

The School District of Palm Beach County

Royal Palm Beach Elementary School



2022-23 Schoolwide Improvement Plan

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Royal Palm Beach Elementary School

11911 OKEECHOBEE BLVD, Royal Palm Beach, FL 33411

<https://rpbe.palmbeachschools.org>

Demographics

Principal: Tracy Ghettie

Start Date for this Principal: 7/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	67%
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 (65%) 2018-19: A (64%) 2017-18: A (66%)
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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<https://rpbe.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 KG-5	No	67%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Royal Palm Beach Elementary School is to provide a nurturing environment which will promote positive self esteem, academic accountability, develop technological advancements, and social and global awareness, among all culturally diverse students.

Provide the school's vision statement.

The vision of Royal Palm Beach Elementary School is to provide students with effective and relevant instruction to meet the needs of ALL students in a positive, supportive school climate.

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
Ghettie, Tracy	Principal	Mrs. Ghettie is our Principal. She serves as our Instructional Leader responsible for monitoring implementation of school-wide instructional strategies, analyzing student achievement data, providing support to staff, students, and families, and monitoring progress toward meeting school goals. Mrs. Ghettie cares about the school and community with all her heart, and continually advocates for the best services and support for our students and staff, as well as promotes a positive climate for all stakeholders.
Fong, Cristina	Assistant Principal	Mrs. Fong is our Assistant Principal. She serves as our Instructional Leader responsible for monitoring implementation of school-wide instructional strategies, analyzing student achievement data, providing support to staff, students, and families, and monitoring progress toward meeting school goals. Mrs. Fong is an invaluable asset to our team. Her attention to detail, dedication to our school and families, and extra attention she provides to our students is absolutely amazing.
Barker, Sherry	Teacher, K-12	Mrs. Barker serves as our Bobcat SAC Chair and Second Grade Chair. She is responsible for providing Standards-based instruction in her self-contained classroom, Grade Level Leadership & Support, and monitoring Standards-based planning for her team. Mrs. Barker serves as a mentor to new teachers in our building and is an amazing, creative leader.
Morris, Michelle	Teacher, K-12	Mrs. Morris is our Kindergarten Grade Chair responsible for Standards-based Instruction in her self-contained Kindergarten Classroom, Grade Level Leadership & Support, and monitoring standards-based Planning. Mrs. Morris does a phenomenal job helping our incoming kindergarten students and families transition from the preschool setting to the elementary school setting. She helps create a nurturing, caring environment for all our kindergarten Bobcats and keeps in touch with her students for years after they complete kindergarten!
Kennedy, Cristina	Teacher, K-12	Mrs. Kennedy is our 1st Grade Chair responsible for providing Standards-based Instruction in her self-contained first grade classroom, Grade Level Leadership and Support, and monitoring Standards-based planning for her team. Mrs. Kennedy is an amazing, caring teacher who helps promote a positive climate with our students and staff through her enthusiasm and energy!
Guelli, Elaine	Teacher, K-12	Mrs. Guelli is our 3rd Grade Chair, and is one of our nine original Bobcat staff! Being a member of our Royal Palm Beach Elementary faculty since the school opened, she has a great knowledge of our school and community. Mrs. Guelli is responsible for providing Standards-based Instruction, facilitating grade level planning and PLCs, and providing additional support to faculty new to our school. Mrs. Guelli always sets very high academic expectations and standards, and helps her students achieve at the highest levels.

