

The School District of Palm Beach County

Clifford O Taylor/Kirklane Elementary



2022-23 Schoolwide Improvement Plan

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Clifford O Taylor/Kirklane Elementary

4200 PURDY LN, Palm Springs, FL 33461

<https://cotk.palmbeachschools.org>

Demographics

Principal: Patti Lucas

Start Date for this Principal: 8/26/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (50%) 2018-19: B (54%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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	93%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the School District of Palm Beach County is to educate, affirm, and inspire each student in an equity-embedded school system.

Provide the school's vision statement.

The School District of Palm Beach County is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish. The School District of Palm Beach County will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice. A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued, and their physical, emotional, academic, and social needs are met.

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
Lucas, Patricia	Principal	<p>As principal of C.O. Taylor/Kirklane Dr. Lucas manages all aspects of the educational program. First and foremost, Dr. Lucas is the instructional leader of the school. She is responsible for equitable instruction for all students and is the decision-maker in regards to the master schedule, teacher evaluations and supervision, curriculum, Palm Beach Model of Instruction, Title I program, and professional development. Dr. Lucas also manages and supervises the business side of the school and is responsible for all budgetary decisions and contract. Additional responsibilities include assistant principal supervision, deliberate practice for all instructional staff, Discipline referral monitor, Grants Implementation, Employee Building Council, School Safety, School Advisory Council, Marzano Framework activities, and school and community communication and facilitation</p>
Schutt, Ashley	Assistant Principal	<p>Assistant principals are responsible for school safety and discipline. They are active members of both the school safety committee and the School-wide Positive Behavior Support Committee. They work with Dr. Lucas to ensure equitable instruction for all students. They provide input on the Master Schedule; participate in teacher evaluations and supervision, curriculum and instruction planning, Palm Beach Model of Instruction, and professional development. They also assist with the Title I program. Additional responsibilities include non-instructional staff supervision, deliberate practice for all instructional staff, discipline referrals, school safety, School Advisory Council, Marzano Framework activities, and school and community communication and facilitation</p>
George, Jennifer	Assistant Principal	<p>Assistant principals are responsible for school safety and discipline. They are active members of both the school safety committee and the School-wide Positive Behavior Support Committee. They work with Dr. Lucas to ensure equitable instruction for all students. They provide input on the Master Schedule; participate in teacher evaluations and supervision, curriculum and instruction planning, Palm Beach Model of Instruction, and professional development. They also assist with the Title I program. Additional responsibilities include non-instructional staff supervision, deliberate practice for all instructional staff, discipline referrals, school safety, School Advisory Council, Marzano Framework activities, and school and community communication and facilitation</p>
Liberman, Ashley	Other	<p>The Learning Team Facilitator is an active member in School Based Team Meetings, she track students data and Tier interventions. She monitors the iii groups and adjusts them as data warrants. She supports teachers with interventions and assists with implantation. The Single School Culture Coordinator also facilities Professional Learning Communities (PLCs) daily and assists with planning, data analysis, differentiated instruction, and school and community communication and facilitation.</p>

Name	Position Title	Job Duties and Responsibilities
Bauer, Misty	Instructional Coach	Coaches (reading and math) provide in class support in instruction deliver and planning. They work collaboratively with teachers to review data and differentiate instruction in ELA and math.
Dalton, Kenlynn	Instructional Coach	Coaches (reading and math) provide in class support in instruction deliver and planning. They work collaboratively with teachers to review data and differentiate instruction in ELA and math.
Cintron, Rachelle	Instructional Coach	Coaches (reading and math) provide in class support in instruction deliver and planning. They work collaboratively with teachers to review data and differentiate instruction in ELA and math.

Demographic Information

Principal start date

Friday 8/26/2022, Patti Lucas

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.*

33

Total number of teacher positions allocated to the school

109

Total number of students enrolled at the school

1,211

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.

