

The School District of Palm Beach County

J. C. Mitchell Elementary School



2022-23 Schoolwide Improvement Plan

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J. C. Mitchell Elementary School

2470 NW 5TH AVE, Boca Raton, FL 33431

<https://jcme.palmbeachschools.org>

Demographics

Principal: Joan Pierre Jerome

Start Date for this Principal: 7/28/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
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: B (61%) 2018-19: A (64%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

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

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

J.C. Mitchell is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

J.C. Mitchell's Faculty and Staff envisions a dynamic, collaborative, multicultural community where education and lifelong learning are valued and supported and all learners reach their highest potential to succeed in the global society.

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
Pierre-Jerome, Joan	Principal	<p>As principal of JC Mitchell Elementary, Dr. Joan Pierre-Jerome supervises all aspects of the educational program. First and foremost, Dr. Pierre-Jerome is the instructional leader of this school. She is responsible for the equitable instruction for all students. She is the decision maker in regard to the master schedule, teacher evaluations and supervision, curriculum council, Palm Beach Model of Instruction, professional development, professional learning community coordination, hiring new teachers, and school improvement activities. Dr. Pierre-Jerome also manages and supervises the business side of this elementary school. Dr. Pierre-Jerome is responsible for all budgetary decisions and contracts. As principal Dr Pierre-Jerome upholds a Vision of Academic Success for All through the following:</p> <ol style="list-style-type: none"> 1. Deepens understanding of standards and engages faculty, students, parents and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals.

Name	Position Title	Job Duties and Responsibilities
		<p>8. Monitors the implementation of effective instruction to meet the needs of all students.</p> <p>9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.</p> <p>Climate:</p> <p>10. Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.</p> <p>11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.</p> <p>12. Creates school-wide and team norms and expectations for collective responsibility for student success.</p> <p>13. Develops staff's capacity to collaborate effectively about standards and effective instruction.</p> <p>14. Celebrates success as well as opportunities for growth.</p> <p>15. Eliminates barriers and distractions that interfere with effective teaching and learning.</p> <p>16. Provides a clean, safe and nurturing school environment.</p> <p>17. Builds a culture of pride, trust, and respect.</p> <p>18. Implements and monitors an effective approach to bullying prevention.</p> <p>19. Aligns new and existing community and parent partnerships.</p> <p>Cultivating Leadership</p> <p>20. Focuses the administrative and school leadership teams' work on implementation of</p>

Name	Position Title	Job Duties and Responsibilities
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standards and reformed instruction.

21. Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.

22. Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.

23. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.

24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.

25. Provides ongoing coaching with constructive feedback to teacher leaders.

26. Implements a comprehensive performance management system.

27. Implements rigorous project management, structures, protocols, and processes.

Improving Instruction

28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.

29. Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.

30. Provides intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.

31. Engages teachers in visiting one another's

Name	Position Title	Job Duties and Responsibilities
		<p>classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.</p> <p>32. Quickly and proactively addresses problems in instruction and student learning.</p> <p>33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p> <p>34. Monitors and improves instruction.</p> <p>35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p> <p>People, Data, and Processes</p> <p>36. Hires and retains highly qualified and effective employees.</p> <p>37. Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>38. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>39. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>40. Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p> <p>41. Reflects on competing priorities and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or diminish those that interfere with instructional leadership.</p> <p>42. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.</p> <p>43. Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities.</p> <p>44. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.</p> <p>45. Maintains appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports.</p> <p>46. Supervises the school's food, transportation, maintenance, facility and support services.</p> <p>47. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.</p> <p>48. Coordinates community activities relevant to the school within the school area.</p> <p>49. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>50. Implements and monitors career and leadership advancement pathways.</p> <p>51. Monitors systemic customer service.</p> <p>52. Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.</p> <p>Performance Effectiveness Criteria: In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.</p> <p>Additional Job Functions: 1.. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District’s Mission Statement. 3. Performs other duties as assigned.</p>
Newson, Lauren	Assistant Principal	<p>The Assistant Principal will participate in the development and implementation of the School Improvement Plan. The Assistant Principal will also monitor the compliance of all components of the School Improvement Plan. The Assistant Principal assists the the Principal with all aspects of the educational programs. The Assistant Principal works with the Principal to ensure the equitable instruction of all students. Additional responsibilities for the Assistant Principal are as follows: Deliberate practice for all instructional staff Discipline referral monitor Marzano framework activities School Safety School Advisory Council School/Community Facilitation</p> <p>The Assistant Principal also upholds the Vision of Academic Success for All through the following:</p> <p>1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the</p>

