

The School District of Palm Beach County

Hope Centennial Elementary School



2022-23 Schoolwide Improvement Plan

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Hope Centennial Elementary School

5298 STACY ST, West Palm Beach, FL 33417

<https://hcel.palmbeachschools.org>

Demographics

Principal: Lakeisha Nathan

Start Date for this Principal: 3/6/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (51%) 2018-19: C (46%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

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

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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.

Hope Centennial's mission is to provide 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.

As part of Palm Beach County School District, Hope Centennial 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
Nathan, LaKeisha	Principal	<p>The principal will serve as the lead instructional leader and ensure that school-wide curricular initiatives including professional development needs align to the School District Strategic Plan, Palm Beach Focus Model of Instruction and the School Improvement Plan/Title One. The principal provides opportunities to engage the faculty in deepening their respective understanding of the standards and engage the students and parents to understand the standards and where their students are performing. The principal will monitor systems that are in place to support the learning environment and teacher instructional practices in order to promote student achievement. In addition, the principal will utilize data to drive continuous improvement for standards based instruction. With this data, the principal and faculty promotes students having knowledge of their data performance and providing the necessary feedback to enhance the learning process. The principal will proactively address issues that may cause a barrier in learning and focus on processes and systems that will provide the greatest leverage in improving instruction and learning.</p> <p>Additional responsibilities are listed below:</p> <ul style="list-style-type: none"> ~Promotes a vision of academic success for all ~Monitor teacher leaders, grade level teams, individual teachers in improving academics, behavior, and culture ~Cultivating leadership ~Improving Instruction ~School Safety ~Promote school-wide positive behavior supports/climate for staff and students ~Promote socio-emotional learning opportunities for staff and students ~Provide learning opportunities for instructional and non-instructional
Moore, Anthony	Assistant Principal	<p>The assistant principal is responsible for monitoring the use of school-wide instructional implementation of the district's standards based curriculum and assessments. In addition, the AP supports the professional learning community by ensuring compliance of procedures in order to gather the data needed to analyze if students mastered the standards. The AP is also responsible for:</p> <ul style="list-style-type: none"> ~Support the building of trust and pride with all stakeholders ~Ensures compliance in all aspects of Title I (Parent Involvement Plan, PFEP, and SAC) ~Monitoring discipline and seeks to find alternative interventions in lieu of suspension, when possible ~Observation of teachers in using Marzano/Palm Beach Model of Instruction ~Provide best instructional practices and provide feedback via walkthroughs and observations ~Testing Coordinator ~Mentor students and teachers
Gore, Tina	Other	<p>The Single School Culture Coordinator is responsible for overseeing the implementation of school wide instructional plans that are linked to data that is focused on creating a single school culture for academics, for behavior, and for culture) and standards driven curriculum. The SSCC works with teachers to plan the lesson ensuring that the text and task is standards based. In addition, the</p>

Name	Position Title	Job Duties and Responsibilities
		SSCC will present the lesson(s) and provides PLC support through: data chats, role play as a grade level or one-on-one coaching for a teacher based on professional needs. In addition, SSCC monitors school based team (SBT) and Rti processes to identify potential "at-risk" students who require additional academic and/or behavioral support.
Kimmel, Laura	Math Coach	The Instructional/Math Coach is responsible for ensuring that district's math instructional plans for K-5 are implemented using the strategies that were provided in the weekly Professional Learning Communities (PLCs). The coach plans the math units, the scope and sequence, the focus calendars and the re-teaching/small group opportunities for teachers. In addition, the coach provides modeling/role play opportunities for teachers to yield the best instructional practices for students. Data analysis on local assessments are reviewed and discussed as coach facilitates. Additionally, the coach observes teacher instruction and provides feedback to increase teacher capacity.

Demographic Information

Principal start date

Wednesday 3/6/2019, Lakeisha Nathan

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.*

2

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

55

Total number of students enrolled at the school

752

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

20

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

11

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	99	112	96	114	85	95	0	0	0	0	0	0	0	601
Attendance below 90 percent	0	40	30	41	18	28	0	0	0	0	0	0	0	157
One or more suspensions	2	3	3	9	7	2	0	0	0	0	0	0	0	26
Course failure in ELA	0	7	4	61	25	27	0	0	0	0	0	0	0	124
Course failure in Math	0	3	6	24	6	22	0	0	0	0	0	0	0	61
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	39	27	27	0	0	0	0	0	0	0	93
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	13	42	0	0	0	0	0	0	0	55
Number of students with a substantial reading deficiency	37	29	43	107	56	56	0	0	0	0	0	0	0	328

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	7	7	57	27	36	0	0	0	0	0	0	0	134

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	2	1	44	13	1	0	0	0	0	0	0	0	61
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Saturday 9/17/2022

