

The School District of Palm Beach County

Boca Raton Elementary School



2022-23 Schoolwide Improvement Plan

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Boca Raton Elementary School

103 SW 1ST AVE, Boca Raton, FL 33432

<https://bres.palmbeachschools.org>

Demographics

Principal: Renee Elfe

Start Date for this Principal: 7/1/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: B (59%) 2018-19: A (62%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">69%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	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.

Boca Raton Elementary School is committed to providing all students with a safe, positive and challenging learning environment so that they can reach their fullest potential socially, emotionally, and academically according to their individual needs.

Provide the school's vision statement.

As educators, we will ensure every child has the opportunity to succeed.

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
Elfe, Renee	Principal	<p>Responsibilities for SIP implementation/monitoring: Leadership, Observation/Feedback Cycles, monitor performance, goal setting with teachers/staff and students, parent communication, low 25% monitoring in ELA and Math, schoolwide incentives</p> <p>School Leader Responsibilities: Mrs Elfe supervises all aspects of the educational programming at Boca El. As the instructional leader she is responsible for the equitable instruction of all students. She is the decision maker with regards to the master schedule, teacher evaluation and supervision, curriculum, hiring new teachers, school improvement, and all budgetary items and contracts. Additional activities include: -Assistant Principal supervision -Leadership Team supervision -Monitoring School Data and meeting with teacher teams -School Advisory Council -School Safety -Community Partnerships -Deliberate Practice for all instructional Staff -Monitoring the deliberate implementation of our PBS system</p>
Bailey, Jobi	Assistant Principal	<p>Responsibilities for SIP implementation/monitoring: Leadership, Observation/Feedback Cycles, Monitor PLCs, Monitor data and performance, set goals, monitor Low 25% in ELA and Math, parent communication, teacher communication</p> <p>School Leader Responsibilities: Ms. Bailey works alongside Mrs. Elfe to support the principal in all aspects of school administration. In addition to supporting Mrs. Elfe's work, Ms. Bailey has the following job assignments: -Lead Professional Learning Communities -Manage Custodial Staff -School Safety -Testing Coordinator -Support teachers using the Marzano Framework -Support teachers in their Professional Growth element -Educator Support Program -Create Intervention schedules that align to the Master Schedule and monitor implementation -Discipline Coordinator -Hiring, monitoring, and evaluating noninstructional staff</p>
Vidueira, Laura	Other	<p>Responsibilities for SIP implementation/monitoring: ACCESS, interventions for Low 25% in ELA, parent communication, analyze ELL data, support teachers working with ELL students, monitoring performance, SBT team member, targeted small group instruction</p> <p>School Leader Responsibilities:</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Mrs. Vidueira is the ELL Contact and teacher. Her responsibilities are to support our ELL students in grades 1-5, as well as maintain the compliance of our EL program. Mrs. Vidueira is a member of the PBS team, the SBT team and she assists teachers with using effective ELL strategies.</p>
<p>Russell-Khan, Jeanne</p>	<p>Magnet Coordinator</p>	<p>Responsibilities for SIP implementation/monitoring: Parent Communication, monitors student performance in reading and math, analyzes data, interventions for low 25%, magnet coordinator, provide targeted small group instruction, provide tours and communicates with choice parents, coordinates all tutorial programs.</p> <p>School Leader Responsibilities: Dr. Khan assists the other members of the leadership team with monitoring all of the action steps and implementation of our plan. Dr. Khan also has the following responsibilities: -Supervises the Tutorial program -Supervises the Cafeteria -Assists with student discipline -Leads small intervention groups -Choice Coordinator -Business Partnerships -Transportation Coordinator -Supports principal and AP with maintaining school facilities</p>
<p>Warshawsky, Shelly</p>	<p>Teacher, ESE</p>	<p>Mrs. Warshawsky is the Coordinator of the ESE program. She is responsible for all IEP meetings and the screening of all ESE students. She also manages the ESE paraprofessionals. She is a vital part of the Leadership team. Mrs. Warshawsky is also a vital member of SBT, and gives direct instruction to ESE students in grades K and 1.</p>

Demographic Information

Principal start date

Sunday 7/1/2012, Renee Elfe

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.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