Name	Position Title	Job Duties and Responsibilities
		<p>standards and the vision of academic success aligned to college- and career-readiness.</p> <p>2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it.</p> <p>3. Communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning.</p> <p>4. Challenges beliefs and practices that interfere with achieving the vision.</p> <p>5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student.</p> <p>6. Serves as the cheerleader, coach, and standard bearer for the vision.</p> <p>7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals.</p> <p>8. Monitors the implementation of effective instruction to meet the needs of all students.</p> <p>9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.</p> <p>Climate</p> <p>10. Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.</p> <p>11. Be present in classrooms and learning communities frequently to lend support to</p>

Name	Position Title	Job Duties and Responsibilities
		<p>teachers and keeps abreast of their professional learning and instructional needs.</p> <p>12. Supports school-wide and team norms and expectations for collective responsibility for student success.</p> <p>13. Develops staff's capacity to collaborate effectively about standards and effective instruction.</p> <p>14. Celebrates success as well as opportunities for growth.</p> <p>15. Assists with eliminating barriers and distractions that interfere with effective teaching and learning.</p> <p>16. Ensures the provision of a clean, safe and nurturing school environment.</p> <p>17. Supports the principal in building a culture of pride, trust, and respect.</p> <p>18. Supports the principal in implementing and monitoring an effective approach to bullying prevention.</p> <p>19. Assists the principal in aligning new and existing community and parent partnerships.</p> <p>Cultivating Leadership</p> <p>20. Focuses school leadership teams' work on implementation of standards and reformed instruction.</p> <p>21. Advocates and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</p> <p>22. Supports professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.</p> <p>23. Carries out the principal's expectations for</p>

Name	Position Title	Job Duties and Responsibilities
		<p>staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</p> <p>24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.</p> <p>25. Provides ongoing coaching with constructive feedback to teacher leaders.</p> <p>26. Assists the principal in implementing a comprehensive performance management system.</p> <p>27. Assists the principal in implementing rigorous project management, structures, protocols, and processes.</p> <p>Improving Instruction</p> <p>28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>29. Communicates clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>30. Supports intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</p> <p>31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.</p> <p>32. Quickly and proactively addresses problems in instruction and student learning.</p> <p>33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>34. Monitors and improves instruction.</p> <p>35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p> <p>People, Data, and Processes</p> <p>36. Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>37. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>38. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>39. Analyzes the scope of change required within the school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p> <p>40. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.</p> <p>41. Supervises and provides input on evaluations for school-based personnel as part of a Board-approved personnel assessment system, including providing input on staff development/training opportunities.</p> <p>42. Supports the effective, efficient and accurate maintenance of appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories.</p> <p>43. Assists the principal in supervising the school's food, transportation, maintenance, facility and support services.</p> <p>44. Provides effective communications with and seeks input from parents, teachers,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>students and the community via systematic processes.</p> <p>45. Coordinates community activities relevant to the school within the school area.</p> <p>46. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.</p> <p>47. Assist the principal in implementing and monitoring career and leadership advancement pathways.</p> <p>48. Monitors systemic customer service.</p> <p>Performance Effectiveness Criteria: In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.</p> <p>Additional Job Functions: 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned.</p>
Culver, Susan	Other	<p>As ESE Coordinator, Ms. Culver is responsible for monitoring that the IEP (and EP) goals established for the ESE (or Gifted) students are met with fidelity by the teachers. This is critical to ensuring that students with disabilities have to tools to be able to make learning gains and/or reach proficiency. The ESE Coordinator also services as a valued member of the School Leadership Team by participating in decision making as it relates to the improvement of the academic achievement of students.</p> <p>Essential Functions: Provides technical assistance with federal laws, state statutes and state board rules regarding students who are disabled as identified under Individuals with Disabilities</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Education Act (IDEA) or Section 504. This includes attending meetings and answering questions from school administrators, ESE Contacts and parents.</p> <p>Investigates parent concerns at the school level; Assists and monitors the allocation of resources to schools for the provision of ESE services, including services in inclusive settings, and works collaboratively with the other ESE Area Coordinators.</p> <p>Directs the planning of resources for the Extended School Year program for students with disabilities at the school level.</p> <p>Performance Effectiveness Criteria:</p> <p>In addition to the employee being responsible for each of the performance responsibilities listed herein, periodic and special reports to the Board and other entities will be provided regarding the impact of this position with respect to progress toward annually established District and department goals and objectives for, but not necessarily limited to, the following areas: 1) Student Performance, 2) Customer Service, 3) Fiscal Accountability and Responsibility, 4) Process Efficiencies and Improvements, and 5) Employee Learning and Growth.</p> <p>Additional Job Functions:</p> <ol style="list-style-type: none"> 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned.
Kindred, Maryalice	ELL Compliance Specialist	<p>As ELL Coordinator, Mrs. Kindred is responsible for monitoring that the LEP plan established for the ELL students are administered with fidelity by the teachers. This is critical to ensuring that ELL students have the tools to be able to make learning gains and/or reach proficiency. Mrs. Kindred also serves as our Volunteer Coordinator. Mrs. Kindred is a member of the School</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Leadership Team where she participates in decision making with the goal of improving student achievement for all.</p> <p>Essential Functions:</p> <p>Provides technical assistance with federal laws, state statutes and state board rules regarding students in our ELL (English Language Learners) Program. This includes attending meetings and answering questions from school administrators, parents, and Area/District ELL Contacts.</p> <p>Investigates parent concerns at the school level; Assists and monitors the allocation of resources to school for the provision of ELL services and works collaboratively with the school community.</p> <p>Acts as area designee/representative providing a direct liaison between the school and area office concerning issues regarding students receiving ELL services.</p> <p>Performance Effectiveness Criteria: In addition to the employee being responsible for each of the performance responsibilities listed herein, periodic and special reports to the Board and other entities will be provided regarding the impact of this position with respect to progress toward annually established District and department goals and objectives for, but not necessarily limited to, the following areas: 1) Student Performance, 2) Customer Service, 3) Fiscal Accountability and Responsibility, 4) Process Efficiencies and Improvements, and 5) Employee Learning and Growth.</p> <p>Additional Job Functions:</p> <ol style="list-style-type: none"> 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned.