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	98	96	95	120	93	101	0	0	0	0	0	0	0	603
Attendance below 90 percent	47	26	33	22	32	43	0	0	0	0	0	0	0	203
One or more suspensions	0	0	1	1	1	3	0	0	0	0	0	0	0	6
Course failure in ELA	30	43	37	8	69	83	0	0	0	0	0	0	0	270
Course failure in Math	7	19	17	7	53	45	0	0	0	0	0	0	0	148
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	39	22	27	0	0	0	0	0	0	0	88
Level 1 on 2019 statewide FSA Math assessment	0	0	0	34	23	29	0	0	0	0	0	0	0	86
Number of students with a substantial reading deficiency	34	33	40	63	35	30	0	0	0	0	0	0	0	235
FY21 ELA Winter Diag Level 1 & 2	0	0	0	89	73	93	0	0	0	0	0	0	0	255
FY21 Math Winter Diag Level 1 & 2	0	0	0	79	77	90	0	0	0	0	0	0	0	246

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	14	23	32	12	60	0	0	0	0	0	0	0	141

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	1	1	2	16	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

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	98	96	95	120	93	101	0	0	0	0	0	0	0	603
Attendance below 90 percent	47	26	33	22	32	43	0	0	0	0	0	0	0	203
One or more suspensions	0	0	1	1	1	3	0	0	0	0	0	0	0	6
Course failure in ELA	30	43	37	8	69	83	0	0	0	0	0	0	0	270
Course failure in Math	7	19	17	7	53	45	0	0	0	0	0	0	0	148
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	39	22	27	0	0	0	0	0	0	0	88
Level 1 on 2019 statewide FSA Math assessment	0	0	0	34	23	29	0	0	0	0	0	0	0	86
Number of students with a substantial reading deficiency	34	33	40	63	35	30	0	0	0	0	0	0	0	235
FY21 ELA Winter Diag Level 1 & 2	0	0	0	89	73	93	0	0	0	0	0	0	0	255
FY21 Math Winter Diag Level 1 & 2	0	0	0	79	77	90	0	0	0	0	0	0	0	246

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	14	23	32	12	60	0	0	0	0	0	0	0	141

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	1	1	2	16	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

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	36%	59%	56%				43%	58%	57%
ELA Learning Gains	64%						58%	63%	58%
ELA Lowest 25th Percentile	60%						42%	56%	53%
Math Achievement	38%	53%	50%				54%	68%	63%
Math Learning Gains	66%						57%	68%	62%
Math Lowest 25th Percentile	75%						37%	59%	51%
Science Achievement	19%	59%	59%				32%	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	32%	54%	-22%	58%	-26%
Cohort Comparison		0%				
04	2022					
	2019	49%	62%	-13%	58%	-9%
Cohort Comparison		-32%				
05	2022					
	2019	40%	59%	-19%	56%	-16%
Cohort Comparison		-49%				

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	45%	65%	-20%	62%	-17%
Cohort Comparison		0%				
04	2022					
	2019	52%	67%	-15%	64%	-12%
Cohort Comparison		-45%				
05	2022					
	2019	51%	65%	-14%	60%	-9%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	30%	51%	-21%	53%	-23%

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	64	62	30	72	69	12				
ELL	30	61	50	31	66	78	14				
BLK	36	66	69	37	67	81	24				
HSP	34	63	56	38	70	83	19				
WHT	31	53		31	47						
FRL	36	64	59	38	67	74	20				
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	11	17		8			14				
ELL	26	39	50	18	9	10	17				
BLK	30	35	29	26	8		17				
HSP	24	42	42	18	8		19				
WHT	19			13							
FRL	28	37	36	21	8	4	16				
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	23	41	31	44	44	38	15				
ELL	31	52	50	52	57	39	15				
BLK	44	57	40	49	54	36	30				
HSP	33	51	42	57	61	43	25				
WHT	80	92		89	82						
FRL	43	59	40	54	57	36	32				

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	53
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	66
Total Points Earned for the Federal Index	424
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
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	
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	56
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	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	39
White Students Subgroup Below 41% in the Current Year?	YES
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?

The trends were a mixed of noticeable negative consistencies with noticeable improvements that spanned across grade levels, subgroups, and core content areas.

Holistically, there was a majority negative trend in grades 3 - 5 and achievement for FSA ELA and Math.
FY 19 vs FY 22 FSA Achievement

3rd ELA - 32% were proficient versus 23% were proficient: 9% decline

3rd Math - 45% were proficient versus 35% were proficient: 10% decline

4th ELA - 49% were proficient versus 36% were proficient: 13% decline

4th Math - 52% were proficient versus 48% were proficient: 4% decline

5th ELA - 40% were proficient versus 43% were proficient: 3% increase

5th Math - 51% were proficient versus 25% were proficient: 26% decline

5th Science - 30% were proficient versus (FSA) 19% were proficient: 11% decline

When comparing FY 19 Overall Achievement versus FY 22 Overall Achievement for ELA, all of the subgroups were negative or statistically insignificant: SWD 3% increase, ELL 1% increase, BLK 8% decline, HSP 1% increase, WHT 49% decline, FRL 7% decline. However, when comparing ELA learning

gains, 4 out of the 6 subgroups made increases from FY 19 to FY22: SWD 23% increase, ELL 9% increase, BLK 9% increase, FRL 5% increase. Additionally, for ELA Low 25% learning gains, again 4 out of 6 subgroups made increases: SWD 31% increase, BLK 29% increase, HSP 14% increase, FRL 19% increase.

