

The School District of Palm Beach County

# H. L. Johnson Elementary School



## 2022-23 Schoolwide Improvement Plan

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# H. L. Johnson Elementary School

1000 CRESTWOOD BLVD N, Royal Palm Beach, FL 33411

<https://hlje.palmbeachschools.org>

## Demographics

**Principal: Crystal Amado Kuchanrski**

Start Date for this Principal: 1/7/2021

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Elementary School<br>PK-5  |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2021-22 Title I School</b>  | No   |
| <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 66%  |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>White Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>   | 2021-22: A (65%)<br>2018-19: A (69%)<br>2017-18: A (72%)   |
| <b>2019-20 School Improvement (SI) Information*</b>  |  |
| <b>SI Region</b>   | Southeast  |
| <b>Regional Executive Director</b>   | <a href="#">LaShawn Russ-Porterfield</a>   |
| <b>Turnaround Option/Cycle</b>   | N/A  |
| <b>Year</b>  |  |
| <b>Support Tier</b>  |  |
| <b>ESSA Status</b>   | N/A  |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .   |  |

## 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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| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>0</b>  |

## H. L. Johnson Elementary School

1000 CRESTWOOD BLVD N, Royal Palm Beach, FL 33411

<https://hlje.palmbeachschools.org>

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|--|
| Elementary School<br>PK-5                        | No                     | 66%  |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                           | No                     | 61%  |

### School Grades History

| Year  | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|-------|---------|---------|---------|---------|
| Grade | A       |         | A       | A       |

### School Board Approval

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### SIP Authority

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

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

H.L. Johnson Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

#### **Provide the school's vision statement.**

H.L. Johnson Elementary envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

### 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   |
|-------------------|---------------------|---|
| Amado, Crystal    | Principal           | <p>Dr. Amado is our Principal. She serves as our Educational Leader. She assumes the responsibility for promoting safety, providing equity and access for all, coordinating and monitoring the implementation of schoolwide instructional strategies, analyzing student achievement data, providing support to staff for academic success for all students and families, and monitoring progress toward meeting school goals. Providing a shared vision for data-based decision-making ensures that the school-based team is implementing Rti, ensuring implementation of the intervention support and documentation, and ensuring adequate development to support Rti implementation. Attends PLCs to provide input and to serve as the education leader, ensuring the state standards are taught with fidelity. Dr. Amado continually advocates for the best services and support for students and staff and promotes a positive climate for all stakeholders. She leads the School Leadership Team and reviews the SIP components to assess implementation and results to promote a continuous cycle of improvement and inquiry.</p>                                     |
| Agudelo, Danielle | Assistant Principal | <p>Mrs. Agudelo is our Assistant Principal. Supports the principal and is an educational leader of the school in all aspects of administration, including promoting safety, and providing equity and access to the curriculum. She serves as our instructional leader and is responsible for monitoring the implementation of school-wide instructional strategies, analyzing student achievement data, providing support to staff, students, and families, and monitoring progress toward meeting school goals. Supports a shared vision for the use of data-based decision making, ensures that the school-based team is implementing Rti, ensures implementation of the intervention support and documentation, and ensure adequate development to support Rti implementation. She is the organizational planner for all progress monitoring and assessments for the leadership team, instructional staff, and students. Promotes equity and access for all at HLJ. She is a significant part of the School Leadership Team, which routinely reviews the SIP components to assess implementation and results and promote a continuous improvement and inquiry cycle.</p> |
| Conner, Stacy     | Teacher, K-12       | <p>Mrs. Conner is our SAI teacher. She is an instructional leader responsible for reading intervention focusing on the many components critical to reading success and academic success. Provides intervention expertise, assists school staff with identifying specific student deficiencies and matches students to research-based interventions. Facilitates and supports data collection in reading instruction activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of intervention plans. Her specialty includes the following areas:</p> <ul style="list-style-type: none"> <li>Oral Language</li> <li>Phonemic Awareness/Phonics</li> <li>Fluency</li> <li>Vocabulary</li> <li>Comprehension</li> </ul> <p>She supports all stakeholders with strategies, PD, and information on reading</p>   |