357

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

5

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

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	58	58	56	70	50	65	0	0	0	0	0	0	0	357
Attendance below 90 percent	0	20	19	16	10	19	0	0	0	0	0	0	0	84
One or more suspensions	0	0	0	2	3	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	10	4	26	5	18	0	0	0	0	0	0	0	63
Course failure in Math	0	12	3	17	7	18	0	0	0	0	0	0	0	57
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	9	9	10	0	0	0	0	0	0	0	28
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	3	16	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	0	0	0	44	32	26	0	0	0	0	0	0	0	102

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	12	3	20	8	22	0	0	0	0	0	0	0	65

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	9	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 9/6/2022

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	40	45	58	50	61	54	0	0	0	0	0	0	0	308
Attendance below 90 percent	0	14	13	10	11	14	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	9	17	13	27	27	0	0	0	0	0	0	0	93
Course failure in Math	0	5	9	8	24	15	0	0	0	0	0	0	0	61
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	4	6	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	16	4	8	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	0	0	0	39	37	33	0	0	0	0	0	0	0	109

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	7	11	10	21	23	0	0	0	0	0	0	0	72

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	2	0	4	0	0	0	0	0	0	0	7
Students retained two or more times	0	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	40	45	58	50	61	54	0	0	0	0	0	0	0	308
Attendance below 90 percent	0	14	13	10	11	14	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	9	17	13	27	27	0	0	0	0	0	0	0	93
Course failure in Math	0	5	9	8	24	15	0	0	0	0	0	0	0	61
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	17	4	6	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	16	4	8	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	0	0	0	39	37	33	0	0	0	0	0	0	0	109

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	7	11	10	21	23	0	0	0	0	0	0	0	72

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	2	0	4	0	0	0	0	0	0	0	7
Students retained two or more times	0	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	62%	59%	56%				53%	58%	57%
ELA Learning Gains	69%						70%	63%	58%
ELA Lowest 25th Percentile	50%						65%	56%	53%
Math Achievement	51%	53%	50%				69%	68%	63%
Math Learning Gains	61%						68%	68%	62%
Math Lowest 25th Percentile	70%						50%	59%	51%
Science Achievement	50%	59%	59%				58%	51%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	37%	54%	-17%	58%	-21%
Cohort Comparison		0%				
04	2022					
	2019	61%	62%	-1%	58%	3%
Cohort Comparison		-37%				
05	2022					
	2019	60%	59%	1%	56%	4%
Cohort Comparison		-61%				

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	63%	65%	-2%	62%	1%
Cohort Comparison		0%				
04	2022					
	2019	70%	67%	3%	64%	6%
Cohort Comparison		-63%				
05	2022					
	2019	66%	65%	1%	60%	6%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	57%	51%	6%	53%	4%
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	13	52	50	24	50	45	18				
ELL	52	69		61	69						
BLK	42	72	50	33	52		35				
HSP	70	74		62	70		58				
WHT	73	61		59	61		63				
FRL	59	69	50	51	63	70	51				
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	27	58	54	20	37	42	17				
ELL	53	60		53	52		40				
BLK	34	60		31	35		23				
HSP	72	73		61	54		37				
WHT	60	79		48	42		55				
FRL	52	68	56	46	43	40	39				
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	20	55		43	55		38				
ELL	44	62	80	62	86		54				
BLK	37	63	60	56	59	50	36				
HSP	66	75		77	75		56				
WHT	64	80		79	72		84				
FRL	47	66	68	65	65	57	54				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	83
Total Points Earned for the Federal Index	496
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	67
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
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	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	63
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	61
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?

In 3-5, we utilized the data set: FY21 FSA vs. FY22 FSA. This data shows:

ELA: Gr3 - 52%(+0), Gr4 - 62.7 (+22.7), Gr5 - 64.6% (0.2)
 (Increased proficiency in Grade 4 ELA from 43% in FY21 to 62% in FY22)
 Math: Gr3 - 60.5% (+17.9), Gr4 - 51.7% (+11.7), Gr5 - 42.6% (-10.9)
 Science: Gr5 - 50% (+10.3)

In K-2, we utilized the end-of-the-year adaptive technology data (iReady Reading & iReady Math).
 Percent of students on grade level:

iReady Reading
 Kindergarten: 48%
 First Grade: 41%
 Second Grade: 19%

iReady Math
 Kindergarten: 39%
 First Grade: 27%
 Second Grade: 30%

Based on the data trend, our focus will be to increase the achievement level of our 3rd-grade students from our current proficiency level of 52%. Our data trend also shows that we need to continue to focus on remediation of literacy skills and math in grades K-3, implement spiraled support of foundational skills throughout all grade levels, and provide scaffolded standards-based instruction.