Gicas, Ashley	Other	As our SAI Teacher, Mrs. Kluthe (formerly Gicas) impacts the academic success of students across many grade levels. Mrs. Kluthe brings instructional expertise and coaching experience to the team and to the school. Mrs. Kluthe is a member of the School Leadership Team and participates in discussions
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Name	Position Title	Job Duties and Responsibilities
		<p>that lead to school base decisions regarding instructional practices. Mrs. Kluthe assists with School Base Team by providing training to staff on data collection and intervention implementation. Mrs. Kluthe also assists in school safety as one of the primary contacts at dismissal for J.C. Mitchell's CurbSmart dismissal system.</p> <p>Additional Job Functions:</p> <ol style="list-style-type: none"> 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned.
Overton, Lorraine	Teacher, ESE	<p>Master Schedule Team Member; Former School Base Team Leader who provides training on intervention; ESE Co-Chair. Mrs. Overton is a member of the School Leadership Team where she shares her expertise regarding research based instructional methods utilized schoolwide. Mrs. Overton is also the Professional Development Chairperson.</p>
Walters, Monet	School Counselor	<p>Vision of Academic Success for All</p> <ol style="list-style-type: none"> 1. Designs and implements a data driven, comprehensive school counseling program for all students to address barriers to student learning and to close the achievement/opportunity gap. 2. Provides direct services for students including, but not limited to, school counseling core curriculum, individual counseling and student planning, large and small group counseling, and preventative and responsive services. 3. Provides indirect services on behalf of students including, but not limited to, referrals for additional assistance and consultation/collaboration with parents, teachers, administrators, and other key stakeholders to create learning environments that promote educational equity, access and success for every student. 4. Delivers programs that promote students' development of essential mindsets and behavior standards including, but not limited to, learning skills, social skills, self-