| Name             | Position Title | Job Duties and Responsibilities  |
|------------------|----------------|--|
|                  |                | achievement for all students. She also shares in enrichment for our high achievers and gifted support in 4th grade. Mrs. Conner also is our SBT Chair, PD Chair, third grade PLC Lead, and tutoring coordinator. She is also part of the School Leadership Team, which routinely reviews the SIP components to assess implementation and results and promote a continuous improvement and inquiry cycle. The SIP is subject to periodic modifications and annual revision with an opportunity for stakeholder engagement and feedback.   |
| Neps, Stacey     | Teacher, K-12  | Mrs. Neps is the School Advisory Council (SAC) Chair. As the SAC chair, she is responsible for notifying members of upcoming meetings and votes. She facilitates the monthly SAC meetings and informs the SAC of relevant issues related to school improvement activities. She is also part of the SIP Team and Team Lead for second grade. As the team leader, she ensures the school's vision is carried out, leads common planning meetings, ensures her team follows the scope and sequence, and helps carry out the school's vision and goals. As part of the Team Leader PLC, she assists in systematic reviews of the SIP components to assess implementation and results to promote a continuous cycle of improvement and inquiry. |
| Uffer, Rachel    | Teacher, K-12  | Mrs. Uffer is the Kindergarten team leader. She ensures the school's vision is carried out, leads weekly common planning meetings, ensures her team follows the scope and sequence, and helps carry out the school's vision and goals. As part of the Team Leader PLC, she assists in systematic reviews of the SIP components to assess implementation and results to promote a continuous cycle of improvement and inquiry.  |
| Nerenberg, Taryn | Teacher, K-12  | Mrs. Nerenberg is the team leader for first grade. She ensures the school's vision is carried out, leads weekly common planning meetings, ensures her team follows the scope and sequence, and helps carry out the school's vision and goals. As part of the Team Leader PLC, she assists in systematic reviews of the SIP components to assess implementation and results to promote a continuous cycle of improvement and inquiry.   |
| Silver, Tracey   | Teacher, K-12  | Ms. Silver is the team leader for third grade. She ensures the school's vision is carried out, leads weekly common planning meetings, ensures her team follows the scope and sequence, and helps carry out the school's vision and goals. As part of the Team Leader PLC, she assists in systematic reviews of the SIP components to assess implementation and results to promote a continuous cycle of improvement and inquiry.   |
| Tidd, Cynthia    | Teacher, K-12  | Mrs. Tidd is the 5th-grade team leader. She ensures the school's vision is carried out, leads weekly common planning meetings, ensures her team follows the scope and sequence, and helps carry out the school's vision and goals. Mrs. Tidd is our math and science support she is responsible for providing Standards-based Math/Science academic support in grades 3-5. As part of the Team Leader PLC, she assists in systematic reviews of the SIP  |

| Name            | Position Title | Job Duties and Responsibilities  |
|-----------------|----------------|--|
|                 |                | components to assess implementation and results to promote a continuous cycle of improvement and inquiry.  |
| Moore, Kaytie   | Teacher, K-12  | Mrs. Moore is the Kindergarten PLC Lead. Provides information about core instruction, participates in student data collection and monitoring, facilitates weekly team planning for scaffolded and differentiated instruction based on data, supports Tier 1 instruction/ intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities for her team. She also shares in enrichment for our high achievers and gifted support in Kindergarten. As part of the PLC Leader Team, she assists in systematic reviews of the SIP components to assess implementation and results to promote a continuous cycle of improvement and inquiry. |
| Meeks, Cheryl   | Teacher, K-12  | Mrs. Meeks is the second-grade PLC Lead. Provides information about core instruction, participates in student data collection and monitoring, facilitates weekly team planning for scaffolded and differentiated instruction based on data, supports Tier 1 instruction/ intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities for her team. As part of the PLC Leader Team, she assists in systematic reviews of the SIP components to assess implementation and results to promote a continuous cycle of improvement and inquiry.  |
| Griffin, Cassie | Teacher, K-12  | Mrs. Griffin is the fourth-grade PLC Lead. Provides information about core instruction, participates in student data collection and monitoring, facilitates weekly team planning for scaffolded and differentiated instruction based on data, supports Tier 1 instruction/ intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities for her team. She also shares in enrichment for our high achievers and gifted support in 4th grade. As part of the PLC Leader Team, she assists in systematic reviews of the SIP components to assess implementation and results to promote a continuous cycle of improvement and inquiry.  |
| Peitz, Randy    | Teacher, K-12  | Mr. Peitz is our AMP math and gifted science support he is responsible for providing Standards-based AMP Math/Science academic support in grades 3-5. He analyzes and monitors data for support to provide differentiated and scaffolded instruction to meet the AMP students' needs and academic success and strong math skills.  |
| Arteaga, Taylor | Teacher, K-12  | Mrs. Ateaga is the fifth-grade PLC Lead. Provides information about core instruction, participates in student data collection and monitoring, facilitates weekly team planning for scaffolded and differentiated instruction based on data, supports Tier 1 instruction/ intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities for her team. She also shares in enrichment for our high  |

| Name              | Position Title   | Job Duties and Responsibilities  |
|-------------------|------------------|--|
|                   |                  | <p>achievers and gifted support in 4th grade. As part of the PLC Leader Team, she assists in systematic reviews of the SIP components to assess implementation and results to promote a continuous cycle of improvement and inquiry.</p>   |
| O'Bryant, Cher    | School Counselor | <p>Ms. O'Bryant provides education, prevention, early identification and intervention, elementary school counselors help their students achieve academic success, develop an understanding of career opportunities and develop social/ emotional skills in response to issues they face.</p>   |
| Fleming , Robyn   | Teacher, K-12    | <p>Mrs. Fleming is the 4h-grade team leader. She ensures the school's vision is carried out, leads weekly common planning meetings, ensures her team follows the scope and sequence, and helps carry out the school's vision and goals. Mrs. Tidd is our math and science support she is responsible for providing Standards-based Math/Science academic support in grades 3-5. As part of the Team Leader PLC, she assists in systematic reviews of the SIP components to assess implementation and results to promote a continuous cycle of improvement and inquiry.</p>   |
| Alfonso , Deborah | Teacher, K-12    | <p>Mrs. Alfonso is the 1st grade PLC Lead. Provides information about core instruction, participates in student data collection and monitoring, facilitates weekly team planning for scaffolded and differentiated instruction based on data, supports Tier 1 instruction/ intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities for her team. She also shares in enrichment for our high achievers and gifted support in 1st grade. As part of the PLC Leader Team, she assists in systematic reviews of the SIP components to assess implementation and results to promote a continuous cycle of improvement and inquiry.</p>  |
| Krieger, K        | Other            | <p>Mr. Krieger ensures that English Language Learners' academic, cultural and linguistic needs are met. He promotes academic achievement, addresses their social-emotional needs as they acquire English language proficiency, and works closely with the staff members at HLJ to provide adequate and appropriate services and advocate for our ELL students. He is also responsible for maintaining ELLs' Program records and updating information using ELLevation. He is responsible for ensuring that our ELL students receive comprehensive instruction by monitoring their data, supporting them in their classrooms, and keeping up to date with their ELL Plans. Mr. Krieger advances and monitors our ability to grow in equity and access. He is also part of the School Leadership Team, which routinely reviews the SIP components to assess implementation and results and promote a continuous improvement and inquiry cycle. The SIP is subject to periodic modifications and annual revision with an opportunity for stakeholder engagement and feedback.</p> |

