Egret Lake Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Egret Lake Elementary School

5115 47TH PL N, West Palm Beach, FL 33417

https://eles.palmbeachschools.org

Demographics

Principal: Dionne Napier

Start Date for this Principal: 8/11/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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 (53%) 2018-19: B (55%) 2017-18: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Egret Lakes' mission is in alignment with The School District of Palm Beach County's mission. We are committed to educating, affirming and inspiring students in an equity-embedded school . As a school we will partner with parents to empower each student to reach his or her highest potential and experience personal and educational success. By working with families we will be able to provide students with a greater opportunity for learning and to prepare them with strategies to be college and career ready.

Provide the school's vision statement.

Egret Lakes' vision is in alignment with The School District of Palm Beach County's vision. We envision an educational and working environment, where students are embraced, affirmed and inspired. Taking ownership for student's academic mastery and social-emotional needs by creating environments where students are fostered and nurtured.

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
Napier, Dionne	Principal	The Principal will monitor and work will all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Ms. Napier must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.
Roundtree, Tiana	Assistant Principal	As an Assistant Principal, Mrs. Roundtree supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Billman-Hornsby, Jennifer	Other	The Single School Culture Coordinator (SSCC) provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school –wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.

Name	Position Title	Job Duties and Responsibilities
Brazauskas, JeniLee	Other	The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.
Ramenda, Jessica	Other	The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teaches in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.

Demographic Information

Principal start date
Thursday 8/11/2022, Dionne Napier

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.*
4

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.*
9

Total number of teacher positions allocated to the school
53

Total number of students enrolled at the school
522

Identify the number of instructional staff who left the school during the 2021-22 school year.
6

Identify the number of instructional staff who joined the school during the 2022-23 school year.
6

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	88	91	98	101	73	71	0	0	0	0	0	0	0	522
Attendance below 90 percent	35	43	37	42	24	28	0	0	0	0	0	0	0	209
One or more suspensions	4	0	4	10	4	9	0	0	0	0	0	0	0	31
Course failure in ELA	19	54	68	61	30	66	0	0	0	0	0	0	0	298
Course failure in Math	9	24	42	35	23	39	0	0	0	0	0	0	0	172
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	58	14	36	0	0	0	0	0	0	0	108
Level 1 on 2022 statewide FSA Math assessment	0	0	0	43	19	48	0	0	0	0	0	0	0	110
Number of students with a substantial reading deficiency	0	0	0	76	37	65	0	0	0	0	0	0	0	178

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	15	29	58	32	30	0	0	0	0	0	0	0	164

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	1	21	0	0	0	0	0	0	0	0	0	22
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	85	100	91	109	74	110	0	0	0	0	0	0	0	569
Attendance below 90 percent	0	36	34	38	16	31	0	0	0	0	0	0	0	155
One or more suspensions	0	0	0	2	2	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	30	59	80	39	85	0	0	0	0	0	0	0	293
Course failure in Math	0	11	38	58	32	84	0	0	0	0	0	0	0	223
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	9	31	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	17	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	0	0	63	74	57	0	0	0	0	0	0	0	194
FY21 ELA Winter Diag Level 1 & 2	0	0	0	57	83	69	0	0	0	0	0	0	0	209
FY21 Math Winter Diag Level 1 & 2	0	0	0	52	84	62	0	0	0	0	0	0	0	198

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	20	44	48	56	87	61	0	0	0	0	0	0	0	316

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	2	0	0	15	0	0	0	0	0	0	0	0	0	17
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	85	100	91	109	74	110	0	0	0	0	0	0	0	569
Attendance below 90 percent	0	36	34	38	16	31	0	0	0	0	0	0	0	155
One or more suspensions	0	0	0	2	2	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	30	59	80	39	85	0	0	0	0	0	0	0	293
Course failure in Math	0	11	38	58	32	84	0	0	0	0	0	0	0	223
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	9	31	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	17	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	0	0	63	74	57	0	0	0	0	0	0	0	194
FY21 ELA Winter Diag Level 1 & 2	0	0	0	57	83	69	0	0	0	0	0	0	0	209
FY21 Math Winter Diag Level 1 & 2	0	0	0	52	84	62	0	0	0	0	0	0	0	198

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	20	44	48	56	87	61	0	0	0	0	0	0	0	316