Name	Position Title	Job Duties and Responsibilities
		<p>management skills, and college/career readiness skills.</p> <p>5. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned ot college/career readiness.</p> <p>6. Advocates for student equity and access to a world-class education that leads to high school graduation and fosters post-graduate success.</p> <p>7. Uses the skills of leadership, advocacy and collaboration to create systemic change to improve the academic, social/emotional, and post-graduate success for all students.</p> <p>8. Supports school staff in analysis of student performance data, rigorous goal-setting and the sub-group levels, and development of effective action plans for improving academic, social/ emotional, and post-graduate outcomes for all students.</p> <p>Promoting Positive School Climate</p> <p>9. Acts as a systems change agent to ensure a safe and supportive school climate that promotes the social/emotional and academic development and success of all students.</p> <p>10. Fosters parent and community partnerships to support the social/emotional and academic development of all students.</p> <p>11. Infuses cultural competence and ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program.</p> <p>12. Supports a comprehensive 'Single School Culture' that addresses the social/emotional development and well-being of all students.</p> <p>13. Aids in the development and implementation of a multi-tiered system of supports (MTSS) including, but not limited to, response to intervention (Rtl) and School-Wide</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Positive Behavior Support (SwPBS).</p> <p>14. Builds a school-wide culture of pride, trust and respect, including the development of preventative approaches against all forms of mistreatment and bullying.</p> <p>15. Provides counseling for students during times of transition, separation, heightened stress and critical change.</p> <p>16. Uses appropriate responses and a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response.</p> <p>17. Supports the continuum of mental health services, including prevention and intervention strategies, and identifies best practices for collaborating with both school-based and community mental health providers to enhance student success.</p> <p>People, Data, and Processes</p> <p>18. Develops and communicates a school counseling mission statement that is specific, concise, clear and comprehensive, describing a school counseling program's purpose and vision of the program's benefits for every student and alignment with the school, District and state missions.</p> <p>19. Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps.</p> <p>20. Reviews and disaggregates student achievement, attendance, and behavior data to identify and implement interventions as needed.</p> <p>21. Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school.</p> <p>22. Creates a yearly, data-driven Student</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Development Plan (SDP) that advances student outcomes in areas of academic, social/emotional, and college/career development as a result of the comprehensive school counseling program.</p> <p>23. Analyzes and reports outcomes of the school counseling program, which are presented in the context of the overall school and District performance.</p> <p>24. Utilizes technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program.</p> <p>25. Uses legal and ethical decision-making based on standards and principles of the school counseling profession and educational systems, including District and building policies.</p> <p>26. Oversees the School Base Team and the ' implementation of interventions to increase students' academic and behavioral performance.</p> <p>27. Acts as the school designee/representative regarding the development and implementation and issues regarding students with disabilities who have accommodations delineated on a "504" Plan.</p> <p>Performance Effectiveness Criteria: In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.</p> <p>Additional Job Functions:</p> <ol style="list-style-type: none"> 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned.

Demographic Information

Principal start date

Sunday 7/28/2013, Joan Pierre Jerome

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

2

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

16

Total number of teacher positions allocated to the school

73

Total number of students enrolled at the school

761

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

12

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

11

Demographic Data

Early Warning Systems

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	101	107	110	135	113	156	0	0	0	0	0	0	0	722
Attendance below 90 percent	0	25	19	35	20	37	0	0	0	0	0	0	0	136
One or more suspensions	0	1	1	7	0	4	0	0	0	0	0	0	0	13
Course failure in ELA	0	25	22	53	35	48	0	0	0	0	0	0	0	183
Course failure in Math	0	18	22	36	21	52	0	0	0	0	0	0	0	149
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	5	27	0	0	0	0	0	0	0	43
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	4	40	0	0	0	0	0	0	0	44
Number of students with a substantial reading deficiency	0	25	22	53	35	48	0	0	0	0	0	0	0	183
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	21	16	42	27	59	0	0	0	0	0	0	0	165

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	0	10	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 8/30/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	97	112	132	125	140	155	0	0	0	0	0	0	0	761
Attendance below 90 percent	0	16	23	15	18	19	0	0	0	0	0	0	0	91
One or more suspensions	0	1	1	1	2	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	25	54	51	72	69	0	0	0	0	0	0	0	271
Course failure in Math	0	13	35	42	64	71	0	0	0	0	0	0	0	225
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	24	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	16	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	9	28	17	56	54	0	0	0	0	0	0	0	164
FY21 ELA Winter Diag Level 1 & 2	0	0	0	83	61	72	0	0	0	0	0	0	0	216
FY21 Math Winter Diag Level 1 & 2	0	0	0	61	64	71	0	0	0	0	0	0	0	196
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	15	35	37	61	63	0	0	0	0	0	0	0	211

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	5	1	1	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	1	0	2	0	0	0	0	0	0	0	0	3

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	97	112	132	125	140	155	0	0	0	0	0	0	0	761
Attendance below 90 percent	0	16	23	15	18	19	0	0	0	0	0	0	0	91
One or more suspensions	0	1	1	1	2	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	25	54	51	72	69	0	0	0	0	0	0	0	271
Course failure in Math	0	13	35	42	64	71	0	0	0	0	0	0	0	225
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	24	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	16	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	9	28	17	56	54	0	0	0	0	0	0	0	164
FY21 ELA Winter Diag Level 1 & 2	0	0	0	83	61	72	0	0	0	0	0	0	0	216
FY21 Math Winter Diag Level 1 & 2	0	0	0	61	64	71	0	0	0	0	0	0	0	196
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	15	35	37	61	63	0	0	0	0	0	0	0	211

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	5	1	1	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	1	0	2	0	0	0	0	0	0	0	0	3

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	66%	59%	56%				68%	58%	57%
ELA Learning Gains	66%						64%	63%	58%
ELA Lowest 25th Percentile	55%						55%	56%	53%
Math Achievement	61%	53%	50%				74%	68%	63%
Math Learning Gains	64%						68%	68%	62%
Math Lowest 25th Percentile	56%						55%	59%	51%
Science Achievement	58%	59%	59%				61%	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	62%	54%	8%	58%	4%
Cohort Comparison		0%				
04	2022					
	2019	67%	62%	5%	58%	9%
Cohort Comparison		-62%				
05	2022					
	2019	68%	59%	9%	56%	12%
Cohort Comparison		-67%				