9

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	180	212	193	253	157	170	0	0	0	0	0	0	0	1165
Attendance below 90 percent	22	35	21	32	19	29	0	0	0	0	0	0	0	158
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	18	112	132	69	111	92	0	0	0	0	0	0	0	534
Course failure in Math	0	21	102	58	112	126	0	0	0	0	0	0	0	419
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	47	34	36	0	0	0	0	0	0	0	117
Level 1 on 2022 statewide FSA Math assessment	0	0	0	51	45	53	0	0	0	0	0	0	0	149
Number of students with a substantial reading deficiency	0	58	42	85	31	52	0	0	0	0	0	0	0	268

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	67	92	51	119	109	0	0	0	0	0	0	0	438

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	2	26	2	33	0	0	0	0	0	0	0	64
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 8/26/2022

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	194	165	197	195	166	223	0	0	0	0	0	0	0	1140
Attendance below 90 percent	25	31	12	27	13	110	0	0	0	0	0	0	0	218
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	95	114	96	121	86	0	0	0	0	0	0	0	512
Course failure in Math	0	23	42	58	34	89	0	0	0	0	0	0	0	246
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	33	37	0	0	0	0	0	0	0	70
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	25	35	0	0	0	0	0	0	0	60
Number of students with a substantial reading deficiency	0	59	61	37	20	48	0	0	0	0	0	0	0	225
FY21 ELA Winter Diag Level 1 & 2	0	0	0	65	76	66	0	0	0	0	0	0	0	207
FY21 Math Winter Diag Level 1 & 2	0	0	0	60	74	66	0	0	0	0	0	0	0	200

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	137	197	175	186	236	191	0	0	0	0	0	0	0	1122

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	1	3	26	3	31	0	0	0	0	0	0	0	64
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	194	165	197	195	166	223	0	0	0	0	0	0	0	1140
Attendance below 90 percent	25	31	12	27	13	110	0	0	0	0	0	0	0	218
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	95	114	96	121	86	0	0	0	0	0	0	0	512
Course failure in Math	0	23	42	58	34	89	0	0	0	0	0	0	0	246
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	33	37	0	0	0	0	0	0	0	70
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	25	35	0	0	0	0	0	0	0	60
Number of students with a substantial reading deficiency	0	59	61	37	20	48	0	0	0	0	0	0	0	225
FY21 ELA Winter Diag Level 1 & 2	0	0	0	65	76	66	0	0	0	0	0	0	0	207
FY21 Math Winter Diag Level 1 & 2	0	0	0	60	74	66	0	0	0	0	0	0	0	200

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	137	197	175	186	236	191	0	0	0	0	0	0	0	1122

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	1	3	26	3	31	0	0	0	0	0	0	0	64
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	41%	59%	56%				44%	58%	57%
ELA Learning Gains	61%						58%	63%	58%
ELA Lowest 25th Percentile	51%						58%	56%	53%
Math Achievement	39%	53%	50%				55%	68%	63%
Math Learning Gains	61%						60%	68%	62%
Math Lowest 25th Percentile	65%						61%	59%	51%
Science Achievement	33%	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	39%	54%	-15%	58%	-19%
Cohort Comparison		0%				
04	2022					
	2019	40%	62%	-22%	58%	-18%
Cohort Comparison		-39%				
05	2022					
	2019	48%	59%	-11%	56%	-8%
Cohort Comparison		-40%				

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	48%	65%	-17%	62%	-14%
Cohort Comparison		0%				
04	2022					
	2019	50%	67%	-17%	64%	-14%
Cohort Comparison		-48%				
05	2022					
	2019	55%	65%	-10%	60%	-5%
Cohort Comparison		-50%				