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	2	0	0	15	0	0	0	0	0	0	0	0	0	17
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%				43%	58%	57%
ELA Learning Gains	67%						60%	63%	58%
ELA Lowest 25th Percentile	63%						56%	56%	53%
Math Achievement	42%	53%	50%				59%	68%	63%
Math Learning Gains	69%						73%	68%	62%
Math Lowest 25th Percentile	65%						62%	59%	51%
Science Achievement	25%	59%	59%				29%	51%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	37%	54%	-17%	58%	-21%
Cohort Comparison		0%				
04	2022					
	2019	50%	62%	-12%	58%	-8%
Cohort Comparison		-37%				
05	2022					
	2019	40%	59%	-19%	56%	-16%
Cohort Comparison		-50%				

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	50%	65%	-15%	62%	-12%
Cohort Comparison		0%				
04	2022					
	2019	64%	67%	-3%	64%	0%
Cohort Comparison		-50%				
05	2022					
	2019	57%	65%	-8%	60%	-3%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	28%	51%	-23%	53%	-25%

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	26	54	54	14	57	50	21				
ELL	45	73	71	48	75	76	31				
BLK	33	60	59	32	66	55	18				
HSP	43	69	64	50	72	80	31				
WHT	64	89		60	74		40				
FRL	38	65	62	41	67	64	22				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	47		18	33		8				
ELL	40	54	55	35	36	10	19				
BLK	30	43	31	25	24	13	15				
HSP	37	56		37	39		21				
WHT	65			57							
FRL	36	51	40	32	31	13	19				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	42	55	47	68	63	23				
ELL	38	54	55	60	71	81	22				
BLK	39	62	59	53	68	53	21				
HSP	45	58	47	66	76	85	31				
WHT	47			65							
FRL	42	59	55	59	72	61	28				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	433
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	60
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	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
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	53
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?

Overall when comparing the FSA data from the FY22 School year to the previous FY21 there were increases for ELA (39% to 41%), Math (33% to 42%) and Science (20% to 25%).
There were some increases when analyzing data over the year (Fall, Winter, and
Spring) when analyzing these assessments. When analyzing diagnostic data and FSA data, there was a increase in the 2022 scores when compared to the 2022 scores. However, There was a decrease in ELA for two sub groups ELL Female 28% to 26%, black males 34% to 28%, white males 51% to 47%, math for one sub groups. SWD Male 24% to 16% .

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

Based on trend data our focus will be to increase proficiency and learning gains in reading and mathematics. When The greatest need for improvement is in all three main academic areas of Science, Math, and
Reading. . There was a increase in the Science data when comparing SY2021 scores (20%) to 2022 scores (25%). When reviewing i-Ready data, FSQ's, and diagnostics, the trends did not support the final assessment results for grades. For Math, 2021 FSA data was 33% there was an increase 42% SY22.

For ELA
the SY2021 score of 39% increased to 41% for SY2022. Even though there was an increase in these content areas there is still room for growth. None of the content areas were at 50% proficiency.

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

In science, Fair-game benchmarks continue to be a challenge, students do not always recall information from 2 years ago. Another contributing factor were lack of rigor in classrooms. New actions include:
Science -1.)
Ensure that science is taught daily in grades K-5 and the Fair Game benchmarks are covered in grades 3 and 4, and reviewed in 5th throughout the year. This would be monitored through daily walkthroughs, PLC's/Common Planning, and review of NGSSS FSQ results. 2.) Implement Bell Ringers for 5th grade science that focus on Fair Game benchmarks AND current content. Math - 1.) Increase focus of retaining basic math facts with the implementation of Reflex Math and SuccessMaker which focuses on math fluency.
2.) Implement Gradual Release process (I do, We do, and You do) in math for all grades. 3.) Implement a math lab as part of the Fine Arts wheel for students in grades 3-5. ELA -
1.) Implement Gradual Release process (I do, We do, and You do in Reading and Writing). 2.) Implement small groups for guided and skill development daily. 5.) Implement bi-weekkly PLCs to address best instructional practices, review data and identify reteaching strategies.

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

Mathematics showed the most improvement from SY21 33% to SY22 42%. Learning gains in Mathematics 33% to 69% and Lowest 25% from SY21 17% to SY22 65%.