| Name             | Position Title | Job Duties and Responsibilities  |
|------------------|----------------|--|
| Lenahan, Chelsea | Teacher, ESE   | Mrs. Lenahan is the ESE Contact. She ensures students with disabilities receive appropriate educational services leading to increased student achievement. She meets with all stakeholders and is responsible for overseeing the appropriate support is provided to each student, teacher, support staff, therapist, etc. She ensures that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems. She assists HLJ in fully and satisfactorily implementing the Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA) requirements. She provides leadership in developing and implementing the ESE Service and is the ESE team leader. Mrs. Lenahan meets at least weekly with her team to track and analyze student-related data and works with teachers on the team to plan for differentiation of instruction based on student needs and support. She is a part of the School Leadership Team, which routinely reviews the SIP components to assess implementation and results and promote a continuous improvement and inquiry cycle. The SIP is subject to periodic modifications and annual revision with an opportunity for stakeholder engagement and feedback. |

## Demographic Information

### Principal start date

Thursday 1/7/2021, Crystal Amado Kuchanski

**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.*

15

**Total number of teacher positions allocated to the school**

59

**Total number of students enrolled at the school**

818

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

13

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

12

### 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                              | 130         | 126 | 144 | 142 | 126 | 112 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 780   |
| Attendance below 90 percent                              | 15          | 16  | 12  | 17  | 24  | 17  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 101   |
| One or more suspensions                                  | 3           | 0   | 0   | 1   | 1   | 0   | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 5     |
| Course failure in ELA                                    | 21          | 65  | 42  | 40  | 34  | 47  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 249   |
| Course failure in Math                                   | 11          | 19  | 24  | 44  | 34  | 35  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 167   |
| Level 1 on 2022 statewide FSA ELA assessment             | 0           | 0   | 0   | 12  | 13  | 16  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 41    |
| Level 1 on 2022 statewide FSA Math assessment            | 0           | 0   | 0   | 21  | 16  | 22  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 59    |
| Number of students with a substantial reading deficiency | 0           | 8   | 19  | 27  | 11  | 3   | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 68    |

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 | 14          | 25 | 24 | 36 | 30 | 39 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 168   |

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 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 7     |
| Students retained two or more times | 0           | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 1     |

Date this data was collected or last updated

Thursday 9/22/2022

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                              | 112         | 137 | 131 | 127 | 117 | 128 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 752   |
| Attendance below 90 percent                              | 0           | 19  | 14  | 14  | 12  | 22  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 81    |
| One or more suspensions                                  | 0           | 3   | 0   | 1   | 1   | 0   | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 5     |
| Course failure in ELA                                    | 0           | 20  | 60  | 47  | 35  | 35  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 197   |
| Course failure in Math                                   | 0           | 12  | 18  | 29  | 39  | 34  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 132   |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0   | 0   | 13  | 12  | 13  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 38    |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0   | 0   | 8   | 15  | 10  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 33    |
| Number of students with a substantial reading deficiency | 0           | 7   | 16  | 22  | 18  | 25  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 88    |
| FY21 ELA Winter Diag Level 1 & 2                         | 0           | 0   | 0   | 30  | 29  | 54  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 113   |
| FY21 Math Winter Diag Level 1 & 2                        | 0           | 0   | 0   | 26  | 29  | 47  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 102   |

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

| Indicator                            | Grade Level |    |    |    |    |    |   |   |   |   |    |    |    | Total |
|--------------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
|                                      | K           | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Students with two or more indicators | 0           | 16 | 24 | 29 | 29 | 31 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 129   |

#### 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 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 6     |
| 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                              | 112         | 137 | 131 | 127 | 117 | 128 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 752   |
| Attendance below 90 percent                              | 0           | 19  | 14  | 14  | 12  | 22  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 81    |
| One or more suspensions                                  | 0           | 3   | 0   | 1   | 1   | 0   | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 5     |
| Course failure in ELA                                    | 0           | 20  | 60  | 47  | 35  | 35  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 197   |
| Course failure in Math                                   | 0           | 12  | 18  | 29  | 39  | 34  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 132   |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0   | 0   | 13  | 12  | 13  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 38    |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0   | 0   | 8   | 15  | 10  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 33    |
| Number of students with a substantial reading deficiency | 0           | 7   | 16  | 22  | 18  | 25  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 88    |
| FY21 ELA Winter Diag Level 1 & 2                         | 0           | 0   | 0   | 30  | 29  | 54  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 113   |
| FY21 Math Winter Diag Level 1 & 2                        | 0           | 0   | 0   | 26  | 29  | 47  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 102   |

