

The School District of Palm Beach County

Panther Run Elementary School



2022-23 Schoolwide Improvement Plan

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Panther Run Elementary School

10775 LAKE WORTH RD, Lake Worth, FL 33449

<https://pres.palmbeachschools.org>

Demographics

Principal: Edilia Delavega

Start Date for this Principal: 8/23/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (79%) 2018-19: A (79%) 2017-18: A (78%)
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	N/A
* 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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10775 LAKE WORTH RD, Lake Worth, FL 33449

<https://pres.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	33%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

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

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Panther Run Elementary School's mission is to give all students the opportunity to acquire and utilize skills enabling them to be successful in their future.

Provide the school's vision statement.

Panther Run Elementary envisions a place of excellence where children can achieve full potential in their academic, creative, personal, and physical development through the partnership which exists between school, parents, and community.

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
De La Vega, Edilia	Principal	Edilia De La Vega has served as principal of Panther Run Elementary since 2017. As principal, De La Vega manages and supervises all academic programs and operational procedures. As instructional leader of school operations and instructional practice, Mrs. De La Vega provides strategic direction within the school by providing equitable access to curriculum, implementing research-based strategies, monitoring student achievement, encouraging parental involvement, teacher collaboration, and maintaining a safe learning environment.
Suarez, Risa	Assistant Principal	As assistant principal of Panther Run Elementary, Risa Suarez, is an instructional leader of school operations and instructional practice. Suarez implements the school vision and mission by maintaining a safe learning environment, ensuring a secure testing environment, assisting in disaggregating data, and promoting student achievement.
Hewitt, Kimberly	Teacher, K-12	Kimberly Hewitt serves the students and community at Panther Run Elementary through the roles of Third Grade Gifted/High Achieving and Accelerated Math Plan (AMP) Classroom Teacher, School Advisory Council (SAC) Co-chair, and Professional Learning Community (PLC) Leader. As a third grade teacher, Hewitt plans and implements standards-based lessons, promotes student achievement, monitors student academic progress, maintains individual student progress documentation, and communicates school and district vision and mission. As SAC Chair, she plans, organizes, and facilitates SAC meetings. The PLC leadership role responsibilities include planning, organizing, and facilitating professional learning during PLC meetings.
Myerson, Cindy	Teacher, K-12	Cindy Myerson serves the students at Panther Run Elementary through the roles of Supplemental Academic Instruction(SAI) teacher, School Based Team (SBT) member, and Leadership Team member. As the SAI instructor, Myerson plans and implements standards-based lessons, provides interventions to lowest 25% in ELA, promotes student achievement, maintains individual student progress records, and communicates school and district vision and mission. As SBT member, she collaborates and plans for RTI Reading interventions, tutors, and monitors academic progress of students throughout the intervention process.
Tigell Ringuette, Clara	Teacher, ESE	Clara Tigell serves the students and community at Panther Run Elementary through the roles of Exceptional Student Education (ESE) Coordinator and School Based Team (SBT) Member. Tigell promotes student achievement, monitors student progress and maintain individual student progress documentation, and communicates the school and district vision and mission. As ESE coordinator, she facilitates ESE meetings, maintains records, meets compliance requirements for ESE students, communicates individual student and school-wide goals to parents and teachers, and promotes collaboration between stakeholders and SAC Chair.

Name	Position Title	Job Duties and Responsibilities
Mavrakis, Amanda	School Counselor	School Guidance Counselor, Teaches Guidance lessons, 504 Contact, SwPBS Internal Coach, and SBT Leader. As the SBT leader she she collaborates and plans for RTI Reading interventions, tutors, and monitors academic progress of students throughout the intervention process.