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	71%	65%	6%	62%	9%
Cohort Comparison		0%				
04	2022					
	2019	76%	67%	9%	64%	12%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	70%	65%	5%	60%	10%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	62%	51%	11%	53%	9%
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	30	43	43	28	50	53	17				
ELL	49	55	47	47	59	54	47				
ASN	88	100		88	80						
BLK	48	62	64	42	53	63	32				
HSP	60	63	52	54	64	50	51				
MUL	64			71							
WHT	80	70	54	73	68		73				
FRL	54	60	53	48	61	55	48				
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	33	64	59	29	28	21	28				
ELL	48	71	56	44	31	12	51				
ASN	83			89							
BLK	45	70	36	29	13	15	33				
HSP	54	69	78	48	36	13	56				
MUL	88			71							
WHT	74	79		73	43		75				
FRL	53	68	55	46	30	12	49				
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	34	43	47	38	54	45	20				
ELL	56	59	61	66	67	52	44				
ASN	79	42		95	75						
BLK	57	59	41	55	62	42	42				

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
HSP	62	63	67	74	67	58	50				
MUL	93	90		79	60						
WHT	76	66	47	82	73	59	75				
FRL	60	60	50	66	66	51	52				

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	63
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	77
Total Points Earned for the Federal Index	503
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	54
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	89

Asian Students	
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	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	58
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	68
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	73
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	57
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?

When looking at the overall data for FY19 compared to FY22 we noted a decline in ELA Achievement for a majority of the reporting categories and most subgroups within them. ELA Proficiency declined from 68% to 66%, Math Proficiency declined from 74% to 61%, Math Learning Gains declined from 68% to 64%. We did make gains in ELA Learning gains (64% to 66%) and Math Low 25% Learning Gains (55% to 56%). Increases were noted in subgroups from FY21 to FY22 in ELA Achievement in the following subgroups ELL (48% to 49%; Asian (83% to 88%; Black from 45% to 48%; and Hispanic from 54% to 60%). Increases in Math Learning Gains for all subgroups and for Math Learning Gains for L25 for all subgroups were noted. Math Learning gains increased from FY21 to FY22 from 36% to 64% and for L25 from 19% to 56%. Our contributing factors to the declines were staffing inconsistencies, leaves, and vacancies. Our contributing factors to the increase in achievement were the ability to use manipulatives and do hand-on instruction in Math.

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

Our overall Math Proficiency declined in FY19 to FY22 from 74% to 61%. This is our area that demonstrates the greatest need for improvement.

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 contributing factors to the decline in Math Proficiency were staffing inconsistencies, leaves, and vacancies. In order for us to address the need for improvement, we need to strengthen our core instruction: continue to monitor subsets of students who are not demonstrating growth and provide appropriate interventions; focus on small group instruction to differentiate based on student need; ensure our double downs are done with fidelity.

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

Our Learning Gains in ELA from FY19 to FY 22 increased from 64% to 66%, and our Lowest 25% Learning gains in Math from FY19 to FY22 increased from 55% to 56%.

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

The contributing factors to ELA improvement were providing students with multiple opportunities to view and interact with the same text. This strategy of Close Reading allows for students to gain a deeper understanding of the passage and practice comprehension skills in multiple ways. Each time the student rereads the passage, they are able to better comprehend the text and make connections in their reading. In addition, teachers provide standards-based instruction that includes differentiating and scaffolding for all students. Teachers integrate technology, when possible, to help enhance the lessons taught. Furthermore, communication with families happens on a regular basis through conferences, notes home, progress reports and report cards. Progress monitoring occurs through Progress Monitoring Plans, Supplemental Instruction, Intensive Instruction, and through School Base Team when needed. These factors all contribute to ELA improvement.

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

We plan to have Roster Review (Data Chats) meetings with each teacher in order to gauge current performance and plan for remediation or enrichment. Administration will also closely monitor the use of iReady for Reading and Math. Tutoring will begin earlier in the year, as well. In addition, in alignment with District expectations, we are encouraging all teachers to participate in content learning cadres in

order to introduce valuable instructional content. PLCs will continue to be implemented in a structured format.

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 have grade level PLCs that meet every other week. We have assigned PLC Facilitators at each grade level who have demonstrated expertise in their field and the ability to lead the group; we have assigned other roles to PLC participants, such as a time keeper, resource manager, and note taker to ensure that we stay on track and are prepared for the agenda items each meeting; we have agreed that PLCs will be focused on common planning of the core instruction, data analysis, and Professional Development. We believe the continuation of this PLC format, which was restructured last school year, will yield positive results. It will ensure that we have focused and purposeful meetings that allow us to make timely decisions and adjustments to instruction based on our students' demonstrated needs. The discussion in PLC will also lead to the utilization of best instructional practices amongst colleagues.