Another data trend that emerged is a decrease in proficiency in SWD across all subjects and grade levels. This was due to students missing foundational standards throughout FY21 that need to be remediated. We will continue to focus on our identified ESSA subgroups, especially our SWD subgroup as this group currently has the lowest proficiency levels. We will utilize adaptive technology, targeted

small group instruction, collaborative models for providing services through our support teachers, tutorials, data chats, and tracking student progress through close monitoring.

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

The data component that showed the lowest performance on the FY22 FSA achievement is the ESSA subgroup of SWD. This decrease is due to our students still struggling with the foundational skill set to be successful with on-grade level standards. This was due to many factors including student attendance and tardies, new curriculum implementation and delivery, and student gaps in standards. In order to remediate this area, we will be implementing morning, during the day, and afterschool tutoring; targeted small group/whole group instruction planned and monitored through PLC.

We will also be focusing on our 3rd grade reading achievement. Our students continue to struggle to read on grade level by the end of third grade. The contributing factors include a lack of rigor in the lower grades, limited vocabulary development, lack of family involvement and support, and lack of teacher professional development on providing autonomous, rigorous literacy-based small groups for our students in grades K-5. Recognizing these deficiencies our teachers are implementing intentional vocabulary building into all aspects of their ELA blocks, as well as working in PLCs to plan targeted small group lessons and independent tasks for students that are aligned to the standards. In addition, we are implementing the new Benchmark program in grades 3-5 which is a rigorous, standards-based program that encompasses all areas of literacy development. We are also still supporting and providing Benchmark PD/unit rollout for teachers in K-2.

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

During the FY22 school year, attendance and tardies were still a concern. This caused a disruption in both instruction and support services. We also struggled to keep students motivated and engaged. In order to better support our students and staff, we will focus on strategies to get student buy-in to be active learners and foster independence. In addition, we will continue to initiate a school-wide rewards program to celebrate success and growth throughout the school year in the areas of math and reading; and attendance.

This year, we are completely back to normal routines and will hold family engagement activities and conferences face-to-face. We will continue to encourage good attendance and celebrate reading and math success across all grade levels. We are also incorporating the new statewide progress monitoring assessments in K-5. We will review mitigation strategies along with good instructional practices that increase student achievement. In addition, our school counseling team will be collaborating with teachers to support students and teachers that have social and emotional needs.

We will continue to implement during the school day tutorial to ensure student attendance. We will utilize strategies and resources aligned to grade-level standards and scaffolding in place to support students that are performing below grade level. We will analyze student data to identify which students fall within our ESSA subgroups monitored for progress and provide additional support based on the specific needs of the students and make adjustments when necessary.

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

Based on the FY22 FSA, 4th-grade ELA showed tremendous growth (increasing from 43% to 62%). Our school Math data across all grade levels showed the most improvement. Our 3rd-grade math (increasing from 40% to 62.7%) showed the most improvement. Our Learning Gains in Math, especially our L25% also showed growth (+15.9% Gains and 69.6% gains in the L25%). Our 3rd-grade math achievement

increased 17.9% and our 4th-grade math achievement increased 11.7% from the FY21 FSA to the FY22 FSA. Our 4th-grade math learning gains increased to 64.7% and 81.8% in the L25%. Our 5th-grade ELA learning gains also increased by 12.9%.

In terms of subgroup data on the FY22 FSA Math, our ESSA Subgroup data increased as follows:

Black students: +19.7%

Hispanic students: +23.6%

SWD: +17.3%

FRL: +11.8%

ELL: +15.5%

ELL Females increased 25% in ELA Achievement and 6.3% in Math achievement. ELL Males showed no change in ELA performance but 24.1% increase in math achievement. Our black ESSA subgroup increased 8.1% in ELA achievement and 2% in math achievement.

During FY22, our science scores demonstrate our students made significant gains; +10.3%

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

The contributing factors include our intentionality to reward students with incentives, rewards, and prizes. We ensured that both our intervention groups, as well as our differentiated classroom small groups were fluid and changing based on data. We analyzed data weekly to create new groupings and implement new instructional strategies. We worked together as an intervention team having monthly meetings to discuss the students we were providing supplemental and intensive instruction to, and adapting to their needs.