Now, white students are now an identified ESSA subgroup resulting from FY 22 FSA.

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

Based off progress monitoring and 2022 state assessments, the data components that demonstrates the greatest need for drastic improvement in reading and math achievement across all grade levels. There had been a decreasing decline in the percentage of proficiency for the past few years in 3rd, 4th, and 5th grade.

3rd- 32% (FY19), 30% (FY21), 23% (FY22)

4th- 50% (FY19), 22% (FY21), 36% (FY22)

5th- 40% (FY19), 25% (FY21), 43% (FY22)

Within that decline, there has been an increase of students scoring at level 1, especially 3rd graders, who are currently facing the possibility of retention. There was an increase of the number of 3rd graders, who were retained from FY 19 to FY 22.

Similarly, a drastic improvement in math achievement across all grade level is needed as well.

3rd- 45% (FY19), 23% (FY21), 35% (FY22)

4th- 52% (FY19), 28% (FY21), 48% (FY22)

5th- 51% (FY19), 13% (FY21), 25% (FY22)

In science, there is also a need to drastically improve the achievement level in science for grade 5.

5th - 30% (FY19), 17% (FY21), 19% (FY22)

White students have been a data concern and have been in decline for ELA and Math. For years (FY19) 80% vs (FY21) 19%, there was a 61% decline and (FY19) vs (FY22), there was a 31% decline in FSA ELA Achievement. With regards FSA Math Achievement, white students had a 58% decline (FY19) 89% vs (FY21) 31%. White students also dropped 39% and 35% in ELA and Math Learning Gains.

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

Vacancies and having consistency with providing rigorous instruction is one of the contributing factors that is needed in order for improvement to occur. During FY 22, in grade 4, there were two new teachers who were unfamiliar with the curriculum and one of 4th grade teachers resigned from the school district leaving this position vacant for six months (January 2022 - May 2022). In addition, there were three teachers (2 ELA and 1 science) who were also employed as new 5th grade teachers. All three of the 5th grade teachers resigned from the school district leaving these positions vacant for nine months (October 2021 - May 2022). Stronger recruitment actions have taken place on the school level and in human resource to correct vacancies in these critical grade levels.

An additional focus will be centered around ensuring the core instruction will include reading on-grade level text, turning and talking about the text, and the task that is rigorous aligning to the text. During explicit instruction, we will focus on implementing the gradual release model of instruction during our whole group lessons (with designated time limits) while also focusing on aggressive monitoring to provide "on-demand" feedback. There is a need to planning more strategically, to model instruction, to collaborate best practices and to analyze student work/data in PLCs. Data analysis of white students will take place in PLC, intervention, and tutorial will be made available to assist in the improvement in this ESSA subgroup.

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

Based off progress monitoring and comparing 2019 and 2021 state assessments there were improvements.

All subgroups showed an increase in learning gains on the FSA Math FY 22 (SWD, ELL, BLK, HSP, FRL) for the lowest 25%. Additionally, all subgroups (SWD, ELL, BLK, HSP, FRL), with the exception of white students, showed an increase of math learning gains on the FY 22 Math FSA. Four of the subgroups had positive increases in both learning gains and in Low 25% Learning Gains for FSA ELA and Math combined: SWD, BLK, FRL, HSP.

Students with Disabilities (SWD) was on the ESSA category; however, the year's performance of 49 has placed this subgroup as compliant with the federal index.

With progress monitoring, SWD had an improvement with iReady's Proportion Years Growth (PYG) gains over time from 1.01 to 1.20. Similarly, in ELA, 4th grade students had 1.08 years worth of growth and 5th grade students had 1.42 years worth of growth.

For ELA, Hispanic females increased 5% from FY 19 (32%) versus FY 22 (37%)

Additionally, SWD Males increased 15% from FY 19 (13%) versus FY 22 (28%)

For math, white males increased only by 2% from FY 19 (45%) versus FY 22 (47%)

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

Within core instruction, we focused on the use of formative assessments. Teachers are able to monitor student mastery of standards, and they had the ability to adjust to remediate based on student need. After each assessment, the teacher and students had an assessment/data review, where students had the opportunity to review the questions and create a graph of their performance by reflecting on their next steps or goals based on their scores.

An addition, administration monitored the student progress on adaptive technology for iReady and provided incentives for mastery of the diagnostics as well as weekly competitions on the highest average/time completion.

Additionally, students who struggled with math fluency were able to build foundational knowledge through another technological platform, Reflex.

Also, tutorials during the week and Saturday boot-camps were provided and students were strongly encouraged to attend for reading, writing, math and science.

At Hope Centennial Elementary School, we focused on improving our students' growth mindset. During the announcements, we emphasized "BARK" to "A"ccomplish the Task. Biweekly celebrations, weekly awards, and shout-outs were utilized on the morning announcements.