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

ESE and ELL staff are strategically scheduled in order to maximize impact and ensure compliance with LEP and IEP goals. Fine Arts instructional staff have a scheduled time to meet with students to provide supplemental interventions. SEL is being infused during morning meeting to ensure that students have the tools to cope with any emotional challenges or hardships that may inhibit their learning.

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.

Research has shown that if students are not reading on grade level by 3rd grade, they are four times more likely to drop out of high school. This is compounded if the student is also living in poverty. As a school with a FRL of 62% for the FY22 school year and over half of our students in 3rd grade reading below grade level, we recognize the importance of addressing this need.

Measurable Outcome:

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

Based on the FY22 data, 66% of the 3rd grade students were proficient on the FSA in ELA. Our goal is to increase the number of third graders reading proficiently to 70% by the end of FY23.

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

1. Administration will monitor ELA instruction through observations, classroom walkthroughs, attendance at PLCs and data chats. 2. Teachers will adhere to the calendar of USA administration to ensure that frequent monitoring of student achievement is in place. 3. Teachers and Administration will also closely monitor achievement data obtained through F.A.S.T. and other Diagnostic tools (i.e. iReady). 4. Administration will monitor use of iReady to ensure it is being used with fidelity.

Person responsible for monitoring outcome:

Joan Pierre-Jerome (joan.pierre-jerome@palmbeachschools.org)

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

1. Teachers will use small group instruction utilizing Close Reading strategies.
 2. Teachers will use data-driven analysis in the Professional Learning Communities in the creation of their lessons and for reteaching/enrichment.
 3. Teachers will progress monitor students.
 4. Teachers will utilize iReady to provide additional reading support and meet the district requirement of 45-60 minutes per week.

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

1. Close reading allows the text to be read multiple times for a deeper understanding. Each time it is read, there is a different focus for the student. It provides scaffolded support as students study key ideas and details, author's craft, and integration of knowledge and ideas.
 2. Using data to inform instruction allows for lessons to be targeted to students' learning needs. It allows the teacher to understand the students' current learning needs which help plan instruction to make learning gains.
 3. Progress monitoring allows for teachers to be aware of the progress a student is making and to intervene when necessary.
 4. Using iReady to provide additional reading support allows for students to receive lessons geared towards their performance on the iReady Diagnostic. This allows the student to receive targeted instruction in addition to the classroom lessons.

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. Administration will monitor that students are being assessed on USAs and Diagnostics.
2. Administration will pull data for teachers to use (when needed) and/or monitor that data is being used at PLC meetings.
3. Administration will hold Roster Reviews (Data Chats) with teachers.
4. Teachers will create rotational schedules to allow students to utilize iReady during ELA block.

Person

Responsible

Lauren Newson (lauren.newson@palmbeachschools.org)

#2. Instructional Practice specifically relating to Science

Area of Focus

Description and Rationale:

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

Our Science Proficiency was at 61% in FY19 and dropped to 54 % in FY22. We recognize that our Science scores have often hovered in the 50s and low 60s and we see opportunity for improvement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve.

This should be a data based, objective outcome.

Our goal this year is for 60% of students to be proficient in Science, as we work toward incrementally increasing performance in this area to the 70s.

Monitoring:

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

Science has often been a subject that does not get ample attention until 5th grade, when we know the students will be held accountable. 1. Administration will monitor Science instruction across the grade levels through observations, classroom walkthroughs, attendance at PLCs and data chats. 2. Teachers will adhere to the calendar of USA administration to ensure that frequent monitoring of student achievement is in place.

Person responsible for monitoring outcome:

Lauren Newson (lauren.newson@palmbeachschools.org)

Evidence-based Strategy:

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

1. One of our Fine Arts teachers will begin integrating STEAM into his plans. A Science lab has been reestablished so students can get more hands-on experiences.
2. Science will be better integrated in general across the grade levels, as the new ELA Curriculum (Benchmark) is heavily based in Science curriculum that spirals over the years and is now being implemented in grades K-5.
3. Fair Game Benchmarks will be reviewed with our 5th grade students through the STEAM Lab, small group intervention for select students, and core instruction in Science.