The actions we took were to ensure targeted small group instruction in all classrooms was taking place. We also created various schoolwide success/celebration initiatives to motivate and support students. Students were rewarded for their use of iReady and Khan Academy. They earned certificates, prizes, pencils, shout-outs, and special reward lunches or breakfasts. We were intentional to celebrate every milestone that our students reached.

In addition, our 4th grade ELA team are experienced teachers that have expertise in teaching reading and writing. We focused on the use of formative assessments so the teachers could constantly monitor their student's progress and make needed adjustments. The teachers were also intentional when analyzing data to create small groups and change these groups based on student needs. The teachers were very proactive in reaching out to parents to share data and share how their students were doing in class, as well as what parents could do at home to support their children. We also held very structured tutorials that occurred before, during and after school.

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

In ELA, we will be focusing on the effective implementation of the Benchmark/District curriculum. In PLCs, we will not only focus on the remediation of certain students but also create small groups that enrich students and group grade level standards together with missed foundational/taught standards to ensure students are experiencing many opportunities to master the standards.

In both Math and ELA, we will be analyzing current student data to create both reteach and enrichment opportunities, in both small group/whole groups and through independent tasks. Teachers will be provided professional development opportunities including through District and Regional support teams, team training during PLC, collaborative discussions, in-school coaching opportunities, and instructional rounds. During common planning/PLC meetings, we will be working to increase each grade level's capacity as a whole and to develop strong teachers that in turn, accelerate learning for all students.

We will focus on ensuring standards-based instruction and the effective use of resource-based strategies and resources are used to ensure continuous progress towards grade level success. We will continue to track and support our SWD by providing reading-endorsed/certified interventionists to close the achievement gap.

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.

Teachers and leaders will engage in job-embedded professional development that will focus on collaborative planning and data analysis to enhance and strengthen standards-based instruction in all subjects particularly with the ESSA subgroup SWD. The ESE teachers will be a part of all collaborative teams/PLC to share instructional strategies that work with our ESE students as well as where each student is with regard to the grade-level standards. New (and veteran) teachers will be trained on instructional strategies that increase student engagement. These strategies are outlined in the Marzano Instructional Framework to include: Processing New Content, Organizing students to Interact with Content, and Using Questions to Help Students Elaborate on Content. We will be focusing on creating effective systems to monitor response rates and to ensure that every child is progressing.

We are adding two academic tutors and sending the appropriate teachers to PD for the district-approved intervention programs to ensure that we have enough personnel to meet the varying need of our students, especially SWD. These trainings and information will be used to help teachers use the right amount of scaffolded support for the ESE students in their classrooms. This will support our goal of increasing proficiency levels for all students.

During the summer the teachers in grades K-5, school leaders and instructional coaches, were provided six hours of training pertaining to the new Florida standards, how kids learn to read (The Science of Reading), and the new reading program that is being implemented in grades 3-5 this year.

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

The focus will be on implementing standards-based instruction and improving instructional practices in the classrooms to ensure students are successful and reading on grade level by Grade 3. Funding has been set aside to provide for an academic tutor that works with selected teachers and students to improve outcomes. Funding has also been set aside to provide students with extended learning opportunities before, during, and after school.

As stated in the PD plan above, it is key that the teacher ensures maximum student engagement, and therefore this is the heart of the professional development we plan to provide this year. The goal is to ensure the following:

Increase reading proficiency in Grade 3 and within the ESSA SWD subgroup:

1. Benchmark is still being implemented in grades K-2 to strengthen the students' literacy skills in the primary grades. The ELL students are provided instruction based on their ACCESS test results using appropriate strategies and accommodations. The ESE students will have both standards-based and individualized instruction by the classroom and ESE teachers. We will give District common assessments and state Progress Monitoring on a regular basis and analyze the results to create targeted small groups.
2. Small Group Differentiated Instruction in order to increase both the ELA and Math proficiency levels we will use data to drive the instruction, as well as to plan to meet the needs of all of the students.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