We dedicated time to the following priorities to ensure an equitable and equal opportunity for all our students by positively influencing:

- A clear and focused path to success
- Increased intrinsic motivation
- Increased self-confidence and independence
- Development of Grit and Resilience in facing challenges
- Enhanced Social-Emotional Learning opportunities

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

There are needed strategies that will be implemented in order to accelerate learning. In select classes, the teacher of record will have a co-teacher, who will assist in providing supplemental support to the teacher during whole group instruction. Also, this will also be an opportunity to provide foundational/"on-

time" instruction to the students is taking place. In addition, schoolwide faculty meetings, will take place on Gradual Release Model, Marzano Training Data/Celebrating Success, Marzano Helping.

ELA and Math Continuum - During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources

and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies, balanced literacy, small group instruction and differentiated learning. With additional training, teachers will receive training small group instruction with an emphasis on guided reading to help bridge the gap of where students are (below grade level) versus where students need to be (on-grade level). This training will allow teachers to utilize the best instructional practices to help students in both reading/ELA and math. Subgroups will be analyzed, especially white students (ESSA) as the new identified ESSA subgroup.

Another strategy needed is more focused approach with identified students who would be impacted as a result for the low 35% and/or who are receiving a learning gain in reading. We will track those students and their performance on the formative assessments and provide tutoring opportunity to support their growth.

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: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD.

A few presentations below were utilized last year but will be reviewed to train new teachers and continue to build teachers capacity:

- *Review the Palm Beach Model of Instruction- This training will review/refresh teachers with the major domains

- *Review the Gradual Release Model- "I" Do, "We" Do, and "You" Do and each component or phase in this teaching model.

- *Review Aggressive Monitoring- Guiding teachers into taking anecdotal notes of student knowledge or lack thereof and using that information to guide their next steps in either reteach or small group.

- *Review for Tracking Data - How to analyze data with students, track progress, and reflect (goal setting)

- *Small Group Instruction Presentations

- *Different ways to pull a small group.

- *Guided Reading- strategically placing students with similar reading levels together.

- Provide training on how to lead an effective reading group.

- Teacher responsibility on what should take place during instruction and next steps for the students.

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

The following are additional services that will be implemented to ensure sustainability of improvement.

As an early intervention to increase student readiness to enter kindergarten, Hope Centennial

Elementary offers a school year Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and/or a PreK self-contained program on the Individual Education Plan. This program is supported by the Department of Early Childhood Education and/or Department of Exceptional Student Education.

The following kindergarten transition activities at Hope are implemented:

- Distribution of a letter, flyer or informational brochure sent to families of preschool children
- Holding open house for families of incoming kindergarten children and how kindergarten will be
- Providing home learning activities to families to help them prepare children for kindergarten entry

Additional teaching positions have been added to enhance our instructional practices in ELA/Reading.

Learning Team Facilitator position

Acceleration Teacher position

An additional .5 SAI position

Afterschool tutorials will begin Fall 2022. Funding has been set aside to provide extended learning opportunity.

The target will be K-2 reading; 3rd grade reading/math; 4th reading/math/writing; 5th grade reading/math/writing/ science

Celebrating the love of literacy will be an additional school-wide thrust. This program will reward students who are reaching the specified amount of points that are needed for each grade level.

Increasing attendance by tracking tardies and excessive absences will be implemented. Beyond the pre-requisite letter and call, there will be an attempt to educate parents on the positive and negative effects of being on time to school and avoid excessive absences.

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 Standards-aligned Instruction

If we focus on standards-based instruction in school-wide in ELA, then we will increase student performance in the above achievement cells and ensure alignment to the District's Strategic Plan. This area of focus aligns directly with our District Strategic Plan, Theme A, "Academic Excellence & Growth" Objective 1 and 2.

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

The first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. The results of our achievement in all content areas were the lowest performing categories when comparing the FSA scores from FY22 versus FY19. The ELA overall achievement improved eight points FY21(28%) vs FY 22(36%) but did not regained the FY19(43%), leaving a -7 deficit. The math achievement improved sixteen points from FY21(22%) vs FY 22(38%) but has not been recaptured FY19(54%), leaving -16 deficit. The science achievement improved two points from FY21(17%) vs FY 22(19%); but did not recaptured FY19(32%), showing -13 percentage point deficit.

When comparing FY19 Overall Achievement versus FY22 for ELA, all of the subgroups were negative or statistically insignificant. Our ESSA identified subgroup SWDs was removed; however, whites have become the new ESSA identified subgroup. White students have been a data concern and have been in decline for ELA and Math. For years (FY19) 80% vs (FY21) 19%, there was a 61% decline and (FY19) vs (FY22), there was a 31% decline in FSA ELA Achievement. With FSA Math Achievement, white students had a 58% decline (FY19) 89% vs (FY21) 31%. White students also dropped 39% and 35% in ELA and Math Learning Gains.

Student Outcomes:

By February 2023, an overall percentage increase on the ELA Progress Monitoring by increasing seven points from FSA FY22 to 43%.

By May 2023, an additional eight points in overall percentage to 51%.

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

Teacher Outcomes:

By February 2023, 50% teachers will effectively utilize all components of the Gradual Release Model of Instruction, aggressively monitor, and proceed into small group for guided reading or reteach/strategy group.