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

1. Opportunities to experience concepts in a hands-on manner allows students to cement information and taps into different learning styles.
2. Given the amount of curriculum that needs to be covered for ELA and Math, Science has often been a lesser focus in K-4. SS is also often rotated with Science in K-4, taking time away from covering all Science standards. The new ELA Curriculum is rich with Science concepts and vocabulary, and each unit is repeated in more detail and depth as students progress through the years. This builds their foundational knowledge and a deeper understanding of important concepts.
3. Since we have not focused on Fair Game Benchmark in 3rd/4th grades, we need to fill in gaps for this year's 5th graders with additional instruction on those standards. This should not be necessary moving forward, with Science's integration into ELA and with the introduction of the STEAM lab.

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. Administration will monitor that students are being assessed on Science USAs.
2. Administration will pull data for teachers to use (when needed) and/or monitor that data is being used at PLC meetings.
3. Administration will ensure that the plans used in the STEAM lab align with the concepts being taught and/or facilitate in filling in any gaps that exist in the students' knowledge.

Person Responsible Lauren Newson (lauren.newson@palmbeachschools.org)

RAISE

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

Area of Focus Description and Rationale

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

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

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

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

According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY22 data 38% of our incoming third grade students are reading at an on-grade level data. iReady also shows that our overall primary grades proficiency is low.

Kindergarten - 47% Proficient
 First Grade- 48% Proficient
 Second Grade- 38% Proficient

It also gives us data to support a lack of proficiency in foundational skills

Vocabulary-36% Proficient

Due to a lack of foundational skills, students overall reading comprehension proficiency is 46% for literature text and 43% for Nonfiction text.

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

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence and growth. Our instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. Our overall ELA Achievement has dropped from FY 19 to FY22 from 68% to 66% with the specific ESSA identified group of SWD's performing at 30% proficiency. Data indicates we need to review what is being taught, how it is being taught and make decisions to make the changes necessary to support all learners. Data from FY19 to FY21 showed a decline in the following subgroups in ELA in addition to SWD; ELL decreased 7%, Black students decreased 9%, Hispanic students declined 2%, FRL declined 14% and Multiracial declined 18%. Increases proficiency was noted in Asian students (increase of 9%) and White students (increase of 4%). :In Science we saw a decrease of 3%. It is noted however that proficiency for the L25 population increases in the following subgroups Black (23% increase), White (7% increase) and FRL (3% increase). Our goal is to be strategic and focus on standards-based instruction to ensure best practices utilized throughout all content areas. We want to give all of our students the opportunity to reach their potential and increase student achievement.

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)

The measurable outcomes for 2023 are:

February 2023

Kindergarten- 35% Proficient

First Grade- 30% Proficient

Second Grade-33% Procient

Phonics: 50%

Vocabulary-25% Proficient

May 2023

Kindergarten- 50% Proficient

First Grade-45% Proficient

Second Grade-45% Proficient

Phonics: 60% Proficient

Vocabulary: 40% Proficient

Grades 3-5: Measureable Outcome(s)

3rd Grade: 50% Proficient
Fourth Grade : 50% Proficient
Fifth Grade: 50% Proficient

May 2023:
3rd Grade 65% Proficient
Fourth Grade 65% Proficient
Fifth Grade 65% Proficient

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.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady Diagnostic and growth monitoring checks, Reading running records, and end of unit assessments from the Benchmark Series. We will also use grade level FSQ and USA to track growth within standards. We will also review Lesson Plans, Data Analysis, Data Chats/Roster Reviews, Formal Observations, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance/tardies, PLC attendance/participation, all Formative/Summative Assessments and Technology as well as implementation of PDD strategies.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Pierre-Jerome, Joan, joan.pierre-jerome@palmbeachschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. Small group instruction: Teachers as well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.
2. Professional Development: Teachers and support staff will attend ongoing professional development to engage in deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the students' needs for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards.
2. Teachers will receive ongoing PD to help them plan, organize, and implement consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD.
3. PLC's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies.

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
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Develop Literacy Leadership/Coaching: Develop a plan to monitor the implementation and ensure compliance with the reading plan. Walkthroughs will be completed to weekly monitor and support reading instruction and interventions utilizing District Look-fors, CAO updates items). School Leaders have a process to identify areas of strengths and next steps (utilizing data and analyzing data). School Leaders will conduct informal weekly walks together and provide teachers and gradelevels with immediate feedback.

Pierre-Jerome, Joan, joan.pierre-jerome@palmbeachschools.org

Assessment: Incorporate small group instruction; focusing on four aspects of Literacy: writing, reading, speaking and listening. a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments in Language Arts. b. Teachers will utilize differentiated instruction strategies and small group instruction. c. Teachers will create small group rotational cycles to ensure all students are supported at their level. d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning and adjust instruction continuously.

