

The School District of Palm Beach County

Waters Edge Elementary School



2022-23 Schoolwide Improvement Plan

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Waters Edge Elementary School

21601 SHOREWIND DR, Boca Raton, FL 33428

<https://wees.palmbeachschools.org>

Demographics

Principal: Christopher Schroeder

Start Date for this Principal: 9/5/2022

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2021-22 Title I School | No |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 34% |
| 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 (81%) 2018-19: A (73%) 2017-18: A (76%) |
| 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Waters Edge Elementary School

21601 SHOREWIND DR, Boca Raton, FL 33428

<https://wees.palmbeachschools.org>

School Demographics

| | | |
|---|--|--|
| <p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p> | <p>2021-22 Title I School</p> <p>No</p> | <p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>34%</p> |
| <p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p> | <p>Charter School</p> <p>No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>42%</p> |

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Waters Edge Elementary School is to provide all students with an innovative, challenging, and stimulating environment that encourages a lifelong commitment to learning. Waters Edge Elementary 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.

The vision of Waters Edge Elementary School is to see all of our students strive to be the best they can be through an innovative, challenging, and stimulating learning environment. We envision a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, where all learners reach their highest potential and are provided tools to succeed in the global economy.

We welcome you and truly want you to have the tools you need for success. If you have any questions, please reach out to your team leader or our administrative team. We are stronger together!

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 |
|------------------|----------------|---|
| Schroeder, Chris | Principal | <p>Instructional Leader of School. Mr. Schroeder will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. Mr. Schroeder will oversee the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. He will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the Mr. Schroeder's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, Mr. Schroeder hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. Mr. Schroeder quickly and proactively addresses problems in instruction and student learning.</p> |
| Lebowitz, Dori | Teacher, K-12 | <p>ESOL Coordinator. The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teachers in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.</p> |
| Driscoll, Paula | Teacher, ESE | <p>The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.</p> |
| Richards, Karen | Teacher, K-12 | <p>The SAI teacher assists with the coordination and implementation of the District approved ELA curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitates weekly Professional Learning Communities or PLC's. The SAI teacher provides support to classroom teachers in assisting with the Response to Intervention (RTI)</p> |

| Name | Position Title | Job Duties and Responsibilities |
|----------------|---------------------|--|
| | | process and ensure SIP goals are met for ELA (Reading/Writing). She will also lead standards based planning and follow the FCIM coaching cycle. |
| Sarnelli, Dawn | Assistant Principal | As assistant Principal, Mrs. Sarnelli supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction. |

Demographic Information

Principal start date

Monday 9/5/2022, Christopher Schroeder

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.*

13

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

704

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

2

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

1

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 | 82 | 102 | 113 | 130 | 131 | 136 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 694 |
| Attendance below 90 percent | 0 | 7 | 14 | 16 | 8 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61 |
| One or more suspensions | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in ELA | 0 | 6 | 9 | 2 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Course failure in Math | 0 | 2 | 3 | 0 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Number of students with a substantial reading deficiency | 0 | 6 | 9 | 2 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |

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 | 2 | 2 | 2 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 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

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 | 93 | 114 | 125 | 128 | 137 | 149 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 746 |
| Attendance below 90 percent | 0 | 3 | 6 | 2 | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| One or more suspensions | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA | 0 | 6 | 2 | 9 | 8 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |
| Course failure in Math | 0 | 0 | 0 | 8 | 10 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 5 | 6 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 7 | 5 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Number of students with a substantial reading deficiency | 0 | 2 | 6 | 3 | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| FY21 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 51 | 31 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 108 |
| FY21 Math Winter Diag Level 1 & 2 | 0 | 0 | 0 | 25 | 19 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 68 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 2 | 0 | 5 | 7 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |

The number of students identified as retainees:

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|-----|-----|-----|-----|-----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 93 | 114 | 125 | 128 | 137 | 149 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 746 |
| Attendance below 90 percent | 0 | 3 | 6 | 2 | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| One or more suspensions | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA | 0 | 6 | 2 | 9 | 8 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |
| Course failure in Math | 0 | 0 | 0 | 8 | 10 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 5 | 6 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 7 | 5 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Number of students with a substantial reading deficiency | 0 | 2 | 6 | 3 | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| FY21 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 51 | 31 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 108 |
| FY21 Math Winter Diag Level 1 & 2 | 0 | 0 | 0 | 25 | 19 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 68 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 2 | 0 | 5 | 7 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 87% | 59% | 56% | | | | 85% | 58% | 57% |
| ELA Learning Gains | 81% | | | | | | 67% | 63% | 58% |
| ELA Lowest 25th Percentile | 72% | | | | | | 53% | 56% | 53% |
| Math Achievement | 90% | 53% | 50% | | | | 91% | 68% | 63% |
| Math Learning Gains | 84% | | | | | | 76% | 68% | 62% |
| Math Lowest 25th Percentile | 79% | | | | | | 68% | 59% | 51% |
| Science Achievement | 77% | 59% | 59% | | | | 74% | 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 | 88% | 54% | 34% | 58% | 30% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 80% | 62% | 18% | 58% | 22% |
| Cohort Comparison | | -88% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 83% | 59% | 24% | 56% | 27% |
| Cohort Comparison | | -80% | | | | |