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

| Indicator                            | Grade Level |    |    |    |    |    |   |   |   |   |    |    |    | Total |
|--------------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
|                                      | K           | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Students with two or more indicators | 0           | 16 | 24 | 29 | 29 | 31 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 129   |

**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 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 6     |
| 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             | 73%    | 59%      | 56%   |        |          |       | 71%    | 58%      | 57%   |
| ELA Learning Gains          | 75%    |          |       |        |          |       | 72%    | 63%      | 58%   |
| ELA Lowest 25th Percentile  | 65%    |          |       |        |          |       | 59%    | 56%      | 53%   |
| Math Achievement            | 73%    | 53%      | 50%   |        |          |       | 82%    | 68%      | 63%   |
| Math Learning Gains         | 61%    |          |       |        |          |       | 77%    | 68%      | 62%   |
| Math Lowest 25th Percentile | 41%    |          |       |        |          |       | 46%    | 59%      | 51%   |
| Science Achievement         | 66%    | 59%      | 59%   |        |          |       | 74%    | 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 | 65%    | 54%      | 11%                        | 58%   | 7%                      |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 04                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 71%    | 62%      | 9%                         | 58%   | 13%                     |
| Cohort Comparison |      | -65%   |          |                            |       |                         |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 76%    | 59%      | 17%                        | 56%   | 20%                     |
| Cohort Comparison |      | -71%   |          |                            |       |                         |

| 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 | 83%    | 65%      | 18%                        | 62%   | 21%                     |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 04                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 76%    | 67%      | 9%                         | 64%   | 12%                     |
| Cohort Comparison |      | -83%   |          |                            |       |                         |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 81%    | 65%      | 16%                        | 60%   | 21%                     |
| Cohort Comparison |      | -76%   |          |                            |       |                         |

| SCIENCE |      |        |          |                            |       |                         |
|---------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade   | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05      | 2022 |        |          |                            |       |                         |
|         | 2019 | 73%    | 51%      | 22%                        | 53%   | 20%                     |



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

### Subgroup Data Review

| 2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2020-21 | C & C Accel 2020-21 |
| SWD                                       | 31       | 55     | 50          | 40        | 42      | 33           | 33       |         |           |                   |                     |
| ELL                                       | 48       | 69     |             | 33        | 46      |              |          |         |           |                   |                     |
| ASN                                       | 87       | 71     |             | 93        | 79      |              |          |         |           |                   |                     |
| BLK                                       | 66       | 66     | 62          | 65        | 59      | 42           | 46       |         |           |                   |                     |
| HSP                                       | 79       | 82     | 77          | 72        | 57      | 33           | 66       |         |           |                   |                     |
| MUL                                       | 64       | 45     |             | 71        | 36      |              |          |         |           |                   |                     |
| WHT                                       | 72       | 82     | 72          | 77        | 67      | 47           | 73       |         |           |                   |                     |
| FRL                                       | 64       | 71     | 61          | 60        | 52      | 38           | 55       |         |           |                   |                     |
| 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                                       | 39       | 35     | 43          | 47        | 31      | 15           | 39       |         |           |                   |                     |
| ELL                                       | 44       |        |             | 38        |         |              |          |         |           |                   |                     |
| ASN                                       | 91       |        |             | 95        |         |              |          |         |           |                   |                     |
| BLK                                       | 52       | 26     |             | 55        | 21      |              | 38       |         |           |                   |                     |
| HSP                                       | 70       | 49     | 31          | 64        | 24      | 15           | 31       |         |           |                   |                     |
| MUL                                       | 76       |        |             | 63        |         |              |          |         |           |                   |                     |
| WHT                                       | 77       | 62     |             | 82        | 49      |              | 67       |         |           |                   |                     |
| FRL                                       | 58       | 45     | 42          | 58        | 26      | 20           | 38       |         |           |                   |                     |
| 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                                       | 36       | 53     | 48          | 52        | 60      | 35           | 30       |         |           |                   |                     |
| ELL                                       |          | 50     |             |           | 60      |              |          |         |           |                   |                     |
| ASN                                       | 88       | 88     |             | 92        | 81      |              |          |         |           |                   |                     |
| BLK                                       | 53       | 60     | 56          | 69        | 72      | 27           | 48       |         |           |                   |                     |
| HSP                                       | 69       | 77     | 87          | 81        | 73      | 41           | 76       |         |           |                   |                     |
| MUL                                       | 76       | 67     |             | 90        | 87      |              |          |         |           |                   |                     |
| WHT                                       | 76       | 71     | 43          | 85        | 78      | 56           | 81       |         |           |                   |                     |
| FRL                                       | 62       | 67     | 54          | 72        | 70      | 39           | 57       |         |           |                   |                     |

### 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)  | N/A |
| OVERALL Federal Index – All Students  | 64  |
| OVERALL Federal Index Below 41% All Students                                    | NO  |
| Total Number of Subgroups Missing the Target                                    | 0   |
| Progress of English Language Learners in Achieving English Language Proficiency | 55  |
| Total Points Earned for the Federal Index                                       | 509 |
| Total Components for the Federal Index  | 8   |
| Percent Tested  | 99% |
| Subgroup Data   |     |
| Students With Disabilities  |     |
| Federal Index - Students With Disabilities                                      | 41  |
| Students With Disabilities Subgroup Below 41% in the Current Year?              | NO  |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%       | 0   |
| English Language Learners   |     |
| Federal Index - English Language Learners                                       | 50  |
| 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  | 83  |
| 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                                 | 58  |
| 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   | 64  |

| Hispanic Students  |     |
|--|-----|
| 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   | 54  |
| Multiracial Students Subgroup Below 41% in the Current Year?                       | NO  |
| 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   | 70  |
| 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                                | 56  |
| 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 data analysis reveals an increase in academic achievement in all areas in proficiency, learning gains, and low 25 gains in ELA, Mathematics, and Science. FSA ELA achievement in 2019 was 71%, in 2021 was 70% and in 2022 73%.