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

Factors that contributed to the increase in proficiency and gains in the areas listed above include:
1.) Students returning to campus for face-to-face instruction
2.) Differentiated instruction
3.) Implementing the software of Reflex Math in grades 3-5
4.) Bi-weekly Data Chats during PLCs
5.) Small groups - Small groups were implemented daily by the classroom teacher and Resource teachers for reading.
6.) Bi-weekly PLC's were facilitated by the SSCC, Reading Coach, and Math coach all grade levels. Administration and resource teachers (SAI, ESE, ELL) all participated along with classroom teachers.

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

ELA (Reading/Writing)
1.) Small groups will be conducted daily for ALL students in Reading that focus on specific skills. The small groups will focus on skills needed to accelerate those students who are on grade level as well as building remedial or foundational skills for those who are performing below grade level.
2.) Implementation of Accelerated Teacher to support students in grades 1-3.
Mathematics
1.) Small groups will be conducted daily for ALL students in Math that focus on specific skills. The small groups will focus on skills needed to accelerate those students who are on grade

level as well as building remedial or foundational skills for those who are performing below grade level.
2.) Implementation of the Accelerated Math Program (AMP) in grades 3 and 4.
3.) Implementation of Accelerated Teacher to support students in grades 2-4.
Science
1.) Implementation of hands-on science experiment and lab (provide real world experiences through field trips)

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.

PD will focus on the new B.E.S.T. Standards and Benchmark curriculum. PD through PLC's will also focus on implementing small groups with fidelity, intervention strategies, planning for instruction using B.E.S.T.,
identifying resources and materials that best support standards being taught, and utilizing data to drive instruction. The coaching cycle will also be utilized in ELA for all teachers based upon observations, feedback, and requests for support. Finally, exemplar classes will be identified for specific areas to be observed. Allowing teachers to model and observe will assist in building capacity. During PLC's, teachers will have the opportunity to discuss best practices as they fall into the I do, We do, and You Do portions of the gradual release process. In doing this, teachers and leadership team members can drill down to how we teach and what resources, strategies, foundational skills, monitoring techniques, etc. will best suit the desired effect of the lesson. Each PD/PLC will conclude with a next step and outline what each member is expected to do. For example, if teachers plan for small groups, administration will plan to observe and look for evidence of small groups being implemented when conducting walkthroughs. By including this component to all PD's, the adult learning will remain focused as we work towards our end of year goals.

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

Build teacher capacity through PLCs. The focus will be developing instruction through unpacking standards, planning lessons with the criteria for success being identified (backwards planning) and always analyzing data during PLC's with a plan to address deficits. Doing this, creates a campus of "experts" who can then act as mentors for any new staff that are brought on when current staff retire, move into leadership positions, etc. Egret's goal is to build an instructional faculty of learners and mentors. Creating a system for how PLC's and planning are conducted increases the possibility for sustainability not just with student growth but teacher and administrative growth as well. Finally, when planning, administration will be responsible for monitoring implementation of plans (whole groups, small group, reteaching, etc) and providing immediate feedback and support to teachers. Doing this will enable Egret Lake to retain teachers who have a wealth of knowledge to not only increase but maintain student proficiency. This will also allow Egret to have several exemplar classes/teachers to support new teachers who are hired.

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

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#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Egret Lake will focus on increasing overall proficiency and learning gains in ELA by implementing standards based instruction. Teachers will use the gradual release of instruction for all lessons. Small groups will be implemented daily to differentiate student learning by addressing foundational and/or enrichment skills to move students towards or beyond proficiency. All resource teachers (SAI, ESE, ELL, Accelerated Teacher, Mathematics Resource) will implement small groups to increase student proficiency, participate in PLC's that focus on standards based planning and analyzing data. Our goal is to use data to drive instruction. When analyzing data during PLC's or common planning, teachers will use the following guidelines when determining whether or not to reteach or remediate. 70% or higher passing an assessment, means those that did not will be retaught in a small group. When 50% or less do not pass an assessment, the whole group will be retaught. 60% to 70% will also equal reteaching or two mini-lessons. One for the current instruction and a reteach whole group for the previous skills. Resource teachers will assist with reteaching as well through push-in/ pull out groups.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our measurable goal for SY23 in ELA is 46% overall. When compared to the 2022 SY a score of 41%, this is a real score that is achievable now that all students are learning in person. Teacher practice outcomes: By 02/23, 85% of classroom teachers will be implementing the new Florida B.E.S.T. Standards. By 05/23, 100% of classroom teachers will be implementing the new Florida B.E.S.T. Standards.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	1.) Administration will participate in bi-weekly PLC's. 2.) Daily walkthroughs will be conducted by Administration, Leadership Team, and Regional staff. A list of areas to "Look for" or focus on will be created to address areas that were planned for or were identified through professional development. 3.) Data Reviews/chats will be a part of PLC's and individual teacher conferences.
Person responsible for monitoring outcome:	Dionne Napier (dionne.napier@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Implement bi-weekly PLC's that focus on creating standards based lessons, identifying best practices for instruction for whole and small groups, and reviewing data to assist with reteaching and monitoring student progress.