Name	Position Title	Job Duties and Responsibilities
Crownover, Jonathan	Teacher, K-12	Mr. Crownover is our 4th Grade Chair responsible for ELA Instruction, Grade Level Leadership and Support, and monitoring for Standards-based Planning. Mr. Crownover sponsors our Bobcat Safety Patrols as well as our Bobcat Yearbook and organizes a winter gift donation program for Bobcat Families in need. He makes a huge, positive impact with our staff, families, and community.
Webster, Kristina	Teacher, ESE	Mrs. Webster is our ASD Grade Chair responsible for providing Standards-based Instruction, Grade Level Leadership and Support. Mrs. Webster forms amazing, positive relationships with her students and families, and serves as a role model and advocate for our students on the autism spectrum. She volunteers at school-wide events and cares deeply about our school and community.
Wood, Michelle	Teacher, ESE	Mrs. Wood serves as our ESE Coordinator, responsible for monitoring compliance with students with IEPs and services they are receiving as well as tracking progress. Mrs. Wood is the most organized person and does an amazing job advocating for our SWD, scheduling and ensuring they receive the best possible support.
Moseley, Gladys	Teacher, K-12	Mrs. Moseley serves as our ESOL Coordinator/Teacher, responsible for monitoring compliance with students with LEPs and services they are receiving as well as tracking progress. Mrs. Moseley has been a member of our Bobcat Team since our school opened! She supports new teachers to our school, has great relationships with our families and community members, and makes a positive difference at Royal Palm Beach Elementary School.
Ebersold, Jennifer	Teacher, K-12	Mrs. Ebersold is our 5th Grade Chair, responsible for providing Standards-based Math/Science Instruction to both her homeroom (AMP) and her partner's homeroom, grade level Leadership and Support. Mrs. Ebersold is passionate in her belief that all children can learn when given the appropriate levels of support and encouragement, does an amazing job analyzing data and making data-based instructional decisions, and facilitating grade level plannings & PLCs.
Kovalsky, Katherine	Teacher, K-12	Mrs. Kovalsky is our Bobcat Music Teacher and Fine Arts Grade Chair, responsible for providing music instruction to all students K-5, as well as Fine Arts Team Leadership and Support. Mrs. Kovalsky is a 2022 Dwyer Award recipient who sponsors our Bobcat Chorus, Bobcat Ringers (Handbells), and promotes the importance of arts education throughout our school and community. She is very much respected by her peers, students, and families.

Demographic Information

Principal start date

Tuesday 7/1/2014, Tracy Ghettie

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.*

7

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.*

6

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

658

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

6

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

7

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	102	101	111	97	123	132	0	0	0	0	0	0	0	666
Attendance below 90 percent	0	17	25	12	14	14	0	0	0	0	0	0	0	82
One or more suspensions	0	0	3	0	6	0	0	0	0	0	0	0	0	9
Course failure in ELA	0	9	21	23	28	50	0	0	0	0	0	0	0	131
Course failure in Math	0	4	13	12	8	19	0	0	0	0	0	0	0	56
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	12	15	0	0	0	0	0	0	0	29
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	2	29	0	0	0	0	0	0	0	31
Number of students with a substantial reading deficiency	0	1	8	3	2	10	0	0	0	0	0	0	0	24

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	4	15	11	20	37	0	0	0	0	0	0	0	87

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	1	0	6	2	0	0	0	0	0	0	0	0	0	9
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 8/9/2022

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	107	95	104	122	131	132	0	0	0	0	0	0	0	691
Attendance below 90 percent	0	20	7	5	5	8	0	0	0	0	0	0	0	45
One or more suspensions	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	19	19	21	32	34	0	0	0	0	0	0	0	125
Course failure in Math	0	8	7	12	21	31	0	0	0	0	0	0	0	79
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	20	24	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	10	17	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	5	1	5	12	0	34	0	0	0	0	0	0	0	57
FY21 ELA Winter Diag Level 1 & 2	0	0	0	53	59	37	0	0	0	0	0	0	0	149
FY21 Math Winter Diag Level 1 & 2	0	0	0	62	62	49	0	0	0	0	0	0	0	173

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	13	7	14	27	34	0	0	0	0	0	0	0	95

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	2	1	1	0	0	0	0	0	0	0	0	0	5
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	107	95	104	122	131	132	0	0	0	0	0	0	0	691
Attendance below 90 percent	0	20	7	5	5	8	0	0	0	0	0	0	0	45
One or more suspensions	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	19	19	21	32	34	0	0	0	0	0	0	0	125
Course failure in Math	0	8	7	12	21	31	0	0	0	0	0	0	0	79
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	20	24	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	10	17	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	5	1	5	12	0	34	0	0	0	0	0	0	0	57
FY21 ELA Winter Diag Level 1 & 2	0	0	0	53	59	37	0	0	0	0	0	0	0	149
FY21 Math Winter Diag Level 1 & 2	0	0	0	62	62	49	0	0	0	0	0	0	0	173

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	13	7	14	27	34	0	0	0	0	0	0	0	95

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	2	1	1	0	0	0	0	0	0	0	0	0	5
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	70%	59%	56%				71%	58%	57%
ELA Learning Gains	77%						60%	63%	58%
ELA Lowest 25th Percentile	65%						54%	56%	53%
Math Achievement	64%	53%	50%				77%	68%	63%
Math Learning Gains	72%						69%	68%	62%
Math Lowest 25th Percentile	56%						57%	59%	51%
Science Achievement	51%	59%	59%				63%	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	71%	54%	17%	58%	13%
Cohort Comparison		0%				
04	2022					
	2019	69%	62%	7%	58%	11%
Cohort Comparison		-71%				
05	2022					
	2019	64%	59%	5%	56%	8%
Cohort Comparison		-69%				