FSA Math achievement 2019 was 82%, 2021 was 70% and 2022 73% Overall comparison for FSA Science achievement is in 2019, 74%, 2021 was 52% and 2022 66%. MATH:11% increase for females and 12% decrease for males with FRL in 3rd grade.

Diving deeper into the data: ELA:3rd-grade proficiency decreased 3% and every other grade including retained 3rd increased in all areas. Low 25 LG across retained 3, 4-5 grade students have increased 23% but have not met the LG percentage before the pandemic.SWD overall in ELA decreased 3% in proficiency, increased 21% in learning gains, and increase 7% in Low 25 gains; SWD 3rd-grade decreased 10% in ELA proficiency; SWD 4th-grade decreased 29% in low 25 gains; 5th-grade

decreased 29% in low 25 gains;

MATH:ELL overall decreased 5% in proficiency, increased 45% in LG, and 37% in Low 25 gains; SWD overall decreased 2% in proficiency, but increased in learning gains and low 25 gains.

ELL students overall increased in all areas.

There is always work to do when it comes to differentiated and scaffolded instruction. The major trend from this data is Mathematics low 25 learning gains is under 50% and science proficiency needs to be a focus to get back to what it was before the pandemic.

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

Learning Gains for Low 25 demonstrate the greatest need for improvement. Additional plans will be in place to support the Low 25 mathematics standards-based instruction, progress monitoring, tracking growth, and providing additional remediation, intervention, and support as needed throughout the year. Weekly meetings/PLCs will be held with the Administrative Team to analyze data and plan accordingly. Incentives and challenges will be offered to students who participate and show growth throughout the year, beginning in September and lasting through May.

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

Our lowest 25% students participating in statewide standardized testing proved to be the most affected by the unplanned closing of school during their second and third grade year as well as the mixed distance/virtual and in-person learning opportunities throughout their third and fourth grade year.

High student absences as well as low student engagement and participation, partnered with high teacher absences with inconsistent substitute teacher coverage all contributed to their learning loss.

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

ELA and Math learning gains and ELA's low 25% learning gains were where HLJ most improved. ELA Learning Gains is 75%, in 2021 was 52%, and in 2019 was 72%, therefore HLJ now has a higher proficiency than before the pandemic. ELA's Lowest 25 gains are now 65%, in 2021 was 40%, and in 2019 was 59% again better than before the pandemic. Math Learning Gains are now at 61%, which were at 37% in 2021.

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

Teachers participated in weekly grade level team planning, looking very closely at state standards, district scope & sequence, and available resources. Teams also participated in weekly PLCs including data analysis, tracking student progress, and identifying areas of strength and weakness. Remediation was differentiated based on student needs and very closely monitored. K-2 shared strategies with our entire faculty as they implemented Benchmark Literacy for the first time, helping us all prepare for the following year when K-5 implements Benchmark Literacy. iReady Challenges and Incentives were provided school-wide. Students were able to take District-issued Chromebooks home for additional iReady practice throughout the year.

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

We will continue team planning and PLCs for planning and monitoring data.

School-wide implementation of Benchmark ELA Curriculum including school-wide common language and strategies will provide a continuum of support to accelerate learning in all grade levels, K-5. Every teacher will follow the District Scope & Sequence and implement this program with fidelity and close monitoring to ensure growth and success. Explicit vocabulary and word work instruction will be provided to all our students daily. We will continue to provide a variety of iReady challenges and incentives to all students, K-5.

We will implement Envision/Savvas Math school-wide, K-5, following our District Scope & Sequence. We will provide daily spiral review in all classes and use math manipulatives as appropriate. School-wide math vocabulary will be taught and displayed throughout our building.

We will implement Stem-scopes Science curriculum school-wide, focusing on standards-based instruction in all grade levels. Hands-on science activities and experiments will be planned as appropriate. School-wide science vocabulary will be taught and displayed throughout our building. We will follow our District Scope & Sequence as well as provide Fair Game Benchmark Bootcamp opportunities for current 5th graders.

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

Professional Development Opportunities throughout this school year will include:

1. Benchmark Literacy ~ support in K-2, PD in 3-5
2. Envision/Savvas Math ~ PD K-5
3. Stem-scopes Science ~ PD K-5
4. State Writing Rubric ~ PD 3-5
5. Science of Reading Training ~ PD K-2
6. Youth Mental Health First Aid

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

At H.L. Johnson we have 2 Voluntary Prekindergarten (VPK) Program classes to support our community. VPK is an early intervention that increases student readiness to enter kindergarten. This program is supported by the Department of Early Childhood Education and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards and the transition to kindergarten ready to learn and be successful in school and later life.