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	22	52	50	25	42	46	10				
ELL	33	55	49	34	59	65	31				
ASN	50			50							
BLK	35	63	40	22	42	27	15				
HSP	40	60	53	39	64	69	32				
WHT	62	78		59	67		80				
FRL	40	60	52	38	61	64	33				
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	16	33	38	17	33	40	33				
ELL	30	46	51	24	26	31	33				
ASN	71			50							
BLK	22	36		23	16		23				
HSP	35	46	46	26	25	33	34				
WHT	71			46							
FRL	35	47	51	26	23	30	34				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	42	47	35	50	48	13				
ELL	39	55	58	51	60	58	38				
ASN	83			100							
BLK	34	45	67	50	66	57	26				
HSP	44	58	55	55	58	61	44				
WHT	48	68		66	58		50				
FRL	42	57	57	54	59	60	39				

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	52

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	415
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	49
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	50
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
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	53
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	65
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	52
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?

FY 22 Winter Diagnostic vs FSA 22 results show:

ELA: -1 point in 3rd grade, -4 points in 4th grade, -1 point in 5th grade.

MATH: +3 points in 3rd grade, -4 points in 4th grade, -3 points in 5th grade.

The End of the Year adaptive technology data showed the following percentages on grade level.

i-Ready Reading: 3rd: 46, 4th: 27, 5th: 56

i-Ready Math: 3rd: 32, 4th: 27, 5th: 27.

Based on this data trend our focus will be to increase learning gains and achievement, to decrease level 1 students, and focus on the two ESSA groups Students with Disabilities and Black/African American students. Our data trends show a need to focus on literacy skills that include remediation of standards (core instruction and foundational skills), while scaffolding instruction that meets the full intent and rigor of the standard in all content areas. We will specifically focus on the ESSA subgroups: Students with Disabilities (SWD) and Black/African American students. A focus for all students this year is to track their data and share with their parents three times this year. We hope that this parent involvement will further strengthen the home and school connection and help parents understand what their students need to improve. Teachers are also implementing aggressive monitoring techniques, they were trained in August 2022, to ensure that all students are learning, participating, and receive feedback.

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

The greatest need for improvement is in learning gains and proficiency. Grade 3 and Grades 5 continue to be a focus in reading and math. The two ESSA groups (Students with Disabilities & Black/African American students) are a concern and will require strategic support to scaffold learning gaps. We will focus on literacy, math, and science with remediation of standards, foundational skills, while scaffolding to the full intent and rigor of the standards in all content areas.

The attendance rate is an important focus because students are more likely to succeed in academics when they consistently attend school. Parents are more likely to be actively engaged in school when student have regular attendance. This partnership, school and home, is crucial to student success. Truancy negatively affects students social and emotional growth. We will target students with excessive absenteeism through School Based Team. We will be implementing district initiatives as well as setting up plans for students that are missing 10% or more of school days. Included in this initiative are frequent calls to truant students' parents, letter home and recognition of students with perfect attendance and classes with perfect attendance for the week.

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

The focus is to decrease the number of level 1 students in reading and math in 3-5 on the FAST and to increase beginning literacy skills and reading and math skills in grades K-2. In addition to the focus on proficiency we will continue to increase learning gains in reading and math. Science proficiency is an area of stagnation that will need attention, including planning as a grade level with content specialists, and a focus on content vocabulary. iReady data results K-5 indicate significant numbers of students were scoring below grade level in prereading skills (phonemic awareness, phonics, and vocabulary). To address this problem we have implemented the Benchmark phonics program in grades K-2, SPIRE and Sound Sensible, and Hegerty Phonics to support students in these areas. Explicit vocabulary instruction K-5 will occur in all content areas. In Professional Learning Communities (PLCs) we will work on teacher talk aligned with student task and measuring these outcomes through formative assessments. Targeted support will be provided for all struggling students with focus on our SWD and Black/African American. students. Academic tutors, ESOL, and support .teachers will assist with small group strategy and skills based instruction.

