

The School District of Palm Beach County

Del Prado Elementary School



2022-23 Schoolwide Improvement Plan

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Del Prado Elementary School

7900 DEL PRADO CIR N, Boca Raton, FL 33433

<https://dpes.palmbeachschools.org>

Demographics

Principal: Laurie Riopelle

Start Date for this Principal: 7/13/2020

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)	44%
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 (73%) 2018-19: A (76%) 2017-18: A (74%)
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://dpes.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	44%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Del Prado Elementary School will educate our students to be caring, self-motivated, resourceful, and creative. Our students will attain individual excellence and skills mastery enabling them to adapt and meet the demands to succeed throughout their educational career and beyond.

Provide the school's vision statement.

The Del Prado teachers and parents, in cooperative partnership, are committed to fostering and enhancing our children's unique talents and creativity to develop involved citizens in a lifelong learning process. We have the courage to be different, the willingness to adapt, and the ability to be creative in the pursuit of excellence. Del Prado sets the standards for excellence in elementary education for forging partnerships based on trust and understanding.

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
Riopelle, Laurie	Principal	Oversee all aspects of the campus including academics, safety, personnel, and school community.
Reid, Natasha	Assistant Principal	Support and oversee all aspects of the campus including academics, safety, personnel, and school community.
Schmidt, Kathryn	Teacher, Adult	Supplemental Academic Instructor, eLearning/PDD Contact, Accreditation Point of Contact.
Urbano, Kelly	Teacher, ESE	ESE Coordinator
Mueller, Margaret	ELL Compliance Specialist	ELL Coordinator

Demographic Information

Principal start date

Monday 7/13/2020, Laurie Riopelle

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.*

6

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.*

18

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

707

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

9

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

9

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	85	104	121	125	131	141	0	0	0	0	0	0	0	707
Attendance below 90 percent	24	27	31	27	32	30	0	0	0	0	0	0	0	171
One or more suspensions	1	1	2	1	1	3	0	0	0	0	0	0	0	9
Course failure in ELA	7	21	19	30	36	35	0	0	0	0	0	0	0	148
Course failure in Math	2	3	10	7	18	32	0	0	0	0	0	0	0	72
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	22	15	14	0	0	0	0	0	0	0	51
Level 1 on 2022 statewide FSA Math assessment	0	0	0	12	13	18	0	0	0	0	0	0	0	43
Number of students with a substantial reading deficiency	4	9	11	23	29	34	0	0	0	0	0	0	0	110

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	4	9	11	23	29	34	0	0	0	0	0	0	0	110

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	3	6	3	1	0	0	0	0	0	0	0	14
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

Wednesday 9/7/2022

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	100	122	132	135	139	140	0	0	0	0	0	0	0	768
Attendance below 90 percent	11	18	18	7	16	18	0	0	0	0	0	0	0	88
One or more suspensions	2	2	1	0	1	1	0	0	0	0	0	0	0	7
Course failure in ELA	14	21	40	21	38	40	0	0	0	0	0	0	0	174
Course failure in Math	3	7	16	15	3	50	0	0	0	0	0	0	0	94
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	14	7	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	24	10	0	0	0	0	0	0	0	45
Number of students with a substantial reading deficiency	0	0	0	32	32	27	0	0	0	0	0	0	0	91
FY21 ELA Winter Diag Level 1 & 2	0	0	0	44	40	38	0	0	0	0	0	0	0	122
FY21 Math Winter Diag Level 1 & 2	0	0	0	24	30	29	0	0	0	0	0	0	0	83

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	7	10	20	17	34	33	0	0	0	0	0	0	0	121

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	2	0	2	4	0	0	0	0	0	0	0	11
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	100	122	132	135	139	140	0	0	0	0	0	0	0	768
Attendance below 90 percent	11	18	18	7	16	18	0	0	0	0	0	0	0	88
One or more suspensions	2	2	1	0	1	1	0	0	0	0	0	0	0	7
Course failure in ELA	14	21	40	21	38	40	0	0	0	0	0	0	0	174
Course failure in Math	3	7	16	15	3	50	0	0	0	0	0	0	0	94
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	14	7	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	24	10	0	0	0	0	0	0	0	45
Number of students with a substantial reading deficiency	0	0	0	32	32	27	0	0	0	0	0	0	0	91
FY21 ELA Winter Diag Level 1 & 2	0	0	0	44	40	38	0	0	0	0	0	0	0	122
FY21 Math Winter Diag Level 1 & 2	0	0	0	24	30	29	0	0	0	0	0	0	0	83