Kindergarten Round-Up ~ Children & Families meet our administrative team, Kindergarten teachers, ESE and ESOL Support Staff. They learn what kindergarten students' day looks like including academics, fine arts, lunch, transportation to and from school, opportunities for before and after care, and other activities. Children and families tour our school and visit kindergarten classrooms.

Continue offering Cambridge Primary instructional goals in all classrooms which provide a broad and balanced education for our students, helping them to thrive throughout their schooling, work and life. This program provides many opportunities to develop creativity, expression, and well-being in a variety of ways now and later in life.

We provide every student with STEAM education which improves students' physical, cognitive, social, emotional skills, reading ability, writing fluency, and problem-solving to name a few. STEAM empowers students to use their unique talents and prepares students for the changing workforce.

Continue our green initiatives and clubs for our students to learn, be a community, and have fun.

**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 Math

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

The Mathematics FSA in all areas of proficiency, learning gains, and L25 learning gains have not recovered since 2019. Data Analysis reveals an increase of 2% in overall Math Proficiency, resulting in 72% of students in 3rd-5th grade mathematically performing on grade level. Additionally, 60% of our students earned Learning Gains, and 40% of our L25 students earned Learning Gains.

iReady mathematics final diagnostic data shows:

Grade: Mid or Above Grade Level-Early On Grade Level-1 G Below-2 Grades Below-3 Grades Below

K: 64%-10%-26%-0% = 74% proficiency

1: 43%-24%-29%-4%-0% = 67% proficiency

2: 38%-15%-42%-6%-0% = 53% proficiency

Grade level FSA proficiency data shows:

3rd grade increased by 2% resulting in a proficiency rate of 71%

4th grade decreased by 2% resulting in a proficiency rate of 77%

5th grade increased by 7% resulting in a proficiency rate of 70%

Looking more closely at student subgroups/ethnicity:

ELL 3rd grade students declined 2% and had a proficiency rate of 22%;

ELL 4th grade declined by 71% resulting in 28% proficiency;

SWD 4th grade declined 11% resulting in 40% proficiency;

SWD 5th grade declined 2% with 35% proficiency.

Learning Gains for the L25 students needs to be higher than at least 50% in which HLJ is at 40%. Looking closer into subgroups these areas were identified:

L25 SWD declined 11% having 0% gains.

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

By February 2023 as measured by the PM2 we want to see student achievement increase by a minimum of 3% in proficiency K-5. By May 2023, we want to see a minimum of a 5% increase in proficiency from PM1 of our students in grades K-5 to perform on or above grade level as measured by the District and State Math Assessments. Additionally in May 2023, ELL and SWD increase by 10% or higher in proficiency from FY22 to FY23.

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

All teachers responsible for Math instruction will implement the Envision/Savvas Math Program and follow our District Scope & Sequence. This will be monitored through classroom walk-throughs and observations as well as lesson plan checks.

Data will be monitored including Envision/Savvas Math Assessments, Classroom Assessments, and iReady Diagnostics. Additionally, iReady participation and performance will be tracked weekly.

Grade Level PLCs and CPMs will include time to review and reflect upon current data. Daily Spiral Review problems will be developed based on current data. ELL and SWD data will be reviewed and action plans will be created when proficiency for data is under 50%.

**Person responsible for monitoring outcome:**

Crystal Amado Kurcharski (crystal.amadokucharski@palmbeachschools.org)

All teachers responsible for Math instruction will implement the Envision/Savvas Math Program with fidelity.

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

Grade Level Common Planning are scheduled where teachers will engage in deep, focused professional development, collaborative planning, sharing of resources, strategies, and research-based best practices along with opportunities for data analysis to strengthen standards-based instructional practices to accelerate students learning and Math achievement.

PLCs will continue to be an active part of our school schedule. Making data-driven decisions to guide our instruction and differentiated support through small group instruction continues to be a focus, and resources aligned to grade-level standards and scaffolds are put in place for students who are not performing on or above grade level.

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

This is the first year implementing Envision/Savvas Math school-wide, working with BEST standards, and we are participating in new state-wide standardized testing/ progress monitoring, we plan to follow the District-selected Math Program as well as the District Scope and Sequence, closely monitoring student progress and achievement throughout the year. This baseline data will be analyzed for strengths and weaknesses, and also to identify appropriate supplemental professional development and/or resources that may be helpful as we work to improve student achievement.

**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.

School-wide implementation of Envision/Savvas Math with fidelity, all teachers following our District Scope & Sequence (K-5th grade).

**Person Responsible**

Crystal Amado Kurcharski (crystal.amadokucharski@palmbeachschools.org)

Daily spiral review based on current student data will be developed to use in daily instruction, K-5.

**Person Responsible**

Danielle Agudelo (danielle.agudelo@palmbeachschools.org)

School-wide Math vocabulary will be taught, used consistently, and posted throughout our school.

**Person Responsible**

Danielle Agudelo (danielle.agudelo@palmbeachschools.org)

Weekly K-2 Logic Challenges and 3-5 Math Brain Teaser/Math Riddle Challenges will be implemented each Tuesday (K-2) and Thursday (3-5) beginning in October.

**Person Responsible**

Crystal Amado Kurcharski (crystal.amadokucharski@palmbeachschools.org)



iReady participation and achievement will be monitored weekly. Various challenges and incentives will be provided throughout the school year.

**Person Responsible** Crystal Amado Kurcharski (crystal.amadokucharski@palmbeachschools.org)

Envision/Savvas Math Assessments, Classroom Assessments, and iReady Diagnostics. Additionally, iReady participation and performance will be tracked weekly throughout the school year.