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

Reading scores increased as well as learning gains and learning gains for the lowest 25% from 2021 to 2022 on the FSA. This increase in proficiency and learning gains can be attributed to the focus on K-2 instruction to improve readiness and grade level proficiency. We have focused our resources on coaching, Professional Development, modeling, Professional Learning Communities, Common Planning, small group differentiation, and tutorial. Progress monitoring of student achievement using formative assessment data with follow up action planning to address areas of deficiency. Student and teacher data chats are scheduled by administration after analyzing student data. Implementation of small group differentiated instruction will occur to address the needs of diverse learners.

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

The increase in proficiency and learning gains can be attributed to the focus on K-2 instruction to improve readiness and grade level proficiency. We have focused our resources on coaching, Professional Development, modeling, Professional Learning Communities, Common Planning, small group differentiation, and tutorial. Progress monitoring of student achievement using formative assessment data with follow up action planning to address areas of deficiency. Student and teacher data chats were scheduled by administration after analyzing student data. Implementation of small group

differentiated instruction will occur to address the needs of diverse learners. In math the increase can be attributed to the increased use of assistive technology to master math facts and fluency including the use of iReady math and Reflex math.

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

1. ELA and Math Continuum: During PLCs, we will focus on developing effective and relevant core instruction. Teachers will engage in common planning as well as lesson study and instructional rounds to improve instructional capacity.
2. Science: There is a need to re-focus science instruction with a deeper understanding of content and implementation with fidelity. Science Professional Learning Communities will include planning, hands on lesson development, coaching and support, collegial planning, the use of Flocabulary and IXL for Science.
3. Low 25% Learning Gains: If we focus on standards based instruction and effective use of research-based strategies, we will ensure student learning and improved student achievement toward grade level success and ensure continuous improvement. Early identification of our low 25% will allow for tracking and support to ensure their growth. Low 25% students will be connected with a reading endorsed/certified teacher/interventionist to ensure closing the achievement gap.
4. Reduction of absences is the best way to ensure students are learning by ensuring they are in school. We carefully track attendance and communicate with parents to provide support for regular attendance. The school implements Morning Meeting in all classes from 8:00-8:15 AM. In Morning Meeting we teach SEL practices, school expectations and procedures and work to build a strong sense of community within the class. These practices, including communicating with peers and adults in a respectful manner, using words to express feelings, requesting time to take a break, and using a calm down corner.

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.

The strategies we use to accelerate learning include Professional Development/ Professional Learning Communities. Teachers will engage in deep, focused professional learning, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, math, and science particularly within ESSA subgroups (SWD & Black/African American students) achieving below the Federal Index. PLCs continue to be an active part of our school schedule; where teachers receive embedded PD and support. Teachers in K-5 received continuous support for Benchmark curriculum and BEST standards implementation. These strategies will support areas of weakness in vocabulary, phonics, and phonemic awareness. During PLCs all teachers delve into standards based instruction and alignment, data review, and development of formative assessment. The focus for K-5 teachers is teacher talk and student task, data tracking, and aggressive monitoring. This focus will be implemented to accelerate learning in all grade levels.

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

Additional services that will be implemented to ensure sustained improvement include: Implementation of standards-based instruction and differentiating that instruction by providing small group support. Resources and strategies are aligned to grade level standards and scaffolds will be put in place to support students who are not performing on grade level. Teachers, including resource teachers (ELL, ESE, Interventionists), will collaborate weekly to ensure the academic success of our students. As instruction is implemented, it is key that the teacher ensures maximum student engagement. Our goal is to ensure the following:

1. Increase reading proficiency in grade 3: Continue to increase proficiency in 3rd grade ELA is one of the priorities. Efforts are in place to strengthen reading skills in K-2 so that achievement gaps in reading are closed. All students are provided small group instruction with additional teacher support (academic

tutors, ESOL, ESE, interventionists) in grades 1-5. The goal is to close the achievement gap prior to 3rd grade.

2. Targeted small group instruction designed to increase learning gains in ELA and math. Data driven differentiated instruction is planned to meet the needs of all students along with ongoing progress monitoring.

3. Effective literacy skills enable students to analyze and think about content leading to a better understanding of concepts.