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	7	10	20	17	34	33	0	0	0	0	0	0	0	121

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	2	0	2	4	0	0	0	0	0	0	0	11
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	78%	59%	56%				84%	58%	57%
ELA Learning Gains	77%						73%	63%	58%
ELA Lowest 25th Percentile	63%						63%	56%	53%
Math Achievement	80%	53%	50%				86%	68%	63%
Math Learning Gains	76%						78%	68%	62%
Math Lowest 25th Percentile	67%						68%	59%	51%
Science Achievement	72%	59%	59%				77%	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	82%	54%	28%	58%	24%
Cohort Comparison		0%				
04	2022					
	2019	81%	62%	19%	58%	23%
Cohort Comparison		-82%				
05	2022					
	2019	81%	59%	22%	56%	25%
Cohort Comparison		-81%				

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	82%	65%	17%	62%	20%
Cohort Comparison		0%				
04	2022					
	2019	88%	67%	21%	64%	24%
Cohort Comparison		-82%				
05	2022					
	2019	78%	65%	13%	60%	18%
Cohort Comparison		-88%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	74%	51%	23%	53%	21%

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	60	82	73	47	62	64	53				
ELL	52	60	54	64	74	62	38				
ASN	88	65		92	82		82				
BLK	67			67							
HSP	78	83	71	78	75	63	72				
WHT	78	75	56	80	74	71	70				
FRL	71	79	71	72	80	78	60				
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	51	55		47	42		45				
ELL	65	82		67	67		82				
ASN	92			88							
BLK	86			79							
HSP	79	67	73	82	69	71	72				
MUL	92			83							
WHT	78	69	73	76	66	33	73				
FRL	72	60	71	69	59	53	60				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	48	56	39	62	64	64	47				
ELL	67	64	63	79	77	59	53				
ASN	77	82		84	82						
BLK	100	90		94	70						
HSP	83	74	74	83	79	72	64				
MUL	89	67		89	87						
WHT	84	71	56	86	77	65	81				
FRL	73	65	59	78	75	72	68				

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

ESSA Federal Index	
OVERALL Federal Index – All Students	73
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	69
Total Points Earned for the Federal Index	582
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	63
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	59
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	82
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	67
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	74
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
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	71
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	71
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?

For our primary grades, we utilized iReady data and saw an increase in students performing one or more years below grade level. This is broken down as follows:

Kindergarten - 58% are 1+ years below grade level

First grade - 74% are 1+ years below grade level

Second grade - 46% are 1+ years below grade level

For our intermediate grades, we noted a decrease of 1.7% in ELA achievement and a 12.9% decrease for our low 25% gains from SY 21 to SY 22.

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

We disaggregated ELA data by grade level and subgroup. We noticed that our fourth grade ELA achievement decreased as follows - 1% decrease in proficiency, 22.3% decrease in learning gains and

53.6% decrease in low 25% learning gains.

We also noticed that our ELL students showed a 9.3% decrease in ELA proficiency, a 34.8% decrease in learning gains, and a 47.8% decrease in low 25 learning gains.

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

For some of our fourth grade students, the transition between virtual learning and brick and mortar school was a difficult adjustment. Additionally, students in fourth grade may have been virtual learners during third grade due to Covid which impacted their ability to receive individualized services during the school day. Although third grade students were invited to participate in tutorials, we noticed that less families took advantage of this during Covid. These factors impacted our SY 22 fourth grade scores. In regards to our ELL students, these children may not have received consistent ESOL services due to a lack of substitute teachers and staff vacancies/absences.

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

We noticed a 7.9% increase in ELA gains. We also noticed positive increases in our SWD students as follows - ELA achievement of ESE students increased 8.3%, ELA learning gains for SWD students increased 27.6% and our ELA low 25% gains for SWD students increased 33.3%.

Overall, Math also showed improvement in overall proficiency (.6%), math gains (5.3%) and math low 25% gains (10.4%).