2. Implement small groups daily that are differentiated and fluid. Small groups will be
guided but also can be skills based.
3. Gradual Release Process (I do, We do, and You do) - Teachers will utilize the gradual
release process during instruction to allow students to opportunity to immediately practice
the skills being taught. Students will be able to practice with a partner, within a group, and
independently.

Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. PLC's provide teachers with the opportunity to engage in the analysis of standards based instruction and learning. This provides teachers with a high degree of accountability. The teachers and leadership team are provided the opportunity to progress monitor the achievement of all students and make decisions on next steps. 2. Small group instruction provides teachers with the opportunity to personalize student learning and provide direct instruction for students performing at various levels. 3. Gradual Release process - The Gradual Release of Responsibility Model is a teaching strategy characterized by a sequence of learning activities that shift the responsibility from the teacher to the student. The goal of this approach is autonomy and efficacy on the part of the student–ideally, the ability to transfer understanding on their own.

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. Create and implement bi-weekly PLC schedule/calendar.
1b. Create an agenda to reflect topics covered and next steps for stake holders.- included will be data analysis, next steps, and plan for monitoring student understanding of content.
2. Create a daily schedule identifying when small groups will take place during the ELA block.
2b. Provide PD refresher (as needed) for small group implementation focusing primarily on guided reading and
conducting skills groups.
2c. Utilize resource teachers for small group instruction as well.
2d. Plan for small groups during collaborative times during and outside of PLC's.
3. Provide Professional development on the gradual release process.
3b. Identify components of the gradual release process during lesson planning.

Person Responsible   Dionne Napier (dionne.napier@palmbeachschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	There was an increase in the overall proficiency in math when comparing the SY2021 FSA score of 33% to the SY2022 FSA score of 42%. This was a 9% increase. In mathematics, there will be a school-wide focus on using academic vocabulary, planning for standards-based instruction, and utilizing the gradual release of instruction. During class and for homework, students will be required to practice foundational skills (ex. multiplication facts) that are building blocks required to be successful in grade-level math. Data will be analyzed at the beginning of each PLC in order to determine when/if reteaching is necessary. Classes with a 70% pass rate, will require a small group reteach. Classes with a 50% or less pass rate will require a whole group reteach. 60% to 70% will require two mini-lessons, one for current content and one for reteach. Resource teachers and CLFs will also provide support in mathematics. A math lab has also been made a part of the fine arts wheel in grades 3rd through 5th. In the math lab, students will work on current content as well as foundational skills. The Math Resource Teacher, Accelerated Teacher and all other resource teachers (ESE & ELL) will work collaboratively with classroom teachers to address differentiation for all students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our measurable goal for SY23 in Mathematics is 47% overall. When compared to the 2022 SY score of 42%, this is a realistic score that is achievable.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Administration will participate in bi-weekly PLC's. 2. Daily walkthroughs will be conducted by administration, leadership team, and Regional staff. A list of areas to "Look for" or focus on will be created to address areas that were planned for or were identified through Professional development. 3. Data Reviews/chats will be a part of PLC's and individual teacher conferences.
Person responsible for monitoring outcome:	Dionne Napier (dionne.napier@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy	1. Implement bi-weekly PLC's that focus on creating standards based lessons, identifying best practices for instruction for whole and small groups, and reviewing data to assist with reteaching and monitoring student progress. 2. Implement small groups daily that are differentiated and fluid. 3. Gradual Release Process (I do, We do, and You do) - Teachers will utilize the gradual release process during instruction to allow students the opportunity to immediately practice the skills being taught. Students will be able to practice with a partner, within a group, and