By May 2023, 90% teachers will effectively utilize all components of the Gradual Release Model of Instruction, aggressively monitor, and proceed into small group for guided reading or reteach/strategy group.

Coaching Outcome

Provide tiered support for implementation of the Gradual Release Model and small group: Tier1/proficient, Tier2/approaching, Tier3/needs development

February of 2023, 50% Tier1 teachers will transition to Tier2 and 15% Tier2 teachers will transition to Tier3

May 2023, 75% Tier1 teachers will transition to Tier2 and 50% Tier2 teachers will transition to Tier3

Monitoring: Describe how this Area of Focus will be

Ongoing Instructional Leadership Team will perform walkthroughs and monitor what is needed in order to quantify student progress. Principal will provide feedback via email to grade level or Hound Dog Note (note and/or in person).

Monitoring current data versus previous year for student growth will take place during ILT

meetings as well as monitoring teacher outcomes and coaching outcomes.

monitored for the desired outcome.

- 1 ILT will select grade level observation
- 2 IIT designee will observe the teachers instructional block and take anecdotal notes
- 3 Principal will create note and send grade level email with immediate actionable feedback
- 4 ILT designee will meet with teacher (if necessary) to review. Continue walks to observe if next steps are being implemented by the teacher.
- 5 During PLC time, ILT designee will implement the PLC ensuring that the continuous improvement model (Plan, Do, Can, Act) is cyclical. There will be an increase of role-play opportunities for teacher implementation.

Person responsible for monitoring outcome:

LaKeisha Nathan (lakeisha.nathan@palmbeachschools.org)

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

1. Professional Learning Communities (PLCs): ELA, ELL, ESE teachers will engage in PLC to analyze data of students' strengths/weaknesses (assessment performance), model best instructional delivery practices in order to reteach based on students' needs, review and reassess. (Nathan, Moore, Gore, Kimmel, Gibson, Ortiz).
2. Using the Problem-Solving Process from Florida's MTSS/FICM model will allow teaches the opportunity to not only provide instruction and intervention but also plan and/or problem-solve to improve all students. (Gore, Nathan, Kimmel)
3. Standards-based technology (I Ready/iStation) to supplement learning. (Gore, Kimmel, Gibson, Ortiz)
4. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product. (All teachers)
5. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support.

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

1. Professional Learning Community/Share will provide the venue for teachers to discuss best instructional practices as well as data driven analysis
2. The process will allow teachers to match instructional resources to each student's education need(s).
3. The technological platforms (iReady/iStation) will allow students to receive differentiated instruction need to strengthen their background knowledge and/or enhance their learning.
4. Incorporate small group instruction utilizing FSQ/USA/NGSQs/PM data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA.
5. Students who participate in the FSA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.

Action Steps to Implement

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

1. Professional Learning Communities
 - a. Instructional coaches (math, science, LTF and SSCC) will meet with the Instructional Leadership team weekly to discuss instructional practices that are observed in the classroom during instructional blocks.
 - b. After coaches observe lessons in the classroom, the team will discuss learning growth (effective teaching strategies that are observed) and learning growth (teaching strategies that may need to be

revisited) in order to increase understanding of the standard by all students.

- c. Coaches will meet with the grade level teachers during PLC to ensure PLC cycle is taking place. to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
- d. Coaches will go back during the next available instructional block to see if instruction aligns with recommendations made during PLC.
- e. Coaches will monitor to the extent possible upcoming FSQs/USAs/NGSQs/PM to determine the impact of student performance during scheduled assessments.

Person Responsible Tina Gore (tina.gore@palmbeachschools.org)

2. Problem Solving/MTSS/FICM

- a. Teachers will follow the standards-based instructional plans as designed by the district.
- b. School wide Data Chats: Teachers distribute assessments & provide feedback the next day after testing. Students learn to understand their success & weakness. They develop a data chat and set goals.
- c. Instructional Leadership will conduct walk-throughs and/or virtual observations in order to provide teachers with coaching, timely feedback to analyze student performance.
- d. Students, who are continuing to have difficulty with learning, will have an assigned teach to provide interventions.

Person Responsible Tina Gore (tina.gore@palmbeachschools.org)

3. Technology

- a. Teachers and the Instructional Leadership Team will monitor for completion and usage will to analyze student progress.
- b. Teachers will use the completion and usage data to inform how they will proceed with instruction in class as well as in tutorials.
- c. From student performance, teachers will be able to determine how to align their instruction using the data form the technology platform.
- d. Teachers will still have access to analyze student data, to the platform usage for completion, and to use data to reteach for student understanding

Person Responsible Anthony Moore (anthony.moore.1@palmbeachschools.org)

4. Small Group (Guided Reading/Reteach/Strategies)

- a. Students will be assessed using FSQs and USAs in both math and Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.
- b. Teachers will analyze student data to determine strengths and weaknesses in content area.
- c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities
- d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
- e. Teachers develop ongoing formative assessments to track student learning and adjust instruction.
- f. Monitoring will occur through the review of lesson plans, conducting teacher data chats, review student data and adjust student groups as needed.