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	73%	65%	8%	62%	11%
Cohort Comparison		0%				
04	2022					
	2019	72%	67%	5%	64%	8%
Cohort Comparison		-73%				
05	2022					
	2019	72%	65%	7%	60%	12%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	61%	51%	10%	53%	8%

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	48	57	44	38	51	35	20				
ELL	62	81	83	67	84	64	59				
ASN	67	85		56	92						
BLK	61	69	62	59	71	54	34				
HSP	72	78	73	65	72		48				
MUL	76	91		71	100						
WHT	74	81	63	67	68	50	67				
FRL	63	71	60	57	68	55	41				
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	42	47		38	41		53				
ELL	65			52							
ASN	73	80		55	70		80				
BLK	48	52		47	36		48				
HSP	66	78		58	59		60				
MUL	83			61							
WHT	67	67		66	63		73				
FRL	55	56	33	46	40	24	51				
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	52	54	57	59	54	45	35				
ELL	67	73	55	77	64		42				
ASN	86			86							
BLK	60	53	56	64	64	59	56				
HSP	65	59	50	71	71	53	55				
MUL	76	73		76	75						
WHT	78	62	57	88	71		74				
FRL	60	59	49	65	68	54	55				

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	66
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	71
Total Points Earned for the Federal Index	526
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
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	71
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	75
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	59
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	68

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	85
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	67
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	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Overall data analysis reveals that we increased ELA Proficiency from 63.3% in 2021 to 69.8% in 2022 (6.4% increase). We are especially proud of our 2022 student learning gains (77% overall Learning Gains in 2022 which was a 10% improvement from 2021 and 65% L25 Learning Gains, which was a 20% increase compared with 2021).

Grade Level ELA Proficiency Data:

3rd improved 6% to 67%

4th improved 15% to 74%

5th decreased 5% to 68%

Looking more closely at ethnicity, ELA:

13% increase in Black students' achievement

6% increase in Hispanic students' achievement
7% increase in White students' achievement

ELL students' ELA Proficiency dropped 7% and SWD ELA Proficiency improved 6%.

Overall data analysis reveals that we increased Math Proficiency from 58.2% in 2021 to 63.8% in 2022 (5.5% increase). We are especially proud of our 2022 student learning gains (73% overall Learning Gains which was an 18% improvement from 2021 and 56% L25 Learning Gains which was a 26% improvement compared with 2021).

Grade Level Math Proficiency Data:

3rd improved 8% to 64%
4th improved 12% to 66%
5th decreased 6% to 62%

Looking more closely at ethnicity, Math:

12% increase in Black students' achievement
7% increase in Hispanic students' achievement
Less than 1% increase in White students' achievement

ELL students' Math Proficiency improved 11% and SWD Math Proficiency improved less than 1%.

Science achievement was biggest challenge resulting in an overall drop of 14%.

We are very proud to have maintained our A School Grade!

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

5th grade ELA, Math, and Science data from 2022 demonstrate the greatest need for improvement.

Fifth Grade Level ELA Proficiency Data: 5th decreased 5% to 68% .

Fifth Grade Level Math Proficiency Data: 5th decreased 6% to 62%

Fifth Grade Science achievement was biggest challenge resulting in an overall drop of 14%, resulting in 51% Proficiency rate.

Additional plans will be in place to support 5th grade standards-based instruction, progress monitoring, tracking growth, and providing additional remediation, intervention, and support as needed throughout the year. Weekly meetings/PLCs will be held with Administrative Team to analyze data and plan accordingly. Incentives and challenges will be offered to students who participate and show growth throughout the year, beginning in September and lasting through May.

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

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

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

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

3rd Grade ELA Proficiency increased 6% and 4th Grade ELA Proficiency increased 15%. Learning gains were amazing! Overall ELA Learning Gains improved 10% while L25 ELA Learning Gains improved 20%. Additional ELA data analysis reveals that Black Students' ELA achievement/proficiency improved 13%, Hispanic improved 6%, and White improved 7%. SWD also improved ELA Proficiency by 6%.