Demographic Information

Principal start date

Tuesday 8/23/2022, Edilia Delavega

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.*

10

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

93

Total number of students enrolled at the school

787

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

4

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

3

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	107	97	114	133	111	154	0	0	0	0	0	0	0	716
Attendance below 90 percent	0	9	13	11	12	15	0	0	0	0	0	0	0	60
One or more suspensions	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	1	5	24	7	4	0	0	0	0	0	0	0	41
Course failure in Math	0	0	2	3	5	5	0	0	0	0	0	0	0	15
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	4	10	0	0	0	0	0	0	0	20
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	17	0	0	0	0	0	0	0	18
Number of students with a substantial reading deficiency	0	1	5	24	7	4	0	0	0	0	0	0	0	41

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	1	3	10	8	13	0	0	0	0	0	0	0	35

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

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

Date this data was collected or last updated

Tuesday 8/23/2022

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	97	106	126	113	151	128	0	0	0	0	0	0	0	721
Attendance below 90 percent	0	6	3	7	6	1	0	0	0	0	0	0	0	23
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	26	27	26	0	0	0	0	0	0	0	79
Course failure in Math	0	0	0	33	17	20	0	0	0	0	0	0	0	70
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	2	5	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	4	1	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	8	6	7	8	0	0	0	0	0	0	0	29
FY21 ELA Winter Diag Level 1 & 2	0	0	0	35	25	30	0	0	0	0	0	0	0	90
FY21 Math Winter Diag Level 1 & 2	0	0	0	27	17	24	0	0	0	0	0	0	0	68

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	1	1	8	8	2	0	0	0	0	0	0	0	20

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	0	0	1	0	0	0	0	0	0	0	0	0	2
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	97	106	126	113	151	128	0	0	0	0	0	0	0	721
Attendance below 90 percent	0	6	3	7	6	1	0	0	0	0	0	0	0	23
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	26	27	26	0	0	0	0	0	0	0	79
Course failure in Math	0	0	0	33	17	20	0	0	0	0	0	0	0	70
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	2	5	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	4	1	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	8	6	7	8	0	0	0	0	0	0	0	29
FY21 ELA Winter Diag Level 1 & 2	0	0	0	35	25	30	0	0	0	0	0	0	0	90
FY21 Math Winter Diag Level 1 & 2	0	0	0	27	17	24	0	0	0	0	0	0	0	68

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	1	1	8	8	2	0	0	0	0	0	0	0	20

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	0	0	1	0	0	0	0	0	0	0	0	0	2
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	84%	59%	56%				85%	58%	57%
ELA Learning Gains	85%						72%	63%	58%
ELA Lowest 25th Percentile	74%						66%	56%	53%
Math Achievement	85%	53%	50%				91%	68%	63%
Math Learning Gains	78%						84%	68%	62%
Math Lowest 25th Percentile	65%						82%	59%	51%
Science Achievement	81%	59%	59%				72%	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	81%	54%	27%	58%	23%
Cohort Comparison		0%				
04	2022					
	2019	90%	62%	28%	58%	32%
Cohort Comparison		-81%				
05	2022					
	2019	84%	59%	25%	56%	28%
Cohort Comparison		-90%				

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	88%	65%	23%	62%	26%
Cohort Comparison		0%				
04	2022					
	2019	90%	67%	23%	64%	26%
Cohort Comparison		-88%				
05	2022					
	2019	91%	65%	26%	60%	31%
Cohort Comparison		-90%				

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	53	63	44	65	78	57	53				
ELL	72	89		72	74		60				
ASN	85	90		89	90		82				
BLK	77	72		82	72						
HSP	85	88	75	85	81	77	83				
MUL	79	64		93	55						
WHT	84	85	74	85	77	59	82				
FRL	70	75	68	69	67	56	69				
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	61	56	55	70	83		50				
ELL	79	85		83	85		69				
ASN	93			90							
BLK	81	73		83	64		69				
HSP	84	80	91	88	76	91	78				
MUL	82			94							
WHT	80	67	55	82	63	70	69				
FRL	68	69	60	70	67	69	60				
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	75	65	52	80	76	67	50				
ELL	91	86		88	86		71				
ASN	96	100		100	100		60				
BLK	86	60		92	90		67				
HSP	81	68	62	90	86	86	85				
MUL	74	75		95	83						
WHT	87	72	70	90	81	82	73				
FRL	82	74	68	89	86	87	77				