Newson, Lauren, lauren.newson@palmbeachschools.org

Interventions/Assessment/Professional Learning)

1. Multi-Tiered Systems of Supports (MTSS) framework to ensure students are provided with specific instruction, resources, time, and intensity needed for success.
2. Use K-5 Reading Intervention Handbook with guidelines for schools to determine students' needs.
3. Development of a PLC schedule to include all content area teachers and resource teachers.
4. Focus PLC's on data analysis and effective instruction based on needs.
5. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to standards.

Newson, Lauren, lauren.newson@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.

At JC Mitchell, we are committed to ensuring that our students, staff, and families feel safe, accepted, and nurtured. In order to promote a positive climate, we have implemented the following programs and initiatives:

Each class, along with their teacher, participates in a discipline presentation conducted by the School Administration, Guidance, and the BHP or MHC at the beginning of the school year and again after the winter holiday. During the presentation, school-wide expectations are explained, reviewed, and discussed in detail. The Universal Guidelines and the expected behaviors are taught by teachers and reinforced by the School Counselors during Guidance lessons. This is done to ensure that all students and staff are aware of safety and behavioral expectations, as well as to whom to turn in the event that they need assistance or support.

PBS guidelines (GRReat Matrix) are also posted and reviewed during Open House, Curriculum Night, SAC, PTA Meetings, and as needed to provide information and ensure understanding of behavioral and academic expectations.

The school-wide behavior matrix system at J.C. Mitchell uses "GRReat" as its acronym. "GRReat" stands for: Good manners, Respect, Responsibility, and Every Action is Thoughtful. We have created a GRReat Matrix that outlines positive school behaviors. Teachers teach the desired behaviors on the matrix and remind students of the expectations. This year, we are returning to our positive behavior program which allows any staff member to award any student who is seen demonstrating "GRREAT" behaviors with a "GRR ticket". The gold "GRR tickets" are distributed throughout the school day and the red "GRR tickets" are distributed in the cafeteria for exemplary cafeteria behavior. The students who earn "GRR tickets" are recognized by being entered into a raffle in their classroom. The classroom teacher selects one to two students from their class to earn the classroom award. The remaining tickets are then placed in the gradelevel reward box where the Principal or Assistant Principal pull four tickets weekly on the announcements. The selected students with the gold "GRR tickets" then come to the Main Office where they are allowed to spin the wheel of prizes in the Principal's Office. The prizes on the wheel offer a variety of reinforcements: pencils, bracelets, water bottles, lunch with a friend, Prodigy party, selecting an item from the school store or "WILD" which allows the student to pick anything on the prize wheel. Students whose names are pulled from the red "GRR tickets" are allowed to eat at the Jaguar Jungle Cafe on the cafeteria stage on Friday. The selected student is able to eat on the stage in a restaurant type setting with a selected friend. The students are also awarded a special treat from the cafeteria.. Teachers and staff model the appropriate behaviors along with providing examples and nonexamples. Administration and the Behavioral Support Professionals support the teaching of the matrix through classroom visits.

To recognize our students who demonstrate exceptional behavior or academic performance throughout the trimester, "Top Banana" and Honor Roll assemblies are held. Students are gathered together by grade level to celebrate their accomplishment. The celebration includes recognition by Administration, certificates and a tangible reward.

Our teachers are implementing morning meeting with deliberate SEL work in compliance with district expectations. The morning meeting time is at the beginning of the school day. Counselors and administration respond to student, staff, and guardian concerns regarding bullying, mental health needs, and general well-being of students.

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

-All staff members have access to the gold "GRR tickets" which allows them all to recognize any students who are seen demonstrating "GRReat" behaviors in the common areas of the school. Staff members who monitor students during their lunch have access to the red "GRR tickets" which allows them to recognize any students who is demonstrating "GRReat" behaviors in the cafeteria.

-Administration, along with the counselors, visit the classrooms or go on the news to reinforce expectations and tell the students about available resources for their mental health needs.

-Homeroom teachers are responsible for indicating on report cards which students qualify for the "Top

Banana" recognition

-Anyone who is concerned about a child can report to the counselors and/or administration for assistance, intervention, and resources.

J.C Mitchell is committed to representing and valuing diversity within the student body and community through the incorporation of our Equity in Excellence Committee. This committee integrates various activities into the school focusing on representing and valuing diversity. We represent the different countries, languages and backgrounds of students by hanging flag in the hall. In alignment with the District's Strategic Plan with the goal to increase the academic instruction for all, students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards, including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in academics, behavior and climate with an appreciation of multicultural diversity in alignment with S.B. policy 2.09 with a focus on the instruction of the:

*History of the Holocaust

*History of African and African Americans

*Hispanic Contributions

*Women's Contributions

*Sacrifices of Veterans and the value of Medal of Honor recipients.