3rd Grade Math Proficiency increased 8% and 4th Grade Math Proficiency increased 12%. Learning gains in Math were incredible! Overall Math Learning Gains improved 18% while L25 Math Learning Gains improved 26%! Additional Math data analysis reveals that Black Students' Math achievement/proficiency improved 12% and Hispanic improved 7%. ELL also improved Math Proficiency by 11%.

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

Teachers participated in weekly grade level team planning, looking very closely at state standards, district scope & sequence, and available resources. Weekly PLCs included data analysis, tracking student progress, and identifying areas of strength and weakness. Remediation was differentiated based on student need and very closely monitored.

K-2 shared strategies with our entire faculty as they implemented Benchmark Literacy for the first time, helping us all prepare for the following year when K-5 implements Benchmark Literacy.

iReady Challenges and Incentives were provided school-wide. Students were able (with parent permission) to take District-issued chromebooks home for additional iReady practice throughout the year.

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

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

We will implement Envision/Savvas Math school-wide, K-5, following our District Scope & Sequence. We will provide daily spiral review in all classes and use math manipulatives as appropriate. School-wide math vocabulary will be taught and displayed throughout our building. Additionally, administration will provide weekly K-2 Logic Challenge Tuesdays & 3-5 Brain Teaser & Math Riddle Thursdays for our Bobcats.

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

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

Professional Development Opportunities throughout this school year will include:

1. Benchmark Literacy ~ support in K-2, PD in 3-5
2. Envision/Savvas Math ~ PD K-5
3. Stem-scopes Science ~ PD K-5

4. State Writing Rubric ~ PD 3-5
5. Science of Reading Training ~ PD K-2
6. Youth Mental Health First Aid

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

To assist with the children's transition from Preschool to Kindergarten, Royal Palm Beach Elementary School hosts the following activities for families:

1. Kindergarten Round Up ~ Children & Families meet our administrative team, Kindergarten teachers, ESE & ESOL Support Staff, and other members of our faculty/staff. They learn what kindergarten students' day looks like including academics, fine arts, lunch, transportation to and from school, opportunities for before and after care, and other activities. Children and families tour our school and visit kindergarten classrooms.
2. Information is shared through flyers, brochures, emails, phone call-outs, and social media regarding helpful hints to prepare for kindergarten.
3. All students, including incoming kindergarteners, are encouraged to participate in our Bobcat Summer Reading Challenge. A Special Incentive is provided for all students who participate ~ Avoid the Summer Slide & Join us on the Water Slide. Summer Readers are invited to join the principal and assistant principal on a waterslide.
4. Community resources are provided to make sure every student is ready for the start of school ~ Donations include Backpacks from the Palm Beach Sheriff's Department, School Supplies from local churches, Gently used school uniforms from our Bobcat families.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA

	<p>Data Analysis reveals and increase of 6.4% in overall ELA Proficiency, resulting in 70% of our students in 3rd-5th grade reading on grade level, performing at Level 3 or higher on state standardized tests. Additionally, 77% of our students earned Learning Gains and 65% of our L25 students earned Learning Gains.</p>
<p>Area of Focus</p> <p>Description and Rationale:</p> <p>Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>Grade Level ELA Proficiency Data reveals:</p> <p>3rd Grade improved 6% from FY21 to FY22, resulting in 67% proficiency</p> <p>4th Grade improved 15% from FY21 to FY22, resulting in 74% proficiency</p> <p>5th Grade decreased 5% from FY21 to FY22, resulting in 68% proficiency</p> <p>Looking more closely at student ethnicity/subgroups, ELA Proficiency Data reveals:</p> <p>13% increase in Black Students' Achievement from FY21 to FY22</p> <p>6% increase in Hispanic Students' Achievement from FY21 to FY22</p> <p>7% increase in White Students' Achievement from FY21 to FY22</p> <p>Additionally, ELL students' ELA Proficiency dropped 7% while SWD ELA Proficiency improved 6%.</p> <p>Students must be able to read and comprehend grade level text to succeed academically in all subject areas.</p>
<p>Measurable Outcome:</p> <p>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>A minimum of 80% of our students in Kindergarten-Second Grade will read on grade level by the end of the year as measured by Benchmark Oral Reading Records and iReady Spring Diagnostic. Additionally, ELL will improve by at least 10% comparing proficiency from FY22 to FY23.</p> <p>A minimum of 75% of our students in Third-Fifth Grade will read and write on grade level as measured by iReading Spring Diagnostic and State Writing Rubric.</p> <p>All teachers responsible for ELA instruction will implement the Benchmark Literacy Program and follow our District Scope & Sequence. This will be monitored through classroom walk throughs and observations as well as lesson plan checks.</p>
<p>Monitoring:</p> <p>Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>Data will be monitored including: Benchmark Assessments, Oral Reading Records, and iReady Diagnostics. Additionally, iReady participation and performance will be tracked weekly.</p> <p>Grade Level PLCs will include time to review and reflect upon current data. Our District Reading Intervention Handbook will be referenced to identify students performing below grade level as well as specific resources to use when providing targeted intervention and support.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Tracy Ghattie (tracy.ghettie@palmbeachschools.org)</p>
<p>Evidence-based Strategy:</p> <p>Describe the evidence-based</p>	<p>All teachers responsible for ELA instruction will implement the Benchmark Literacy Program with fidelity.</p> <p>Grade Level PLCs are scheduled where teachers will engage in deep, focused</p>