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	81
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	92
Total Points Earned for the Federal Index	644
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	63
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	77
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	87
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	76
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	84

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	73
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	78
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	70
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 ELA proficiency in grades 3-5, based on FSA results, increased slightly from 82% in FY21 to 84% in FY22. The data shows a slight overall decline in proficiency from FY19 (85%) to FY22 (84%). However, this includes a decline in grade 3 ELA of 5% from 82% in FY21 to 77% in FY22. Overall ELA learning gains increased significantly from 72% in FY21 to 85% in FY22 including an 8% increase in learning gains for the Low 25% subgroup.

Overall Math proficiency in grades 3-5, based on FSA results, increased slightly from 84% in FY21 to 85% in FY22. However, when comparing FY19 proficiency to FY22 proficiency, a significant decrease of 6% is shown. Overall learning gains increased substantially by 9% from 69% in FY21 to 78% in FY22. However, the learning gains for the Low 25% declined from 82% in FY21 to 65% in FY22. A contributing factor in this decline is the decrease of grade 4 math proficiency from 83% in FY21 to 78% in FY22.

Subgroup analysis revealed that ELL, category LY, have declined in both ELA and Math based on FY22 FSA data. Students in this subgroup declined from 71% (FY21) to 54% (FY22) proficient in Math achievement and from 43% (FY21) to 31% (FY22) in ELA achievement. SWD subgroup also demonstrated a decrease in both ELA and Math proficiency. Overall SWD subgroup proficiency decreased from 57% (FY21) to 51% (FY22) in Math achievement and from 65% (FY21) to 63% (FY22) in ELA achievement.

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

FY22 FSA data showed a significant decline in learning gains for the subgroup Low 25% in Math from 82% in FY21 to 65% in FY22.

FY22 FSA data showed a significant decline in grade 3 ELA of 5% from 82% in FY21 to 77% in FY22.

Initial raw data from F.A.S.T. Progress Monitoring assessment 1 shows a decline in overall predicted proficiency levels, as determined by a predicted level 3 or higher, in grade 3-5 for both ELA and Math. However, when compared to both the state and district proficiency data, Panther Run Elementary School (PRES) student achievement is significantly higher. The details are as follows:

ELA Grade 3: PRES - 36%, District - 22%, State - 22%
 ELA Grade 4: PRES - 64%, District - 34%, State - 33%
 ELA Grade 5: PRES - 58%, District - 37%, State - 35%

Math Grade 3: PRES - 21%, District - 11%, State - 8%
 Math Grade 4: PRES - 13%, District - 6%, State - 9%
 Math Grade 5: PRES - 24%, District - 12%, State - 15%
 Math Grade 6: PRES - 81%, District - 21%, State - 18%

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

The primary contributing factor to the need for improvement is unfinished learning/ learning loss due to the effects of COVID, distance learning and increased absenteeism.

Intervention strategies include:

1. Establishing targeted review/ repetition including secondary learning targets based on data analysis
2. Adaptive technology (SuccessMaker, Reflex, iReady)
3. Afterschool tutorial
4. Master schedule including the allotment of time for push-in support in ELA by the Fine Arts teachers
5. Differentiated instruction - including small groups

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

FY22 FSA data shows an increase in ELA learning gains overall and learning gains for the Low 25%. Overall ELA learning gains increased from significantly from 72% in FY21 to 85% in FY22 including an 8% increase in learning gains for the Low 25% subgroup.

FY22 FSA data shows an overall increase in math learning gains. There is a significant upward trend from 69% in FY21 to 78% in FY22. However, learning gains are still down from FY19 at 84%.

FY22 FSA data shows a significant overall increase in Science proficiency from 74% in FY21 to 81% in FY22.

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

Historically, Panther Run Elementary has demonstrated high levels of proficiency in all content areas. We have effective and highly effective teachers who utilize research-based best practices to ensure all students are consistently learning.