4. Increased in student engagement to encourage and facilitate active participation in the learning process, teachers must plan and employ engagement strategies.

5. Pre-K instruction provides support for primary students early literacy and math skills, along with socialization to school.

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 standards-based instruction to increase learning gains in ELA in school-wide, then we will increase student achievement and ensure alignment to the district's strategic plan. The results of the FSA ELA scores from FY2021 to 2022 showed an increase in all grade levels and increases in both learning gains and low 25% learning gains.

Our two ESSA subgroups are Students with Disabilities and Black/African American students. Data indicates we need to review what is being taught and make decisions to make the changes necessary to support all learners. During FY22, C.O. Taylor/Kirklane was designated a Targeted Support and Improvement (TS&I) school by FDOE due to the ESSA subgroups and their lack of progress.

Our goal is to be strategic and focus on standards-based instruction to ensure best practices are utilized throughout all content areas. We want to give all of our students the opportunity to reach their potential and increase student achievement. We want to continue to build a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.

Our overall ELA achievement increased from 36% proficient in 2021 to 41% in 2022. The ELA learning gains increased from 47% in 2021 to 61% in 2022. And the low 25% learning gains increased from 49% in 2021 to 51% in 2022.

By May 2023 C.O. Taylor/Kirklane will increase the overall percentage of proficient students by 10% to 51% as measured by the Florida ELA FAST. We will increase students making learning gains on the ELA FAST by 10% to 71% and increase the low 25% learning gains to 61%.

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

By May 2023 C.O. Taylor/Kirklane will increase the overall percentage of proficient students by 10% as measured by the Florida ELA FAST to 51%.

Monitoring is a key element in increasing student progress. It is a way of supporting learning through the adaptation of instruction. Monitoring provides teachers and administration the data they need to make decisions about instruction and differentiated support for students. We strategically use a variety of monitoring techniques, including: The review of lesson plans, data analysis, classroom walks with "Look Fors" rubric, student work sample reviews, student attendance, data chats, formal observations, Professional Learning Communities (PLCs), attendance, all formative and summative assessments and adaptive technology programs.

We monitor student data through PLCs and at each Trimester Review (November 2022 & February 2023). By February 2023, the overall percentage of proficient student will increase by 5% as measured by the FAST PM 2.

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

We monitor standards-based instruction to ensure the focus and fidelity remain strong. We incorporate small group instruction to support students learning and their ability with a variety of tasks and products and scaffold instruction to grade level standards. We utilize both push-in and pull-out models to support all students.

Students are provided with FAST tutoring programs to ensure learning is supplemented with additional resources and strategies. Students in grades K-5 have the opportunity to participate in all subject areas.

Reading teachers will incorporate the use of adaptive technology, such as i-Ready, Imagine Learning, and i-Station will be used in Dual Language classrooms and with Beginning Speakers.

Professional Learning Communities and Professional Development will ensure teachers work collaboratively to focus on best practices and methodologies. Professional Development will develop and support the delivery and expertise and instructional strategies success and focus.

Person responsible for monitoring outcome:

Patricia Lucas (patti.lucas@palmbeachschools.org)

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

Monitor standard-based instruction to ensure the focus and fidelity remain strong. Incorporate small group instruction to support students learning at their ability with a variety of tasks, process, and product. Provide FSAT tutoring to ensure learning is supplemented with additional resources and strategies. Reading teachers will incorporate the use of adaptive technology such as i-Ready to provide additional practice and support. Imagine Learning and i-Station will be used for students in Dual Language and Beginning Speakers. Professional Learning Communities (PLCs) and professional development will ensure teachers collaboratively work to focus on best practices and methodologies. Professional Development will support the development of teacher expertise and instructional strategy success and focus.