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

When looking at the subgroup data for FY22 in ELA we see the following proficiency levels:
 Black: 42%
 White: 73.1%
 Hispanic: 69.8%
 SWD: 12.9%
 ELL: 50%
 FRL: 58.7%

The team chose this area of focus as a critical need to align with the District's Strategic Plan, Theme A - Goal 3, Academic Excellence & Growth. Our first instructional priority is to deliver instruction that is aligned with the intended learning target. One of our greatest challenges is our 3rd graders reading on grade level (currently 52%). Due to the fact that we have not yet met one of the District's Long Term Outcomes, we will continue this goal for the FY23 school year. The District Strategic Plan states that 70% of our 3rd-grade students will read on grade level by 2027. We will strive to increase this proficiency level by 5% in order to set the course to meet the LTO set forth by the District. Research shows that when students do not read on grade level by 3rd grade the high school graduation of these students is negatively affected. Therefore, this is an important area of focus for the school. In order to meet our goal, we are going to focus on the instructional practice of the ELA teachers.

During the FY22, we are designated as a Targeted Support & Improvement (TS&I) school by the FLDOE due to our SWD achievement performance falling below 41%. The results of our ELA overall performance in our ESSA-identified subgroup of SWDs have demonstrated a decline in overall ELA achievement (12.9%). Our second instructional priority will focus on supporting teachers' instructional delivery practices. Data indicates that we need to review what is being taught, and how it's being taught and make decisions to make changes necessary to meet the needs of all learners.

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

By May 2023, we will increase the overall percentage of 3rd grade ELA achievement on the Florida Assessment for Student Thinking (FAST) by 5.2% bringing us to 57%. We will increase the SWD ELA achievement on the Florida Assessment for Student Thinking (FAST) by 15.1% bringing us to 30%.

Goals:
 3rd-grade reading achievement - 57% (5.2% increase from 52% to 57%)
 SWD reading achievement - 30% (15.1% increase from 12.9% to 30%)

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

We strategically plan for a variety of monitoring techniques:

desired outcome. collaborative lesson planning, data analysis, classroom walks, student work sample reviews, student attendance, data chats, observations, PLC participation, all formative/summative assessments and technology adaptive programs

The monitoring will be supported by key members of the leadership team: Principal, Assistant Principal, Choice Coordinator, ESE and ELL Teachers

Person responsible for monitoring outcome:

Renee Elfe (renee.elfe@palmbeachschools.org)

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

1. Small group instruction to support students' learning at their individual ability level and/or with the right amount of scaffolding.
2. Provide a tutorial program that extends learning opportunities in ELA before school, after school, and during the school day.
3. Professional Learning Committees will ensure teachers are focusing on best practices and creating reteach and enrichment tasks based on student needs and data monitoring.
4. Analyze and track adaptive technology programs and tools (Performance Matters, iReady, EDW, Progress Monitoring, and Khan Academy) to make instructional decisions for targeted small group instruction, tutorial and intervention groups, and resources.

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

1. Incorporate small group instruction utilizing current formative data (USAs and FSQs). Use these results to create small groupings based on student needs, and to identify areas of weakness for targeted small group remediation. Both FSQs and USAs have been proven successful in preparing students to take the FAST.
2. Students that participate in our tutorial program have shown an increase in performance and achievement levels based on the most recent data from standardized tests.
3. PLCs allow teachers and school leaders the opportunity to work together, share ideas, and to engage in instructional decision-making that increases student achievement levels.
4. All of our adaptive technology programs (iReady and Khan Academy) have aided in increasing student achievement when the programs are used with fidelity. By using the data tracking tools that these programs provide teachers and school leaders are able to monitor student progress and adapt when necessary.

Action Steps to Implement

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

1. Incorporate small group instruction:
 - a. Teachers will give students FSQs and USAs and create differentiated learning opportunities through small groups.
 - b. Teachers will analyze data from the FSQs and USAs to determine student strengths and weaknesses and create small groups with this information.
 - c. Teachers will create schedules to meet with their small groups using a rotational model.
 - d. Teachers will plan lessons for each small group using both formative and summative test data.
 - e. Teachers will utilize ongoing formative assessments and exit tickets to inform their instructional decisions and create targeted small groups.
 - f. Develop class plan/schedule that ensures all students have an appropriate amount of time to utilize these programs.

g. School leaders/teachers monitor and track this data to engage in data chats with students about their progress.