Contributing factors to improvement in student achievement at PRES are a commitment to standards-based instruction, differentiated instruction, technology integration, and strong school/ family partnerships. For example, consistent focus on Fair Game Science Benchmarks has contributed in student achievement in science. Additionally, highly dedicated teachers engage students in afterschool tutoring. Master scheduling allows for the Fine Arts teachers to push into ELA classes for targeted support.

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

We will continue to focus on standards-based instruction during planning sessions, PLC's, and data chats with teachers and students. Resources and strategies will be aligned to grade-level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. Our in-school daytime tutorial program ensures student participation and success. Our goal is to consistently work on and improve strategies/initiatives developed in FY22. The following strategies and initiatives are in place for the FY23 school year:

1. Students are identified using data to determine placement into high achieving and gifted courses. In grades 3-5 the Accelerated Mathematics Plan (AMP) is offered and growing. Additional AMP classes have been offered bringing the total number of AMP3 courses offered to three and AMP4 courses to two.
2. Teachers are disaggregating data during PLC's to opportunities for improvement, create targeted lessons, and provide small-group direct instruction to close the achievement gap
3. Increased consistency in iReady usage will be monitored by administration and teachers in ELA
4. Fairgame Science Benchmarks will be taught in all grade levels and integrated into Fine Arts lessons
5. Continue to participate in district SEL Cohort
6. Incorporate Project-based Learning in Math and Science
7. Ongoing targeted professional development for teachers
8. Utilizing available funding for during and afterschool tutorials for students (ie. ESSER, Keely Spinelli)
9. Continued utilization of the Reading Recovery program with targeted first graders based on academic need

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.

- 1.Data analysis components are included in yearlong professional development opportunities.
- 2.K-5 teachers participate in monthly Literacy Cadres to understand the implementation of best practices utilizing newly adopted Literacy Series and B.E.S.T. standards. During PLCs all teachers have the opportunity to learn from each other through collaboration to ensure successful implementation of small group differentiated instruction.
- 3.Teachers are supported by the Curriculum Associates contact to ensure the effective use of all available tools and resources to support student learning.
- 4.K-5 teachers participate in monthly Math Cadres to understand the implementation of best practices utilizing the newly adopted B.E.S.T. standards.
- 5.District support is available to appropriately incorporate Fair Game Science Benchmarks.
- 6.SEL resources and support are provided as needed.
- 7.District support is available to effectively incorporate Project-based learning.
- 8.As an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self

contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and Department of Exceptional Student Education and follow 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. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

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

At PRES we focus on student achievement, learning gains, & overall social emotional growth. To ensure sustainability of improvement we will continue to focus on standards-based instruction during planning sessions, Pk-5 PLC's and data chats with teachers and students. Resources and strategies will align to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. This will ensure an equitable opportunity for all our students.

1. Collaborate with district VPK department to support content teaching.
2. Improve Overall Science Achievement - will be supported and reinforced through small groups and stations to provide hands on critical thinking.
3. Improve Overall Proficiency for 3rd, 4th and 5th Grade ELA and Math - data will be analyzed to identify students not on grade level and provide support with fidelity along with consistent progress monitoring.
4. Implement Social Emotional Learning - Morning Meetings have been implemented and SEL is being infused in all content areas to support students with the social, emotional support needed for academic success.
5. Utilize adaptive technologies to ensure all students have equitable opportunities to learn through technology.
6. Teachers are disaggregating data during PLC's to identify opportunities for improvement, create targeted lessons, and provide small-group direct instruction to close the achievement gap.
7. At PRES we engage in the following transition activities: Curriculum meetings with preschool families; informational brochures sent to families of preschool children; Distribution of community resources during the summer before kindergarten.

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.

Based on the FY22 FSA data, there is an opportunity to build on the historical strengths of overall student proficiency in Math in order to ensure all students are learning. Overall Math student proficiency declined from from pre-COVID proficiency of overall 90% in FY19 to 84% in FY22. Proficiency in fourth grade math decreased from 83% in FY21 to 78% in FY22. There was also a significant drop in learning gains for the low 25% in math from 82% in FY21 to 65% in FY22.