strategy being implemented for this Area of Focus.

professional development, collaborative planning, sharing of resources, strategies, and research-based best practices along with opportunities for data analysis to strengthen standards-based instructional practices to accelerate students learning and ELA achievement. PLCs will continue to be an active part of our school schedule.

ELL students are grouped to maximize additional support throughout the school day. In-class support as well as small group support in a resource room are provided based on student need. Our ESOL Teacher & CLF work cooperatively to provide support throughout the school day as well as sharing ways for parents to support their children's academic growth at home.

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

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

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

Action Steps to Implement

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

Provide Benchmark Resources & Training to all teachers responsible for teaching ELA.

Person Responsible Cristina Fong (cristina.fong@palmbeachschools.org)

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

Person Responsible Tracy Ghattie (tracy.ghettie@palmbeachschools.org)

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

Person Responsible Tracy Ghattie (tracy.ghettie@palmbeachschools.org)

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

Person Responsible Tracy Ghattie (tracy.ghettie@palmbeachschools.org)

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

Person Responsible Cristina Fong (cristina.fong@palmbeachschools.org)

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

Person Responsible Tracy Ghattie (tracy.ghettie@palmbeachschools.org)

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

Person Responsible Tracy Ghattie (tracy.ghettie@palmbeachschools.org)

#2. Instructional Practice specifically relating to Math

<p>Area of Focus</p> <p>Description and Rationale:</p> <p>Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>Data Analysis reveals and increase of 5.5% in overall Math Proficiency, resulting in 64% of our students in 3rd-5th grade mathematically performing on grade level, at Level 3 or higher on state standardized tests. Additionally, 73% of our students earned Learning Gains and 56% of our L25 students earned Learning Gains.</p> <p>Grade Level Math Proficiency Data reveals: 3rd Grade improved 8% from FY21 to FY22, resulting in 64% proficiency 4th Grade improved 12% from FY21 to FY22, resulting in 66% proficiency 5th Grade decreased 6% from FY21 to FY22, resulting in 62% proficiency</p> <p>Looking more closely at student ethnicity/subgroups, Math Proficiency Data reveals: 12% increase in Black Students' Achievement from FY21 to FY22 7% increase in Hispanic Students' Achievement from FY21 to FY22</p> <p>Additionally, ELL students' Math Proficiency improved 11%.</p> <p>Students must be given opportunities to participate in challenging math curriculum to become college-ready and compete at the highest levels.</p>
<p>Measurable Outcome:</p> <p>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>A minimum of 75% of our students in grades K-5th will perform on or above grade level as measured by District Math Assessments.</p>
<p>Monitoring:</p> <p>Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>All teachers responsible for Math instruction will implement the Envision/Savvas Math Program and follow our District Scope & Sequence. This will be monitored through classroom walk throughs and observations as well as lesson plan checks.</p> <p>Data will be monitored including: Envision/Savvas Math Assessments, Classroom Assessments, and iReady Diagnostics. Additionally, iReady participation and performance will be tracked weekly.</p> <p>Grade Level PLCs will include time to review and reflect upon current data. Daily Spiral Review problems will be developed based on current data.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Tracy Ghattie (tracy.ghettie@palmbeachschools.org)</p>
<p>Evidence-based Strategy:</p> <p>Describe the evidence-based strategy being implemented for this Area of Focus.</p>	<p>All teachers responsible for Math instruction will implement the Envision/Savvas Math Program with fidelity.</p> <p>Grade Level PLCs are scheduled where teachers will engage in deep, focused professional development, collaborative planning, sharing of resources, strategies, and research-based best practices along with opportunities for data analysis to strengthen standards-based instructional practices to accelerate students learning and Math achievement. PLCs will continue to be an active part of our school</p>

schedule.