**Person Responsible** Danielle Agudelo (danielle.agudelo@palmbeachschools.org)

ELL iReady/Imagine Learning participation and achievement will be monitored weekly. Various challenges and incentives will be provided throughout the school year.

**Person Responsible** K Krieger (kevin.krieger@palmbeachschools.org)

SWD iReady participation and achievement will be monitored weekly. Various challenges and incentives will be provided throughout the school year.

**Person Responsible** Chelsea Lenahan (chelsea.lenahan@palmbeachschools.org)

## #2. Instructional Practice specifically relating to ELA

|  |  |
|--|--|
| <p><b>Area of Focus</b></p> <p><b>Description and Rationale:</b></p> <p><b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b></p>  | <p>Data Analysis reveals an increase of 3% in overall ELA FSA resulting in 72% proficiency. Additionally, 75% of our students earned Learning Gains, and 65% of our L25 students earned Learning Gains.</p> <p>iReady reading final diagnostic data shows:<br/> Grade: Mid or Above Grade Level-Early On Grade Level-1 G Below-2 Grades Below-3 Grades Below<br/> K: 71%-17%-12%-0%-0% = 88% proficiency<br/> 1: 65%-7%-27%-1%-0% = 72% proficiency<br/> 2: 44%-18%-33%-5%-0% = 62% proficiency</p> <p>Grade Level ELA Proficiency Data reveals:<br/> 3rd Grade decreased by 3%, resulting in 70% proficiency<br/> 4th Grade increased by 2% resulting in 74% proficiency<br/> 5th Grade decreased by 9%, resulting in 75% proficiency</p> <p>Looking more closely at student subgroups/ethnicity:<br/> SWD decreased by 3%, resulting in 30% proficiency<br/> 4th grade ELL students decreased by 57% resulting in 43% proficiency</p> <p>ELA Data of Learning Gains and L25 Gains reveals:<br/> SWD decreased by 23%<br/> SWD L25 decreased by 30%</p> <p>Students must be able to read and comprehend grade-level text to succeed academically in all subject areas.</p>  |
| <p><b>Measurable Outcome:</b></p> <p><b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b></p> <p><b>Monitoring:</b></p> <p><b>Describe how this Area of Focus will be monitored for the desired outcome.</b></p> <p><b>Person responsible for</b></p> | <p>By February 2023 as measured by the PM2 we want to see student achievement increase by a minimum of 3% in proficiency K-5. By May 2023, we want to see a minimum of a 5% increase in proficiency from PM1 of our students in grades K-5 to perform on or above grade level as measured by the District and State ELA Assessments. Additionally in May 2023, ELL and SWD increase by 10% or higher in proficiency from FY22 to FY23.</p> <p>A minimum of 73% of our students in Grades 3-5 will read and write on grade level as measured by iReady, Benchmark, and the State Writing Rubric.</p> <p>All teachers responsible for ELA instruction will implement the Benchmark Literacy Program and follow our District Scope &amp; Sequence. This will be monitored through classroom walk-throughs and observations as well as lesson plan checks.</p> <p>Data will be monitored including Benchmark Assessments, Oral Reading Records, and iReady Diagnostics. Additionally, iReady participation and performance will be tracked weekly.</p> <p>Grade Level CPMs PLCs will include time to review and reflect upon current data. Our District Reading Intervention Handbook will be referenced to identify students performing below grade level as well as specific resources to use when providing targeted intervention and support.</p> <p>Crystal Amado Kurcharski (crystal.amadokurcharski@palmbeachschools.org)</p> |

**monitoring  
outcome:**

All teachers responsible for ELA instruction will implement the Benchmark Literacy Program with fidelity.

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

Grade Level PLCs are scheduled where teachers will engage in deep, focused professional development, collaborative planning, sharing of resources, strategies, and research-based best practices along with opportunities for data analysis to strengthen standards-based instructional practices to accelerate students learning and ELA achievement. PLCs will continue to be an active part of our school schedule. ELLs and SWDs data will be analyzed to provide individualized differentiated and scaffolded instruction.

ELL students are grouped to maximize additional support throughout the school day. Our ESOL Teacher and CLF work cooperatively to provide support for parents to support their children's academic growth at home.

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

This is our first year implementing Benchmark Literacy school-wide and we are participating in new state-wide standardized testing/progress monitoring, we plan to follow the District-selected Literacy Program as well as the District Scope and Sequence, closely monitoring student progress and achievement throughout the year. This baseline data will be analyzed for strengths and weaknesses, and also to identify appropriate supplemental professional development and/or resources that may be helpful as we work to improve student achievement.

**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.

Provide Benchmark Resources and training to all teachers responsible for teaching ELA.

**Person Responsible** Crystal Amado Kurcharski (crystal.amadokucharski@palmbeachschools.org)

Schedule on-going professional development/support for teachers throughout the school year as we implement Benchmark Literacy.

**Person Responsible** Crystal Amado Kurcharski (crystal.amadokucharski@palmbeachschools.org)

Closely monitor District Assessment Calendar and ELA data throughout the school year (participation and growth/achievement).

**Person Responsible** Danielle Agudelo (danielle.agudelo@palmbeachschools.org)

Provide recognition to teachers and students as they take risks in implementing the new program as well as progress in their ELA achievement.