Person Responsible Tina Gore (tina.gore@palmbeachschools.org)

5. Tutorial

- a. Analyze student data to determine students for tutorial groups.
- b. Choose research-based supplemental materials and resources tutorial instruction.
- c. Analyze teacher classroom data to determine who will be tutors.
- d. Provide training for tutors in order to understand the expectations and become familiar with materials.
- e. Students will be selected and grouped for pullout tutorials, afterschool and Saturday boot-camps based

on the results from FY22 FSA/EOCs, FSQs, USAs and Winter Diagnostics and ESSA identified subgroups: White (FY22)

f. Monitor through the review of data, lesson plans, and conducting observational walks.

Person Responsible Tina Gore (tina.gore@palmbeachschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

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

According to the data our students are not entering third grade prepared for the rigors of the standards and state

assessment. iReady FY 22 data 29% of our incoming third grade students are reading at an on-grade level data. Here is additional iReady scores:

Kindergarten- 74% Proficient (FY22) vs 12%

Data to support a lack of proficiency in foundational skills are:

Kindergarten- Phonological awareness- 69% (FY22) vs 20% (Aug 22)

Phonics- 67% (FY22) vs 29% (Aug 22)

High-Frequency Words- 62% (FY22) vs 17% (Aug 22)

Vocabulary- 65% (FY22) vs 21% (Aug 22)

Comprehension Lit- 76% (FY22) vs 20% (Aug 22)

Comprehension Inf- 75% (FY22) vs 24% (Aug 22)

First Grade- 33% Proficient (FY22) vs 11% (Aug 22)
 Data to support a lack of proficiency in foundational skills are:
 Phonological awareness- 53% (FY22) vs 15% (Aug 22)
 Phonics- 43% (FY22) vs 12% (Aug 22)
 High-Frequency Words- 50% (FY22) vs 20% (Aug 22)
 Vocabulary- 34% (FY22) vs 12% (Aug 22)
 Comprehension Lit- 36% (FY22) vs 25% (Aug 22)
 Comprehension Inf- 37% (FY22) vs 18 % (Aug 22)

Second Grade- 24% Proficient (FY22) vs 14% (Aug 22)
 Data to support a lack of proficiency in foundational skills are
 Phonological awareness- 63% (FY22) vs 55% (Aug 22)
 Phonics- 25% Proficient (FY22) vs 21% (Aug 22)
 High-Frequency Words- 55% (FY22) vs 31% (Aug 22)
 Vocabulary- 21% Proficient (FY22) vs 12% (Aug 22)
 Comprehension Lit- 29% (FY22) vs 15% (Aug 22)
 Comprehension Inf- 25% (FY22) vs 11% (Aug 22)

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

Based off progress monitoring and 2022 state assessments, the data components that demonstrates the greatest need for drastic improvement in reading achievement across all grade levels. There had been a decreasing decline in the percentage of proficiency for the past few years in 3rd, 4th, and 5th grade.

3rd- 32% (FY19), 30% (FY21), 23% (FY22)

4th- 50% (FY19), 22% (FY21), 36% (FY22)

5th- 40% (FY19), 25% (FY21), 43% (FY22)

Within that decline, there has been an increase of students scoring at level 1, especially 3rd graders, who are currently facing the possibility of retention. There was an increase of the number of 3rd graders, who were retained from FY 19 to FY 22.

Similarly, a drastic improvement in math achievement across all grade level is needed as well.

3rd- 45% (FY19), 23% (FY21), 35% (FY22)

4th- 52% (FY19), 28% (FY21), 48% (FY22)

5th- 51% (FY19), 13% (FY21), 25% (FY22)

In science, there is also a need to drastically improve the achievement level in science for grade 5.

5th - 30% (FY19), 17% (FY21), 19% (FY22)

With an increase in achievement will be a decrease in the amount of students scoring in level 1's.

Attendance is another area where an improve can be made as non-attendance has a massive effect on student learning, retention, and achievement. Attempts are made to reach parents; however, stronger alternatives to engage parents in the negative effects that excessive absences have will be made.

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)

For Grade K-2, the measurable outcomes for iReady 2023 are:

Kindergarten- 12% Proficiency (Aug 22)
Aug 22 February 2023 May 2023
Phonological awareness- 20% 50% 80%
Phonics- 29% 50% 80%
High-Frequency Words- 17% 50% 80%
Vocabulary- 21% 50% 75%
Comprehension Lit- 20% 50% 75%
Comprehension Inf- 24% 50% 75%

First Grade - 11% Proficiency (Aug 22)
Aug 22 February 2023 May 2023
Phonological awareness- 15% 50% 80%
Phonics- 12% 50% 80%
High-Frequency Words- 20% 50% 80%
Vocabulary- 12% 50% 75%
Comprehension Lit- 25% 50% 75%
Comprehension Inf- 18% 50% 70%