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

For our ESE students, we created a targeted program of intervention for each student based on data analysis, student performance, and continuous monitoring. We met with both ESE and regular education teachers to ensure that their instruction was aligned to each student's needs.

We implemented a tutorial after school for grades 3-5 targeting our low 25 students and their individual academic needs. Teachers used a research based intervention for instruction

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

We will need to continue to focus on the needs of our targeted students. We will need to continue to hold data chats with specific goal setting and progress monitoring. We will need to identify students that require tutoring and set those tutorials up before winter diagnostics. We will make sure that targeted students receive iii with vetted interventions. Triple I groups will be progress monitored regularly and adjusted accordingly. The groups will be flexible and based off of what students need.

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

We will make sure that our teachers are trained in the specific interventions they will need for iii. We will provide training in SBT/MTSS and progress monitoring for all teachers. Select teachers will receive CHAMPS behavior training as well as additional training in reading interventions.

All grades are meeting biweekly in PLC's with a PLC facilitator (school based) as well as an administrator.

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

We will meet with teachers biweekly to plan for targeted instruction and differentiated and inclusive small groups. We will be planning for both math and ELA iii. We will be using LLI, Rise/Rise Up and Voyager as well as other vetted standards-based interventions and strategies. All reading teachers will be afforded the opportunity to attend Benchmark Cadre trainings. We will have tutorials for ELA and math and would like to get those started before winter diagnostics.

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

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

If we focus on targeted small group instruction in third grade, to increase learning gains for our Low 25 in ELA and students with a substantial reading deficiencies, then we will increase third grade student achievement. This area of focus aligns directly with our District Strategic Plan, Theme A-1 Goal 3, Academic Excellence and growth. Our first instructional priority is to deliver content, concepts, or skills that are aligned to the benchmarks and intended learning.

Our ELA low 25% and overall ELA learning gains were our lowest performing categories when comparing the FSA scores from SY22 with the scores from SY21. The ELA school wide learning gains decreased 1.7%, and the learning gains of ELA Low 25% decreased by 12.9%. Data indicates, during targeted small group, supplemental, ESE, ELL, and SAI groups, we need to monitor what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners.

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

In accordance with Strategic Plan, Theme A-1, Goal 3, we want to increase our 3rd grade reading proficiency from 78% to 80% by February and increase to 82% by May. We also want to increase our ELA Low 25 gains from 62.9% to 66% by February and increase to 70% by May.

Monitoring is a very important step towards student achievement and school improvement. Careful monitoring provides administrators and teachers the information they need to make decisions about instruction and support.

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

At Del Prado our monitoring techniques include:
 Classroom Walks utilizing District Provided "Look Fors" during the reading block and specifically during small group.
 Visual confirmation of adherence to the schedule
 Data Analysis
 Data Chats with students/parents/teacher
 Student work samples
 Monitoring supported by members of the Leadership Team
 PLC Facilitators at each grade level (or by subject for departmentalized grades)
 Strategic planning for small group instruction during grade level PLCs
 Meetings with and support for PLC Facilitators through monthly meetings with administrators

Person responsible for monitoring outcome:

Laurie Riopelle (laurie.riopelle@palmbeachschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being

1. Extended reading block on our schedule. Students are receiving 150 continuous minutes of reading instruction to include, phonics, vocabulary, language, whole group lessons, writing and small group differentiated rotations.
2. Incorporate small group instruction to support students learning at their ability with a variety of tasks, process, and product.

**implemented for
this Area of Focus.**

3. FAST PM tutorial to ensure learning is supplemented with additional resources and teacher support.
4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and instructional strategies.
5. Implementing the Panther Pal Mentorship Program that will target our low 25 and will pair them with a staff member to provide academic and emotional support.
6. SAI and ESOL teachers are being trained and coached on using Scholastic Rise and Rise Up to target students who are struggling the most for a research based intervention.