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

Rationale for Evidence-based

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

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

Action Steps to Implement

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

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

Person Responsible Tracy Ghattie (tracy.ghettie@palmbeachschools.org)

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

Person Responsible Cristina Fong (cristina.fong@palmbeachschools.org)

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

Person Responsible Tracy Ghattie (tracy.ghettie@palmbeachschools.org)

Weekly K-2nd Grade Logic Challenges & 3rd-5th Math Brain Teaser/Math Riddle Challenges will be implemented each Tuesday (K-2) and Thursday (3-5) beginning in September.

Person Responsible Tracy Ghattie (tracy.ghettie@palmbeachschools.org)

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

Person Responsible Tracy Ghattie (tracy.ghettie@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

NA

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

NA

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)

NA

Grades 3-5: Measureable Outcome(s)

NA

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.

NA

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?

NA

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?

NA

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

NA

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.

In order for our children to achieve academically, they first need to feel safe and cared for. We work diligently to make sure that each of our students has a positive connection with at least one adult on campus. Our Bobcat Wellness Team works very closely with Administration to promote a safe and orderly climate as well as promote social-emotional well-being.

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

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

We encourage volunteers to become involved in our school through our PTO, SAC, Watch DOGS (Dads of Great Students) Program, partnerships with the local middle and high school, and business partnerships. Additional resources (e.g., clothing, backpacks, supplies) are provided by local businesses to students experiencing homelessness and or the need. Our BHP and School Counselor work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. Volunteers have set up and staff maintain our Bobcat Boutique which is a closet that houses gently used/ laundered uniforms for students in need.

We are implementing strategies to address our students Social Emotional Learning throughout the school year, with the goals of helping all of our students see themselves as more capable, connected, contributing, & cared for members of our Royal Palm Beach Elementary Bobcat Team.

This is being done through daily school-wide Morning Meetings as well as school wide initiatives including:

1. Implicitly teaching Bobcat Expectations ~ Be Safe, Be Respectful, Be A Learner ~ in all settings
2. Bobcat Pawprint Tickets ~ given to students as they exhibit Bobcat qualities and follow Bobcat Expectations (weekly drawing for special prizes)
3. Bobcat Golden Ticket ~ awarded to the student who follows all the Bobcat Guidelines & is the best helper when a substitute teacher is covering the class
4. Bobcat Students of the Month ~ monthly recognition of one student in each class who consistently follows our Bobcat Guidelines

5. Pawesome Positive Referral ~ recognition of students who go above and beyond to make our school a better place by helping others
6. Taco Bout It Tuesday Cart ~ weekly videos promoting SEL as well as increased opportunities to discuss feelings with our Bobcat Wellness Team (Guidance Counselor, School Psychologist, Behavior Health Professional, & Behavior Interventionist)

RPBE's data-based problem solving processes include a tiered model of delivery of instruction (core, supplemental, intensive) - supplemental reading, SAI, tutoring. Meetings occur: SwPBS - monthly; PLC ~ weekly; SBT - weekly; CST - weekly; SAC - monthly. Fidelity checks include adhering to schedules and analysis of data on a regular basis. (monitored by Mrs. Ghettie & Mrs. Fong)

We host an annual career day where guest speakers share their exciting work experiences with our students and encourage them to set high goals & learn more about career opportunities. Additionally, RPBE will host college spirit days, where students and staff are encouraged to wear their favorite college t-shirts to school & discuss future goals of attending college.

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

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

Our Bobcat Wellness Team: Guidance Counselor, School Psychologist, Behavior Health Professional, & Behavior Interventionist, work very closely with Administration to promote a safe and orderly climate as well as promote social-emotional well being. They support a positive culture and environment through the lessons they teach or small groups they work with. Through the small group interactions and experience for students, our Bobcat Wellness Team ensure students feel safe, welcome, and included. Also, they are the sponsors of our Bobcat Ambassador Club, which is a unique and different club from our other clubs in that, our fifth grade students who are interested in being mentors to other students from 1st - 4th grade can have that opportunity. The Bobcat Ambassadors are matched, in a one-on-one mentorship with another student to provide guidance and friendship. The first half of the year they will be learning different strategies to connect and help their mentee.

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

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

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an

investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

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

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

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

(e) The study of Hispanic contributions to the United States..

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