being implemented for this Area of Focus.	independently. 4.) Utilization of collaborative groups and hands on activities for learning - Egret Lake will not only have collaborative groups during the regular math blocks but a Math lab has also been implemented to provide additional math support for students in grades 3 through 5.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	1. PLC's provide teachers with the opportunity to engage in the analysis of standards based instruction and learning. This provides teachers with a high degree of accountability. The teachers and leadership team are provided the opportunity to progress monitor the achievement of all students and make decisions on next steps. 2. Small group instruction provides teachers with the opportunity to personalize student learning and provide direct instruction for students performing at various levels. 3. Gradual Release process - The Gradual Release of Responsibility Model is a teaching strategy characterized by a sequence of learning activities that shift the responsibility from the teacher to the student. 4. Utilization of Collaborative groups - Hands on math enables students to build conceptual understanding. It is the opposite of memorization and encourages students to think and reason to solve problems.

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. Create and implement bi-weekly PLC schedule/calendar.
1b. Create an agenda to reflect topics covered and next steps for stake holders.- included will be data analysis, next steps, and plan for monitoring student understanding of content.
2. Create a daily schedule identifying when small groups will take place during the math block.
3. Create fine arts schedule to include math lab.
3b.Math resource teacher participate in bi-weekly PLC's as well as conduct small groups in the classroom.

Person Responsible	Dionne Napier (dionne.napier@palmbeachschools.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	There was an increase in the overall proficiency of science when comparing the SY2021 FSA score of 20% to the SY2022 FSA score of 25%. This was an increase of 5%. Science proficiency has fluctuated since 2019. This year, there will be a focus on science vocabulary and hands-on activities. Teachers will plan to address Fair Game benchmarks through bell ringers since these standards were taught during previous years. PLCs will focus on planning standards-based instruction to include science vocabulary, hands-on labs/experiments, and collaborative groups. By addressing multiple learning styles, students' comprehension of science content should increase. Science content is also addressed through the ELA block which supports science instruction as well.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our measurable goal for SY23 in Science is 30% overall. When compared to the 2022 SY score of 25%, this is a realistic score that is achievable.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Administration will participate in bi-weekly PLC's. 2. Daily walkthroughs will be conducted by administration, leadership team, and Regional staff. A list of areas to "Look for" or focus on will be created to address areas that were planned for or were identified through Professional development. 3. Data Reviews/chats will be a part of PLC's and individual teacher conferences.
Person responsible for monitoring outcome:	Dionne Napier (dionne.napier@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being	1. Conduct daily bell ringers to address Fair game benchmarks and current science content. 2. Include test like questions as part of daily science instruction. 3. Implement science labs and hands on experiments. 4. Increase reading during the science block whether independently, with a partner, or groups.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	1. Conduct daily bell ringers to address Fair game benchmarks and current science content. Bell ringers not only address content but are written to familiarize students with how the science concept may be assessed. 2. Include test like questions as part of daily science instruction to familiarize students with how the questions will be asked. 3. Implement science labs and hands on experiment to build students understanding of science concepts. 4. Increase reading during the science block due to the science test also being a reading test. Students need to become familiar with being able to comprehend science content when it is read independently and determine what the science questions are asking them to demonstrate and understanding of.

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. Create and implement bi-weekly PLC schedule/calendar to include science every other PLC.
1b. Create an agenda to reflect topics covered and next steps for stake holders.- included will be data analysis, next steps, and plan for monitoring student understanding of content.
2. Identify resources that can be used for bell ringers. District support has offered to assist Egret Lake with this.
3. Schedule science labs and hands on experiments weekly as part of science lesson plans.
4. Plan for independent and partner reading in science. This includes identifying the materials that students will be using and how the teacher will monitor/assess their understanding of text read

Person Responsible	Dionne Napier (dionne.napier@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

Focusing on standards based instruction to increase primary grades proficiency in ELA, will increase student proficiency in third grade and will align with the District's Strategic Plan, Theme 1 Academic Excellence and Growth. According to our data students are not entering third grade prepared for the third grade standards. According to iReady FY22 data 31% of our incoming third graders are reading at or on grade level. iReady shows that our overall primary grades with the exception of kindergarten are below the proficient threshold.
Kindergarten: 82% proficient
First Grade: 39% proficient
Second Grade: 31% proficient

Vocabulary: 43%
Phonics: 46%
Due to lack of foundational skills, students overall reading comprehension for both literary text and nonfiction both have a proficiency of 47%.