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

1. An uninterrupted reading block will allow students and teachers the time needed to hyper focus on instruction and implement the new reading series with fidelity.
2. Incorporate small group instruction utilizing USA and FSQ data to meet the students' needs for standards based practice and to identify areas of weakness for target remediation.
3. Students who participate in the FAST PM tutorials will demonstrate an increase in student achievement based on the most recent data from standardized assessments.
4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, analyze data, and make decisions to improve student achievement.
5. Panther Pal Program for low 25 students' will provide students with individualized academic and emotional support through weekly mentoring sessions spent with their Pal.
6. By securing specific training in Rise and Rise Up, SAI and ESOL teachers will have the skills they need to focus on specific student needs.

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. Uninterrupted reading block:
 - a. Create Master Schedule to allow for uninterrupted reading block.
 - b. Stagger components within the block to allow for push in support.

Person Responsible Natasha Reid (natasha.reid@palmbeachschools.org)

2. Incorporate small group instruction:
 - a. Students will be assessed using USA's and FSQ's in Language Arts. Teachers will utilize differentiated instruction strategies and small group instruction during ELA block.
 - b. Teachers will analyze student data to determine strengths and weaknesses in content area.
 - c. Teachers will create all small group rotation cycles to ensure all students are supported.
 - d. Monitoring will occur through the review of lesson plans and conducting teacher data chats.

Person Responsible Laurie Riopelle (laurie.riopelle@palmbeachschools.org)

3. Tutorials:
 - a. Analyze student data to determine students for tutorial groups and the necessary level of support.
 - b. Choose research-based supplemental materials and resources for instruction.
 - c. Provide tutors guidance to understand expectation and become familiar with materials to execute tutorials.

Person Responsible Natasha Reid (natasha.reid@palmbeachschools.org)

4. PLCs and PD:
 - a. Assign PLC grade level facilitator

- b. Biweekly PLCs allow teams to plan with fidelity.
- c. Each grade level has a PLC Agreement that each teacher adheres to so that PLCs are effective and focused on productive planning.
- d. PLC Agendas are provided to each grade level to help guide the discussion and create a cohesive planning environment.
- e. Grades 3-5 are supported by District Literacy Specialists Monthly to increase understanding of the new Benchmark Curriculum.

Person Responsible Laurie Riopelle (laurie.riopelle@palmbeachschools.org)

5. Panther Pal Mentorship Program
- a. Strategically pairing Mentors with Mentees based on academic and personal needs.
 - b. Identifying the low 25.
 - c. Schedule themed meet and greets to encourage meaningful relationships.
 - d. Participate in goal setting activities and monitor progress.

Person Responsible Natasha Reid (natasha.reid@palmbeachschools.org)

- Rise and Rise Up Intervention:
- a. Identify students in need of Rise and Rise Up intervention.
 - b. Organize all Rise and Rise Up materials.
 - c. Prep all materials for each learning station.
 - d. Attend all Rise and Rise Up trainings/coaching sessions.

Person Responsible Kathryn Schmidt (kathryn.schmidt@palmbeachschools.org)

#2. ESSA Subgroup specifically relating to English Language Learners**Area of Focus****Description and Rationale:**

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

If we focus on small group ELA instruction with our ELL subgroup our ELL student achievement will increase. Our ESSA identified subgroup ELLs have demonstrated a decline in ELA student achievement by 9.3% and a decline of 47.8% in our ELA Low 25 gains from SY22 to SY21. Data indicates, during targeted small group, supplemental, ESE, ELL, and SAI groups, we need to monitor what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners.

Measurable**Outcome:**

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

In accordance with the Strategic Plan, we want to increase our ELL proficiency from 45.8% to 50% by February and increase our ELL proficiency to 55% in May as measured by the FAST PM Assessment.

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

Monitoring is a very important step towards student achievement and school improvement. Careful monitoring provides administrators and teachers the information that they need to make decisions about instruction and support.

At Del Prado our monitoring techniques include:
Data Analysis
Data Chats with teachers/parents/students
Classroom Walks
Strategic Small Group PLC Planning

Person responsible for monitoring outcome:

Laurie Riopelle (laurie.riopelle@palmbeachschools.org)

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

1. ELL students will participate in ELA small group instruction with their homeroom teacher as well as receive push in support from an ELL Teacher.
2. ELL teachers will teach ELL students how to effectively use Heritage Language Dictionaries/Content Glossaries.
3. ELL teachers will use research based interventions called Rise/Rise Up and Leveled Literacy Intervention for ELL students in need of supplemental and or intensive reading support.
4. Grade levels will participate in ESOL PLCs focused on research based strategies and best practices for teaching ELL students.