Measurable Outcome:

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

Measurable Goal 1: Improve overall Math proficiency in grades 3-5, as determined by a level 3 or higher on the FY23 Math F.A.S.T. Progress Monitoring assessment, by 2% overall in grades 3-5 when compared to the percentage of students scoring a level 3 or higher on the FY22 FSA.

Measurable Goal 2: Increase Math learning gains for the low 25%, on the FY23 Math F.A.S.T. Progress Monitoring assessment, by 2% overall in grades 4-5 when compared to the percentage of students in the Low 25% making learning gains in Math on the FY22 FSA. .

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

1. Administration will monitor core academic instruction in Math through observations, classroom walkthroughs, and lesson plan review.
2. Teachers will adhere to the district calendar of FSQ and USA administration to ensure frequent monitoring of student achievement is in place.
3. Teachers and administration will analyze student FSQ and USA data through PLC collaboration and data chats to identify student academic strengths and opportunities for improvement.
4. Administration will monitor the regular use of adaptive technologies (SuccessMaker).

Person responsible for monitoring outcome:

Edilia De La Vega (edilia.delavega@palmbeachschools.org)

Evidence-based Strategy:

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

1. Small group instruction will be implemented as an instructional practice to include strategy groups and skills groups in Math.
2. Gradual release model of instruction; I Do, We Do, You Do
3. Technology: SuccessMaker, Reflex Math, Nearpod, Lumio by SMART
4. Incorporate SEL strategies school-wide

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Small group instruction will be implemented as an instructional practice to include strategy groups and skills groups in ELA, Math, and Science. Additionally, Guided Reading will be implemented to support this area of focus to improve student achievement in ELA.
2. Gradual release model of instruction; I Do, We Do, You Do
3. Technology: iReady, SuccessMaker, Generation Genius
4. Incorporate SEL strategies school-wide

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.

Small group instruction

- a. Teachers analyze data to determine student needs and strengths
- b. Teachers develop lesson plans to include differentiated instruction to support all learners; remediate, accelerate, enrich
- c. Teachers will implement small group instruction in all content areas
- d. School-Based Team meetings will be held monthly to monitor academic progress of students in the Low 25% subgroup and develop targeted action plans for academic improvement

Person Responsible Risa Suarez (risa.suarez@palmbeachschools.org)

Gradual Release

- a. Teachers will model the lesson concept ensuring all students understand the content
- b. Teachers and students collaborate with the content
- c. Students independent apply knowledge of the content

Person Responsible Edilia De La Vega (edilia.delavega@palmbeachschools.org)

Technology

- a. Teachers will receive professional development, resources, and support to ensure the proper execution of technology programs
- b. Teachers will develop a rotational schedule to ensure all students have equal access to the technology programs, as needed
- c. Teachers will participate with students in data chats to ensure all students have proper understanding of their learning

Person Responsible Risa Suarez (risa.suarez@palmbeachschools.org)

SEL

- a. Teachers will receive support and resources from the cohort and the in-campus Behavioral Health Professional (BHP), Jennifer Schneider
- b. Teachers incorporate SEL monthly themes within Morning Meeting lessons
- c. BHP provides small group support as needed
- d. BHP monitors and provides support to the Buddy Bench Ambassadors Program
- e. A designated staff member works with student in small groups to support the development of social skills

Person Responsible Amanda Mavrakis (amanda.mavrakis@palmbeachschools.org)

#2. Instructional Practice specifically relating to ELA**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Overall ELA proficiency in grades 3-5, based on FSA results, increased slightly from 82% in FY21 to 84% in FY22. However, this includes a decline in grade 3 ELA of 5% from 82% in FY21 to 77% in FY22. Based on this data, there is an opportunity to build on the historical strengths of overall student proficiency in ELA in order to ensure all students are learning.