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

Our FY22 data shows our third grade students were only 29% proficient on FSA.
The spring iReady data also shows that 30% of students where predicted to be proficient. This proves that students are entering third grade unprepared for the rigor of the state assessment and standards. By focusing on K-2 ELA, we can support foundational skills that will better prepare them for third grade and beyond. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The measurable outcomes for 2023 based on Progress Monitoring 1 are:
August 2022
Kindergarten: 21% Proficient
First Grade: 41% Proficient
Second Grade: 27% Proficient
May 2023
Kindergarten: 26% Proficient
First Grade: 46% Proficient
Second Grade: 32% Proficient

Grades 3-5: Measureable Outcome(s)

SY22
Grade 3: 29% Proficient
Grade 4: 51% Proficient
Grade 5: 42% Proficient
SY23
Grade 3: 34% Proficient
Grade 4: 56% Proficient
Grade 5: 47% Proficient

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

Monitoring occurs through daily walkthroughs, PLCs, reviewing iReady diagnostic data, end of unit assessment (FSAs, USAs and Benchmark). Review work samples, lesson plans and data chats.

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

Napier, Dionne, dionne.napier@palmbeachschools.org

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

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. Explicit Instruction - teachers will utilize the Benchmark Curriculum provided by the district to present and model B.E.S.T. standards to the entire class.

2.Small group instruction - Teachers, Resource Teachers and Supplemental Teachers will provide differentiated instructional support.
3. Professional Development (PD) - Teachers will attend ongoing PD to assist them in planning support data analysis, small group and lesson implementation. PD will also support the development of teacher expertise.
4. Professional Learning Communities (PLC) - Teachers will focus on best practices and methodologies for implementing lessons, analyze data, and make decisions to improve student achievement and progress.

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 formative 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. PD will also be provided to address the B.E.S.T. standards and implementation of the Benchmark Curriculum with fidelity.
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
Literacy Leadership Team: School Administrator Single School Culture Coordinator Literacy Coach Accelerated Resource Teacher	Napier, Dionne, dionne.napier@palmbeachschools.org
Assessments: 1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching) 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). b. Teachers will analyze student data to determine strengths and weaknesses in content area. c. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning & adjust instruction continuously.	Napier, Dionne, dionne.napier@palmbeachschools.org
Interventions 1. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success. 2. Use K-5 Reading intervention with guidelines for schools to determine students' needs	Napier, Dionne, dionne.napier@palmbeachschools.org
Professional Learning Community (PLCs) a. Development of a PLC schedule to include all content area teachers and resource teachers. b. The PLCs sessions will focus on data analysis and effective instruction based on the needs c. Instructional coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction. d. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.	Napier, Dionne, dionne.napier@palmbeachschools.org

Positive Culture & Environment

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

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

Our school addresses building a positive school culture and envirionment by sharing our Universal Guidelines for Success and communicating these expectations to parents via parent conferences, parent meetings, SAC, school website and monitoring Positive Behavior Support (PBS) through data. In alignment, to school board policy 2.09 and Florida State Statue 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, school activities, in music our students study music of different eras and countries, and in media our library selection is filled with books related to the variety of cultures.
Character development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority; life; liberty and personal property; honesty; charity; self control; racial. ethnic, and religious tolerance; and cooperation.
Our PBS Team have the following systems in place: Egret Lake Way, Meet & Greet students at the door with a warm welcome using their name will making eye contact, daily Morning Meeting. We are continuing to implement Advancement Via Individual Determination (AVID) in various classrooms.
Students may participate in Chorus, Disney Club, and Magical Mallets. These programs help
create and foster a safe, respected and positive school environment.

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

Bernadette Colanero - AVID Coordinator
Victoria Berardesco - Guidance & Social Emotional Learner (SEL) Lead
Jennifer Billman-Hornsby- Single School Culture Coordinator
Dionne Napier - Principal
Tiana DuPont-Roundtree, Assistant Principal
In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09
Instruction applicable to appropriate grade levels including but not limited to:
(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.