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

Rationale
1. Incorporate small group instruction utilizing unit assessment data to modify instruction and meet the needs of students by providing additional standards-based practice and to identify areas of weakness for targeted remediation. Unit assessments have proven successful in preparing students for the FAST.
2. Students who participate in the FSA/FAST tutorial program have demonstrated an increase in student achievement based on the most recent data from the standardized assessment.
3. I-Ready will be used with fidelity.
4. Small group differentiation for Tier II and Tier III students will be implemented with fidelity.
5. Professional Learning Communities and Professional Development allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decision to improve students' achievement and progress.

Action Steps to Implement

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

1. Professional Learning Communities and Professional Development will ensure teachers work collaboratively to focus on best practices and methodologies. Professional Development will develop and support the delivery and expertise and instructional strategies success and focus. Diagnostics and Unit assessments have proven successful in preparing students for the FAST.
2. Students who participates in the FAST tutorial program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. Both i-Ready reading and math will be used with fidelity.
4. Small group differentiation for Tier II and Tier III will be implemented with fidelity.
5. PLCs and PDs allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Person Responsible

Patricia Lucas (patti.lucas@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

Area of Focus Description & Rationale:

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 and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning. We have implemented aggressive monitoring techniques and trained all teachers K-5 in August 2022.

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 28% 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. Due to a lack of foundational skills, students overall reading comprehension proficiency is 31% For literature text and 36% for Nonfiction text.

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

Area of Focus Description & Rationale:

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

If we focus on Standards-based instruction to increase overall proficiency in ELA, in grades 3-5 then we will increase student proficiency school-wide and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning. We have implemented aggressive monitoring techniques and trained all teachers K-5 in August 2022.

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 28% 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- 31% Proficient

First Grade- 25% Proficient
 Second Grade- 19% Proficient
 It also gives us data to support a lack of proficiency in foundational skills
 Phonological awareness- 30% Proficient
 Phonics- 29% Proficient
 High-Frequency Words- 33% Proficient
 Vocabulary- 19% Proficient

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)

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

According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY 22 data 28% 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. Grades K-2 will use coordinated screening and progress monitoring. Teachers were trained in aggressive progress monitoring in August 2022. Students scoring less than 50% proficiency in grades K-2 will participate in small group instruction and after school tutorial twice a week to build foundational skills and build proficiency.

Grade K-2

The measurable outcomes for 2023 are:

Current February May

K 31% 40% 50%

1st 25% 50% 60%

2nd 19% 45% 55%

K-2 Phonological awareness

Current February May

30% 35% 45%

Phonics

Current February May

29% 35% 45%

High-Frequency Words

Current February May

33% 38% 48%

Vocabulary- 19% Proficient

Current February May

19% 25% 40%

Due to lack of foundational skills, students overall reading comprehension proficiency is 31% for literature text and 36% for nonfiction text.

Grades 3-5: Measureable Outcome(s)

If we focus on Standards-based instruction to increase overall proficiency in ELA in grades 3-5, then we will increase student proficiency school-wide and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY 22 data 28% 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. Grades 3-5 will use coordinated screening and progress monitoring. Teachers were trained in aggressive progress monitoring in August 2022. Students scoring less than 50% proficiency in grades K3-5 will participate in small group instruction and after school tutorial twice a week to build foundational skills and build proficiency.

Current (September) 2022, February 2023 and May 2023

Due to a lack of foundational skills, students over al reading comprehension proficiency is 31% For literature text and 36% for Nonfiction text.

Current February May

3rd 33% 40% 50%

4th 46% 50% 60%

5th 39% 45% 55%

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.

C. Monitoring:

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.

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

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

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

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Lucas, Patricia, patti.lucas@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?

All programs meet the Florida guidelines of evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade.

Teachers have been trained in aggressive monitoring techniques. Data and strategies will be discussed and analyzed in Professional Learning Communities.

We used evidence-based strategies are considered strong based on the Florida guidelines. These evidence based strategies align with the district's K-12 Comprehensive Evidence Based Reading Plan. These evidence-based practices and programs align to the BEST ELA standards.