**Person Responsible** Crystal Amado (crystal.amado@palmbeachschools.org)

Provide Professional Development/Support for teachers' use of the District Reading Intervention Handbook/Decision Trees, and identify specific areas for remediation and resources to address students' specific needs.

**Person Responsible** Stacy Conner (stacy.conner@palmbeachschools.org)

School-wide common language regarding literacy instruction will be implemented. Explicit vocabulary and word work instruction will be provided daily.

**Person Responsible** Crystal Amado (crystal.amado@palmbeachschools.org)

iReady participation and achievement will be monitored weekly. Various challenges and incentives will be provided throughout the school year.

**Person Responsible** Crystal Amado Kurcharski (crystal.amadokucharski@palmbeachschools.org)

iReady participation and achievement will be monitored weekly. Various challenges and incentives will be provided throughout the school year.

**Person Responsible** Crystal Amado Kurcharski (crystal.amadokucharski@palmbeachschools.org)

USAs, Classroom Assessments, and iReady Diagnostics. Additionally, iReady participation and performance will be tracked weekly throughout the school year.

**Person Responsible** Danielle Agudelo (danielle.agudelo@palmbeachschools.org)

ELL iReady/Imagine Learning participation and achievement will be monitored weekly. Various challenges and incentives will be provided throughout the school year.

**Person Responsible** K Krieger (kevin.kreiger@palmbeachschools.org)

SWD iReady participation and achievement will be monitored weekly. Various challenges and incentives will be provided throughout the school year.

**Person Responsible** Chelsea Lenahan (chelsea.lenahan@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**

N/A

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

N/A

**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)**

N/A

**Grades 3-5: Measureable Outcome(s)**

N/A

**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.

N/A

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**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?

N/A

**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?

N/A

**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**

N/A

## 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.

For our children to achieve academically, they first need to feel safe and cared for. We work diligently to make sure that each of our students has a positive connection with at least one adult on campus. Our Jaguar School Counselor, BHP, and BIA work very closely with Administration to promote a safe learning environment as well as promote social-emotional well-being.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols and monitoring PBIS through data. Our PBIS Teams created a behavior matrix and posted expectations signs throughout the school (in multiple languages) and in every classroom, as well as kid-friendly videos that model for students the expectations (ie, what it looks like when we go into Code Red during lunch, walk in the hallways, etc). Our guidelines include PAWS (Practice respect, Act responsibly, Work together, and make Smart choices) in all settings.

In alignment with School Board 2.09 and Florida State Statute 1003.42, our school highlights multicultural diversity within the curriculum and the arts. We also have parent/family multicultural nights. Our PBIS universal school guidelines and the matrix is evident through specific practices shown mostly through students demonstrating that they are safe, respectful learners!

We encourage volunteers to become involved in our school through our PTO, SAC, partnerships with the local middle and high school, and business partnerships.

Additional resources (e.g., clothing, backpacks, supplies) are provided by local businesses to students experiencing homelessness and or need. Our BHP and School Counselor work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. Volunteers have set up and staff maintains our Jaguar closet that houses gently used/laundered uniforms for students in need. There are also new unused undergarments for moments in need.

We have implemented strategies to address our students' Social and Emotional Learning throughout the school year, to help all of our students see themselves as more capable, connected, contributing, resilient, and cared-for Jaguars at HLJ.

HLJ hosts monthly family events. We conduct monthly meetings with the OLT/ILT to ensure we are monitoring student success in all areas. Our ESOL Coordinator and CLF work in conjunction with the District's

Multicultural Department to ensure the implementation with the fidelity of programs and services designed to improve the outcomes of our English Language Learners. Safe and Drug-Free Schools initiatives such as Red Ribbon Week and other programs that support the prevention of violence in and around the school are implemented on an ongoing basis. The BHP and school counselor work together to prevent the use of



alcohol, tobacco, and drugs and foster a safe, drug-free learning environment supporting student wellness, student achievement, and appreciation for diversity.

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

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

HLJ implements multiple measures of analyzing school-wide data that drive the RTI process. Student assessments include but are not limited to FLICKERS, Diagnostics, Performance Matters Assessments, Florida Standards Assessments, iReady district diagnostics, and ORR. The annual test administered for ELL students is ACCESS. the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Instructional coaches train teachers to evaluate data, modify, and implement differentiated instruction based on data results.

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

Principal and Assistant Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, we principals can positively influence our school culture with strategies that encourage collaboration.

Our Jaguar Counselor Team: Guidance Counselor, School Psychologist, Behavior Health Professional, and Behavior Interventionist, work very closely with Administration to promote a safe and orderly climate as well as promote social-emotional well-being. They support a positive culture and environment through the lessons they teach or with small groups they work with. Through the small group interactions and experience for students, our Jaguar Counselor Team ensures students feel safe, welcome, and included.

Teachers: incorporate PBIS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. PBIS assists schools to improve social, emotional, behavioral, and academic outcomes for children and young people. to ensure all students have equitable and equal opportunities to learn in a positive environment. 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 are addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Each stakeholder works on the following to develop a positive school performance and address equity:

- 1) Are actively involved in developing their school's vision and mission.
- 2) Use Florida's four education goals as guiding principles for everything the council does.
- 3) Thoroughly examine all aspects of their school when developing the school improvement plan.
- 4) Determine and prioritize the needs of their school.

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. 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, is 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.
- (e) The study of Hispanic contributions to the United States. These integrated concepts are 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.