Second Grade - 14% Proficiency (Aug 22)
Aug 22 February 2023 May 2023
Phonological awareness- 55% 75% 100%
Phonics- 21% 50% 80%
High-Frequency Words- 31% 50% 80%
Vocabulary- 12% 50% 75%
Comprehension Lit- 15% 50% 75%
Comprehension Inf- 11% 50% 70%

Grades 3-5: Measureable Outcome(s)

For Grade 3-5, the measurable outcomes for PM 2023 are:

FSA 22 February 2023 May 2023
3rd 23% 37% 51%
4th 36% 43% 51%
5th 43% 47% 51%

For Grade 3, the measurable outcomes for iReady 2023 are:

Third Grade - 17% Proficiency (Aug 22)
Aug 22 February 2023 May 2023
Phonological awareness- 100% 100% 100%
Phonics- 23% 50% 70%
High-Frequency Words- 70% 90% 100%
Vocabulary- 11% 31% 51%
Comprehension Lit- 24% 37% 51%
Comprehension Inf- 14% 32% 51%

Fourth Grade - 16% Proficiency (Aug 22)
Aug 22 February 2023 May 2023
Phonological awareness- 100% 100% 100%
Phonics- 56% 63% 70%

High-Frequency Words- 86% 93% 100%
Vocabulary- 19% 31% 51%
Comprehension Lit- 27% 37% 51%
Comprehension Inf- 14% 32% 51%

Fifth Grade - 19% Proficiency (Aug 22)
Aug 22 February 2023 May 2023
Phonological awareness- 100% 100% 100%
Phonics- 74% 82% 100%
High-Frequency Words- 97% 100% 100%
Vocabulary- 15% 31% 51%
Comprehension Lit- 24% 37% 51%
Comprehension Inf- 15% 32% 51%

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.

There are a variety of monitoring pieces that can be utilized to inform us of student strengths and student opportunity of growth. If we are monitoring with fidelity, we will be able to track and provide on-demand feedback and corrective instruction, which will impact student achievement.

Common planning for teachers is an opportunity for teachers to discuss student progress with their grade level.

In addition during PLCs, monitoring the data will take place.

Some assessments that will be monitored are:

- * iReady diagnostic
- * Reading running records
- * End of unit assessments from the Benchmark Series
- * FSQs
- * USAs
- * Data Analysis (Classroom vs School vs District)
- * Classroom walks (Grows & Glows)
- * Student work samples (Exemplars)
- * Student attendance
- * Student Data Chats
- * Teacher Data Chats
- * Informal/Formal Observations
- * All Formative/Summative Assessments
- * All available Technology (iReady/Reflex)

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Nathan, LaKeisha, lakeisha.nathan@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?

The evidence-based practices can be found in the following websites:

Florida Department of Education Early Literacy and Webinars

Florida Center for Reading Research (fcrr.org)

Results: Literacy (ed.gov)

Reading Program Repository

1. Professional Learning Community (PLC) will ensure teachers the ability to plan, do, check and act as prescribed by the Florida Continuous Improvement Model.
2. Professional Development: Teachers and support staff will attend ongoing instructional trainings that will allow them to implement best practices with students.
3. Small group instruction: Homeroom teachers and resources teachers will provide supplemental instruction (reteach, strategy, guided reading) to strategically differentiate instruction learning. Students will be provided foundational information in order to master the standard.

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. PLCs 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.
2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation.
3. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the students need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>1.The Literacy Leadership Team will consist of</p> <ul style="list-style-type: none"> * School administrator (Principal, Assistant Principal) *Single School Culture Coordinator *Learning Team Facilitator *Media specialist *Lead teacher or designee for each grade level <p>The Literacy Leadership Team will work together to develop a plan to monitor the implementation and facilitate ensure collaboration among teachers to promote compliance with the reading plan within each grade level.</p> <p>The Literacy Leadership Team (Administration, SSCC, LTF and designated Lead teachers) will incorporate walkthroughs to monitor (look-fors), to support reading instruction in the class (rotation), to promote the love of reading at home and in the community (parental engagement/involvement).</p> <p>Resulting from walkthroughs, administration will have a process to identify areas of strengths and next steps based on observations or data.</p>	<p>Nathan, LaKeisha, lakeisha.nathan@palmbeachschools.org</p>
<p>Professional Development will consist of:</p> <p>The Professional Development Team will create a series of surveys on-going needs assessments regarding reading/literacy. This survey will quantify the areas of need for our faculty's growth and development. attend.</p> <p>Based the survey's results, The Professional Development Team will design a session(s) as a team or invite a district representative to conduct the training to meet the needs of the faculty.</p> <p>Provide on-demand push-in support for a teacher(s), who may ask for assistance or who may has been observed for needing assistance.</p> <p>The Professional Development Team will align the trainings in order for teachers to receive annual "in-service" points based on teachers completing the PD assignment.</p>	<p>Nathan, LaKeisha, lakeisha.nathan@palmbeachschools.org</p>
<p>*Assessments are including but not limited to the following:</p> <p>~Incorporate Small group instruction using differentiated instruction (Guided Reading or Reteach or Strategies Group)</p> <p>~Students will be assessed using summative assessments: FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQs in Language Arts.</p> <p>~Teachers follow District Assessment schedule of ongoing formative assessments to track student learning and adjust instruction continuously.</p> <p>~Teachers will analyze student data to determine strengths and weaknesses in content area.</p>	<p>Gore, Tina, tina.gore@palmbeachschools.org</p>