Measurable Outcome:

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

Measurable Goal 1: Improve overall ELA proficiency in grade 3, as determined by a level 3 or higher on the FY23 ELA F.A.S.T. Progress Monitoring assessment, by 2% overall in grade 3 when compared to the percentage of students scoring a level 3 or higher on the FY22 FSA.
Measurable Goal 2: Improve overall ELA proficiency in grade 4, as determined by a level 3 or higher on the FY23 ELA F.A.S.T. Progress Monitoring assessment, by 2% overall in grade 4 when compared to the percentage of prior year grade 3 cohort students scoring a level 3 or higher on the FY22 FSA.

Monitoring:

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

1. Administration will monitor core academic instruction in ELA through observations, classroom walkthroughs, and lesson plan review.
2. Teachers will adhere to the district calendar of Benchmark Unit Assessments, FSQ and USA administration to ensure frequent monitoring of student achievement is in place.
3. Teachers and administration will analyze student data through PLC collaboration and data chats to identify student academic strengths and opportunities for improvement.
4. Administration will monitor the regular use of adaptive technologies (ie. iReady).

Person responsible for monitoring outcome:

Edilia De La Vega (edilia.delavega@palmbeachschools.org)

Evidence-based**Strategy:**

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

1. Small group instruction will be implemented as an instructional practice to include strategy groups and skills groups in ELA. Additionally, Guided Reading will be implemented to support this area of focus to improve student achievement in ELA.
2. Gradual release model of instruction; I Do, We Do, You Do
3. Technology: iReady, Nearpod, Lumio by SMART
4. Incorporate SEL strategies school-wide

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Small group instruction will be implemented as an instructional practice to include strategy groups and skills groups in ELA. Additionally, Guided Reading will be implemented to support this area of focus to improve student achievement in ELA.
2. Gradual release model of instruction; I Do, We Do, You Do
3. Technology: iReady, Nearpod, Lumio by SMART
4. Incorporate SEL strategies school-wide

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.

Small group instruction

- Teachers analyze data to determine student needs and strengths
- Teachers develop lesson plans to include differentiated instruction to support all learners; remediate, accelerate, enrich
- Teachers will implement small group instruction in all content areas
- School-Based Team meetings will be held monthly to monitor academic progress of students and develop targeted action plans for academic improvement

Person Responsible Risa Suarez (risa.suarez@palmbeachschools.org)

Gradual Release

- Teachers will model the lesson concept ensuring all students understand the content
- Teachers and students collaborate with the content
- Students independent apply knowledge of the content

Person Responsible Edilia De La Vega (edilia.delavega@palmbeachschools.org)

Technology

- Teachers will receive professional development, resources, and support to ensure the proper execution of technology programs
- Teachers will develop a rotational schedule to ensure all students have equal access to the technology programs, as needed
- Teachers will participate with students in data chats to ensure all students have proper understanding of their learning

Person Responsible Risa Suarez (risa.suarez@palmbeachschools.org)

SEL

- Teachers will receive support and resources from the cohort and the in-campus Behavioral Health Professional (BHP), Jennifer Schneider
- Teachers incorporate SEL monthly themes within Morning Meeting lessons
- BHP provides small group support as needed
- BHP monitors and provides support to the Buddy Bench Ambassadors Program
- A designated staff member works with student in small groups to support the development of social skills

Person Responsible Amanda Mavrakis (amanda.mavrakis@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.

Panther Run Elementary promotes single school culture through the implementation and facilitation of strategies that support the school and district mission, vision, and equity statements. The administrations, teachers, and staff are committed to building strong partnerships with all community stakeholders and families. Panther Run values our community and takes pride in forming lasting relationships with all stakeholders. Our School Advisory Council plays a vital role in the decision making process of our school.

