned after the Ron Clark Academy). Each class represents one of the four houses that we have on campus. Each house represents one of the PBS Universal Guidelines - being respectful, being responsible, being a peacemaker, and being prepared. Students learn to implement the behaviors of the PBS Universal Guidelines to earn house points. Students work with other classes in the same house which builds camaraderie within their house. Teachers articulate, demonstrate, and teach the specific practices that reflect the application of the School's PBS universal guidelines. The leadership team analyzes data to ensure student success.

Benoist Farms Elementary works to increase the percentage of parent participation through monthly parent training and family activities. The school develops relevant activities based on parent feedback so that parents can work with students to increase academic achievement in all subject areas. Teachers are provided professional development on Holding Conferences and Engaging students and families with home literacy and math activities which allow families to learn about how their child is doing academically and strategies that can be used at home to support student achievement.

We offer a variety of academic and social clubs to support student involvement and develop self-esteem and camaraderie with each other. The school clubs allow students to engage with adults and students outside of their class which provides a sense of ownership to the school community. Some of the clubs include the chess club which develops students critical thinking and math skills, book clubs which allow students time to read independently, create projects, and discuss books of interest, Boys & Girls clubs that allow students to learn life skills, and the Art and Music club which allow students to have additional fine arts exposure. 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.

Our attendance clerk contacts parents daily to inquire about absences nd works closely with parents to see what may be the barriers preventing students from attending. We have established agencies and business contacts to support families that may need additional support or resources. Students are taught skills to ensure attendance and a timely start to their day from our Parent Liaison, Social Service Facilitator, Guidance Team, and/or Attendance Clerk.

SAC meetings are held monthly on the third Thursday of the month. During these meetings stakeholders are able to provide their input, share ideas, and brainstorm strategies to support school improvement.

The school completes a Parental Involvement Plan (PFEP) which is available on the school website which outlines how we work to support families to support student learning at home.

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

Family Church and Christ Fellowship are business partners that support Benoist Farms Elementary. The churches attends SAC meetings, donates school supplies, and provides volunteers to read with our students weekly. The churches support our staff during teacher appreciation week and when they have additional funds to show the teachers with a special surprise.

Mr. Picart and several of the organizations that he works with supports our school by collecting supplies, holding a toy drive during the holidays and volunteering in our school.

SAC members are another important stakeholder in promoting a positive culture and environment by attending monthly SAC meetings. During these meetings stakeholders are able to provide their input, share ideas, and brainstorm strategies to support school improvement.

The Department of Safe Schools, ELL, ESE, Professional Development/Elementary Education, and the Regional Office. The Department of Safe Schools supports the school in providing SEL training to students and families to promote social well being. The ELL and ESE departments provide the school with resources to share with families to promote and support student achievement for ELL and ESE students. The Department of Professional Development provides the staff with training on various topics to support student achievement and share with families to make the home-school connection. The Central Region Office provides the administration and staff with tools needed to support families. The Migrant and Homeless department support us in working with homeless and migrant families to connect them with resources and supplies that they need to support student achievement.