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

1. Incorporate small group instruction utilizing Access, USAs, and FSQ data to meet the students needs for standards based practice and to identify areas of weakness for target remediation. Both USA's and FSQ's have proven successful in preparing students for FAST Progress Monitoring Assessment.
2. Heritage Language Dictionaries/Content Glossaries provide students with access to the academic vocabulary in their native language to reduce the language barrier that prevents students from understanding grade level content.
3. By securing specific training in Rise and Rise Up, ESOL teachers will have the

resources/criteria used for selecting this strategy. skills and materials they need to focus on the academic needs of their ELL students. 4. PLCs allow teachers and leadership an opportunity to collaborate, analyze data, and made decisions to improve student achievement and progress.

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. Students will be assessed using Access, USA's, and FSQ's in Language Arts. Teachers will utilize differentiated instruction strategies and small group instruction during ELA block.
- b. Teachers will analyze student data to determine strengths and weaknesses in content area.
- c. Teachers will create all small group rotation cycles to ensure all students are supported.
- d. Monitoring will occur through the review of lesson plans and conducting teacher data chats.

Person

Responsible

Laurie Riopelle (laurie.riopelle@palmbeachschools.org)

2. Heritage Language Dictionaries/Content Glossaries

- a. Distribute all dictionaries and glossaries to all ELL Students.
- b. Teach students how to use their dictionary and or glossary.
- c. Monitor usage of dictionaries and glossaries.

Person

Responsible

Margaret Mueller (margaret.mueller@palmbeachschools.org)

3. Rise and Rise Up/LLI Research Based Intervention

- a. Identify students in need or Rise and Rise Up/LLI Intervention
- b. Organize all LLI/Rise and Rise Up materials.
- c. Prep all materials for each learning station.
- d. Attend all Rise and Rise Up trainings/Coaching sessions.

Person

Responsible

Natasha Reid (natasha.reid@palmbeachschools.org)

4. PLCs

- a. Develop ELL focused PLC Agendas
- b. Provide resources and effective ELL strategies to homeroom teachers.

Person

Responsible

Samantha Loyo (samantha.loyo@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 hosts multiple opportunities for parents, teachers and community members to come together throughout the year. These opportunities include PTA meetings, school functions and performances, multicultural nights, as well as other events.

Parents are informed of important updates through the Parentlink System as well as through a weekly call out form Administration. The school utilizes social media and our school's website to celebrate student achievement, recognize staff, and keep parents informed about school events. We work collaboratively with our School Advisory Council and our PTA to build positive culture and climate.

Suite 360 is the curriculum that the school district selected to implement the five-hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

Our school has a School Wide Positive Behavior Supports Committee with representatives from fine arts and each grade level. This Committee is responsible for helping to create the systems and procedures for the school related to culture and climate, and universal guidelines and expectations for student behavior across all school settings. This committee was revamped this year to allow for increased staff input and improved systems and procedures.

Our School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Our School Guidance Counselor provides support to students through check ins, groups, and guidance lessons. She supports the monitoring of both academics and behavior by running School Based Team.

Our Co-Located Therapist provides individual counseling to students in needs over a series of weeks. All of our mental health experts work together to help improve our climate and culture.

Each morning, teachers have an allotted time scheduled into their daily schedule for a Morning SEL Meeting. Teachers use District Approved Social Emotional Learning Lessons.

In alignment with school board policy 2.09 and FL Statute 1003.42, our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to art expos of different cultures, music of different eras and countries, and books related to a variety of cultures and contributions of African Americans, Latino and Hispanics and women in US History. Our fifth grade focuses on the Holocaust studies.

The ESE Coordinator and ESOL Coordinator conduct transition meetings to ensure continuation of any needed services as students transition to middle school.

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

The SwPBS Team will continue to meet monthly to ensure a positive culture and environment.

The ESOL Department will host a Multicultural Night.

Administration will send out a weekly update through Parentlink.

Our PTA will continue to inform parents of school updates through Social Media.

Our school Guidance Counselor will create a schedule for teaching the Suite 360 curriculum.