Action Step	Person Responsible for Monitoring
<p>*Assessments can also include interventions including but not limited to the following:</p> <p>~ Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.</p> <p>~Use K-5 Reading intervention with guidelines for schools to determine students' needs</p>	
<p>*Professional Learning Communities will take place using the following actions including but not limited to:</p> <p>~Develop a PLC schedule to include all content area teachers and resource teachers.</p> <p>~Focus on data analysis and effective instruction based on the needs</p> <p>~Implement the PLC coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.</p> <p>~Teachers working collaboratively to plan and develop lessons focused on strategies aligned to the standards.</p>	<p>Gore, Tina, tina.gore@palmbeachschools.org</p>

Positive Culture & Environment

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

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

Hope Centennial's instructional approaches are designed to improve conditions for student learning by promoting their well being. HCES ensures that there is a strong awareness of the School-wide Positive Behavior Support (SWPBS) matrix. At Hope Centennial, "We BARK!", which represents:

B= Be safe

A= Accomplish Tasks

R= Respectful

K= Kind

These expectations are reinforced daily on the morning announcements and throughout the day based on student activity. At the beginning of the year, teachers of Hope Centennial provide sound instruction by implementing lessons that are taught school wide and provide targeted instruction by providing descriptions on BARK, examples, and non-examples of behaviors. These targeted lessons give students the background knowledge that they need to be academically successful in class. HCES will continue with our

students and their awareness of the School-wide Positive Behavior Support (SWPBS). Positive Behavior Interventions and Support (PBIS) is a school-wide framework that, according to national research, enhances student quality of life and reduces problem behaviors. By establishing this framework, we are developing skills, making changes to the school environment, acknowledging appropriate behavior, and using data to identify supports for our students. Last year, Hope Centennial received the "Resilience Award" for our work in PBS. As a PBIS Model School, we are committed to the effective implementation of PBIS and are seeking positive and equitable outcomes for all students!

At the end of each month, a student from each class will be highlighted as the BARK Student of the Month because this student exemplifies the all of the characteristics that were aforementioned in "BARK". These students will be featured in our monthly Hound Dog Pep Rally which is premiered on YouTube for our parents and community to see. Also, these students will receive a special invitation to do something with the principal/assistant principal on an assigned date.

Also, the faculty and staff have an opportunity to be reward with incentives. We try to keep the morale up and provide acknowledgments on our BARK board to showcase the great things the teachers/staff members are doing.

This year, we are going to partner with our families and community to align BARK behaviors at home for parents to use in their daily living. The home BARK matrix will be given to every parent and a mini training will be presented in all three of our major languages: English, Spanish, French Creole. Lastly, Hope Centennial desires to increase our parent involvement and build relationships with the community through home visits. Hope Centennial's parents are introduced to "BARK", and parents have the ability to extend "BARK" to their homes.

In addition, CHAMPS targeted instruction is completed by teachers before every instructional transition within the daily schedule, so the expectation is clear on what should take place. As an additional support, Hope Centennial utilizes CHAMPS to enhance our single school culture. Every teacher has to complete a CHAMPS Classroom Management Plan at the beginning of the school year. This is their commitment to follow as instruction continues throughout the day. Teachers must continually use the verbiage of our guidelines, but most importantly, teach or reteach all behavior expectation throughout the year. Before each activity and/or transition, the teacher discusses the expectation surrounding the task.

C= Conversation (Voice levels)

H= Help

A= Activity

M= Movement

P= Participation (Slant)

S= SUCCESS!

When a student or students show success with implementing CHAMPS and/or BARK, we will find "S" in CHAMPS, which is "Success". Hope Centennial does have a school-wide program for rewards. There is a reward that each teacher can give at his/her discretion. There is a bi-weekly and monthly school reward based on the set amount of points for students to attain.

Hope Centennial Teachers implement daily "Morning Meetings". It allows teachers to gauge how students are doing and can provide the support that students may need as instruction is provided throughout the day.

Hope Centennial makes strong efforts in providing alternatives in lieu of suspension. One of the multiple preventative measures that are utilized is the "Fix It Plan". This document provides students with an opportunity to re-evaluate their actions, and they are able to reflect directly on their own behavior in the future. Parents are able to sign. Also, to mitigate student conflicts, Hope Centennial provides reflective practices that promote restorative justice, so everyone is heard. Mediations via conflict resolution is another

best practice that is used for our students. They are able to engage with each other with a facilitator in order to resolve an external issue that has compromised the relationship.

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

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

School Counselor: Supports a positive culture and environment through lessons the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselor ensure students feel safe, welcome, and included.

Teachers: Incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. Tier1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier3: Intensive, Individualized Prevention (Few)

Hope Centennial does provide instruction on Florida State Statute Section IV 1003.42 Mandatory Curriculum & Content. 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. 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.

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, religious tolerance and cooperation.