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
<p>Assessment</p> <p>1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching)</p> <p>a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQ's in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment).</p> <p>b. Teachers will analyze student data to determine strengths and weaknesses in content area.</p> <p>c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities</p> <p>d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.</p> <p>e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning & adjust instruction continuously</p>	<p>Lucas, Patricia, patti.lucas@palmbeachschools.org</p>
<p>Professional Learning: 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.</p> <p>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.</p>	<p>Lucas, Patricia, patti.lucas@palmbeachschools.org</p>

Positive Culture & Environment

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

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

C.O. Taylor/Kirklane integrates Single School Culture by sharing Universal Guidelines for success and communicating these expectations to parents via student protocols and monitoring SwPBS through data. Our SwPBS Team created a behavior matrix and posted expectations posters throughout the school. We have created student friendly videos and shared these through guidance. In alignment to School Board 2.09 and Florida State Statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We have parent/family events and share this information with families. Our PBIS universal school guidelines and matrix are evident through specific practices and students are responsible to abide by the guidelines to be a Safe, Optimistic, Achieving and Respectful student.

C.O. Taylor/Kirklane continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We also are implementing mental health lessons as mandated by the State of

Florida using the Suite360 lessons which are delivered to students from their content area teachers and other certified teachers.

Suite 360 is the curriculum that the school district selected to implement the five-hour state mandated instruction related to youth mental health and awareness.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools. Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.

Additional resources (clothing, backpacks, supplies) are provided to students experiencing homelessness. Our case manager and school counselors work in partnership with families and the District McKinney-Vento liaisons ensure the needs of these families and students are met.

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

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

Safe and Drug Free School initiatives such as Red Ribbon Week and other programs that support prevention of violence in and around the school are implemented on an ongoing basis. Teams are leveraged across all school staff to ensure effective implementation of school initiatives and other programs including weekly PLCs, weekly administrative collaboration, monthly instructional leadership team meetings, monthly wellness and safety meetings, to name a few.

Monitoring of attendance, including late drop offs and early pick-ups by our teachers, the counselors, and the School Based Team are key to building a positive culture. To address the issue, the school-based team meets to discuss truancy with students and families. When appropriate, attendance contacts are signed and/or a home visit is made. Absent students receive a call out daily.

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate, students receive certificates and incentives. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to teachers throughout the year for going above and beyond.

In FY2023, we will incorporate a Calming Room, run by the Behavior Health Professional where students will have the opportunity to relieve stress and learn strategies to support social and emotional concern. All students learn SEL strategies during Related Arts rotation from a specially trained SEL teacher.

We instill citizenship through our Safety Patrol program. This group of 5th graders who are responsible, respectful, and set a good example for other students. The PLC facilitator and Single School Culture Coordinator implement multiple measures of analyzing school-wide data that drives the RTI process. Single School Culture (Academics, Behavior, Climate)

Academics: Professional Learning Communities occur weekly for all grade levels. Grade level teachers meet with the Single School Culture Coordinator, academic coaches, and administration to discuss and analyze data, modify instruction, and create standards-based lessons. Student work and best practices are shared and analyzed. Grade levels meet weekly for Common Planning. Teams create goals and plans on standards, domains, units of student, and big ideas. It is then determined how all subject areas can be incorporated into the subject being taught.

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

In addition, as stipulated in the Florida Statute and Policy 2.09, our school ensures all students receive equal access to the Pillars of Effective Instruction. Students are 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 an 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 even in the history of humanity to be 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 of November, designated as "Holocaust Education Week" in this state in recognition that November in 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 enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials include the contributions of African Americans to American society.
- (c) Women's Contributions Standards prioritizing the listing of women of accomplishment, which reflects the standards overall tendency to celebrate individual leadership and achievement. Instructional materials include the contribution of women to society.
- (d) Sacrifices of Veterans and the value of the Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. these integrated concepts introduced as standalone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all. Teachers follow the scope and sequence as outlined in 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.
- 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.