In addition, we have an active board of PTA members that put in numerous volunteer hours on and off our campus. We are a Five Star School due to our involvement with all stakeholders. Regular communication including, classroom communications, curriculum night, Parent/ Teacher Association meetings, and School Advisory Council meetings support equitable access to information and opportunity for all stakeholders to contribute to a culture of school improvement and academic excellence. Another way PRES promotes and builds relationships with students and their families is hosting various school events such as: family spirit nights, monthly beach clean-ups, family literacy night, science night, campus beautification, holiday toy drive, and a collection for a sister school.

The SwPBS at PRES, ROAR, establishes a universal set of guidelines and expectations for students including learning how to be respectful, responsible, and ready to learn. ROAR also incorporates systems for the encouragement and reinforcement of community building and collaboration. For example, the ROAR committee adopted and implemented the "Pawsitive Paw" reward system, offering all staff members a quick and easy way to give frequent (throughout the day) short and long term rewards to students reinforcing our universal expectations. Students are rewarded immediately with recognition and given a ticket on the spot for positive behavior (short term reward). Students save the tickets to use as currency to purchase rewards during the lunch period. Offering a variety of reward options has enabled us to maintain student interest and buy-in. Having the staff recognize the benefits of having everyone on the same page through better overall student behavior keeps their buy-in. Recognizing ROAR behavior with "Pawsitive Paw" rewards has become second nature to all staff members, and students consistently strive to be recognized and rewarded through this system. All staff, instructional and non-instructional, including custodial and cafeteria staff, have been instructed in our campus wide behavior expectations (ROAR) and in the use of our positive behavior reward system (Pawsitive Paws) which reinforces positive behavior in all children across all grade levels in all areas of our campus.

Social and Emotional Learning (SEL) is infused into the daily routines at PRES. All students start their day with Morning Meetings and SEL is incorporated into all content areas. Character education is explicitly taught through guidance lessons within the fine arts rotation. The BHP conducts student support groups and promotes positive student interactions in all settings. The Buddy Ambassador Bench program is headed by the BHP and continues to encourage inclusivity. Additionally, PRES offers the opportunity to extend student learning through a variety of clubs. The following clubs offer academic and social/emotional

and cultural opportunities of learning: Art Club, Battle of the Books, Calypso Cats (steel drums), Symphonic Bands, Earth Club, Girls on the Run, Young Maker Engineering Club, News Crew, Panther Play house, Yoga, Think Pink Breast Cancer Supporter, Student Council, SECME, Safety Patrol, Good News Club, Mind Games and Beyond, Spanish Club, Chess Club, Happy Healthy Minds, Kindness Club, and Kids Art.

PRES is committed to representing and valuing diversity within the student body and community through the incorporation of monthly Heritage Themes. In alignment with the District's Strategic Plan and with the goal to increase the academic instruction for all, students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards, including the content required by Florida State Statue 1003.42 continuing to develop a Single School Culture of excellence in academics, behavior, and climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction of the:

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

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

Principal and Assistant Principal: The principal and assistant principal promote and supports a positive culture and environment at Panther Run Elementary by establishing and communicating a shared vision. Administration ensures the equitable allocation of resources and monitors the implementation of all SEL and positive school culture initiatives to ensure the programs are implemented with fidelity.

Guidance Counselor: The guidance counselor promotes and supports a positive culture and environment at Panther Run Elementary by infusing character development into guidance lessons during the fine arts rotation and maintaining an active role in the ROAR committee. The guidance counselor ensures equitable access to resources through participation in the School-based Team and 504 program implementation in partnership with teachers and parents.

School Behavioral Health Professional: The School Behavioral Health Professional supports and promotes a positive culture and environment at Panther Run Elementary by actively promoting positive student, staff and parent interactions through School-based team, the Buddy Ambassador Bench Program, and student support groups.

Teachers: The teachers at Panther Run Elementary support and promote a positive culture and environment through the implementation and communication of the School-wide Positive Behavior Support program ROAR and the school and district mission, vision, and equity statements. SEL and diverse representation is incorporated into instructional practices.

Non-instructional Staff: The staff promotes and supports a positive culture and environment at Panther Run Elementary by supporting the School-wide Positive Behavior Support program ROAR.