Person Responsible Renee Elfe (renee.elfe@palmbeachschools.org)

2. Tutorials

- a. Analyze student data to determine students for tutorial groups.
- b. Choose research-based District vetted supplemental resources and materials to use during tutorials.
- c. Analyze teacher classroom data to target/recruit effective teachers to provide tutorial services.
- d. Provide tutors with the PD and training they need to become familiar with materials and learn the expectations for the tutorial program.
- e. Students will be identified for morning, during school, afterschool, and Saturday tutorials using current formative and assessment data as well as students from the identified subgroups: Black, SWD and FRL.

Person Responsible Jeanne Russell-Khan (jeanne.russell-khan@palmbeachschools.org)

3. PLCs

- a. Develop a PLC schedule and PLC expectations that includes all content area and support teachers.
- b. PLC sessions will focus on data analysis effective instructional practices based on student needs.
- c. Work with ESE and ELL teachers to assist with standards-based planning during PLC sessions to build teacher capacity and ensure effective common instructional practices across the campus/classrooms.
- d. Work with ESE and ELL teachers to build/provide professional learning opportunities for teachers to use research-based strategies.
- e. PLC facilitators will ensure that teachers work collaboratively to plan and develop lessons that are standards-aligned.
- f. Teachers analyze this data during PLCs and create small group opportunities for students to master the content.
- g. Provide teachers with professional development so they can effectively track student progress using our adaptive technology programs.

Person Responsible Jobi Bailey (jobi.bailey@palmbeachschools.org)

Positive Culture & Environment

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

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

Our school integrates Single School Culture (the District-wide belief system about academics, climate, and behavior) and the appreciation for multicultural diversity (S.B. Policy 2.09 (8)(b) where appropriate.

School-wide Positive Behavior is used to encourage students' academic and social and emotional success. Our initiative includes the school-wide universal guidelines of "Eagle EYES." Students are taught to follow

their Eagle EYES expectations - standing for E-Engaging Respectfully, Y-You are Responsible, E-Enthusiastic Learner, S-Stay Safe. We celebrate students through weekly recognition on the morning announcements and having students earn prizes for following our expectations. To celebrate our teachers and staff successes we regularly provide them with class certificates, shout-outs in our newsletter and/or morning announcements, treats, spirit sticks, cards, notes, and emails that celebrate all the ways that they go above and beyond. We also recognize teachers twice a year through our partnership with Roots and Wings.

Through the Behavioral Health Team, we have implemented a character-development program with curriculum that addresses: patriotism, responsibility, citizenship, kindness, respect for authority, life, liberty, and personal property; honesty, charity, self-control, racial, ethnic, and religious tolerance; and cooperation. Through this team, we have also created a program that supports our students' and staffs' social and emotional needs through guidance lessons, small group lessons, individualized counseling for students, and family counseling.

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

We involve all of our stakeholders by keeping the lines of communication open. We send weekly updates to our parent community, hold numerous events during the year that consist of Parent Trainings, ELL Parent Groups, PTA events, and SAC meetings. We believe that parents are partners and we actively solicit their support and feedback to ensure we continue to strengthen the connection between our school and the community.

Our school also works with many local organizations and charities that support the Boca EI students and families in numerous ways. Boca Helping Hands provides our families "Blessings in a Backpack," the Boca Raton Chamber of Commerce provides grants to our school so that we can buy curriculum essential for our students' literacy development. We have partnerships with the Giving Tree and Temple Beth EI to receive backpacks and school supplies for our students. We have a partnership with the Boys and Girls Club that provides free aftercare, dinner, and hands-on project-based learning experiences to our students. We were also able to partner with the local "Roots and Wings" organization that provided baskets full of gifts to our teachers and staff that go above and beyond every day.

All aspects of Florida Statute 1103.42 (a-t), Statute 683.1455, Statute 1003.421, and Statute 1008-447118y, and S.B. Policy 2.09 (8)(b)(ii)) are addressed in our curriculum. With regards to the statutes the curriculum that is taught includes the history of and content of the Declaration of Independence, the Constitution, the history of the United States and the flag, the sacrifices of Veterans, the elements of government, the study of Hispanic contributions and women's contributions to the United States, the history of African Americans including the history of African people, and the history of the Holocaust as the systematic planned annihilation of European Jews and other groups by Nazi Germany.