| 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 | 92% | 65% | 27% | 62% | 30% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 94% | 67% | 27% | 64% | 30% |
| Cohort Comparison | | -92% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 85% | 65% | 20% | 60% | 25% |
| Cohort Comparison | | -94% | | | | |

| SCIENCE | | | | | | |
|---------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 73% | 51% | 22% | 53% | 20% |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | | | | | |

Subgroup Data Review

| 2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2020-21 | C & C Accel 2020-21 |
| SWD | 54 | 53 | 45 | 59 | 78 | | 25 | | | | |
| ELL | 81 | 83 | 82 | 87 | 87 | | 82 | | | | |
| ASN | 93 | 90 | | 100 | 100 | | 85 | | | | |
| BLK | 77 | 82 | | 85 | 91 | | | | | | |
| HSP | 86 | 76 | 63 | 90 | 88 | 89 | 72 | | | | |
| MUL | 83 | | | 82 | | | | | | | |
| WHT | 87 | 82 | 76 | 89 | 81 | 73 | 76 | | | | |
| FRL | 76 | 75 | 57 | 82 | 79 | 74 | 67 | | | | |
| 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 | 48 | 57 | | 57 | 57 | | 36 | | | | |
| ELL | 76 | | | 79 | | | | | | | |
| ASN | 96 | 80 | | 92 | 100 | | 90 | | | | |
| BLK | 75 | | | 75 | | | | | | | |
| HSP | 86 | 83 | 75 | 86 | 78 | 64 | 72 | | | | |
| MUL | 92 | | | 92 | | | | | | | |
| WHT | 85 | 80 | 75 | 91 | 77 | 76 | 77 | | | | |
| FRL | 75 | 69 | 73 | 78 | 62 | 62 | 55 | | | | |
| 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 | 65 | 59 | 48 | 70 | 62 | 48 | 52 | | | | |
| ELL | 76 | 46 | 50 | 87 | 64 | | 64 | | | | |
| ASN | 100 | 79 | | 100 | 84 | | 90 | | | | |
| HSP | 81 | 61 | 58 | 86 | 74 | 62 | 74 | | | | |
| MUL | 92 | | | 77 | | | | | | | |
| WHT | 86 | 66 | 52 | 93 | 77 | 74 | 72 | | | | |
| FRL | 72 | 59 | 46 | 80 | 71 | 67 | 50 | | | | |

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 | 80 |
| 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 | 67 |
| Total Points Earned for the Federal Index | 637 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |

| Subgroup Data | |
|----------------------|--|
|----------------------|--|

| Students With Disabilities | |
|-----------------------------------|--|
|-----------------------------------|--|

| | |
|---|----|
| Federal Index - Students With Disabilities | 52 |
| 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 | 81 |
| 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 | 94 |
| 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 | 84 |
| 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 | 79 |
| 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 | 83 |
| 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 | 81 |
| 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 | 72 |
| 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 comparing the FY19 data vs. the FY22 data there were some trends that were noted. First when looking at third grade reading there has been no change in the time period. We have consistently stayed around 85% proficiency. Another area when you compare the data is looking at our fifth grade science. Although we did show growth from the FY19 to the FY22 school year (75% to 77%) the growth is not statistically noted. Additionally, we do not seem to be showing any type of true increase in the science. When looking at a five year trend we have always been in the mid 70%*s*. Other trends we did note was that our math learning gains and low 25% did increase by 3 to 5% points. When looking at our specific subgroups our students with disabilities did fall behind our other subgroups in all categories. However, our ESOL students outperformed the majority of our sub groups in math.

- ELA Proficiency 87%
- ELA Learning Gains 81%
- ELA Low 25% 72%

Math Proficiency 90%
Math Learning Gains 84%
Math Low 25% 79%
Science Proficiency 77%

As we continue to work to increase the third grade overall proficiency level in ELA we know that we also need to look at our students in the low 25% to ensure we are working to meet the needs of all individual learners.

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

Based on this data trend our focus will be to increase reading proficiency of students in third grade. This also includes increasing our overall learning gains for ELA in grades 3-5 as this area did not show growth on the 2022 FSA. Additionally, we need to focus on increasing the reading proficiency of our SWD in grades 3-5. If we do not support these concerns, we are increasing the learning gaps and students' improvement journey.

When reviewing the iReady data based on the mid year we saw that the proficiency rates were as follows:

3rd 82%
4th 84%
5th 83%

These were below how our students' performed in the FSA (2022).

When we focus on literacy with remediation of standards and foundational skills through adaptive technology, small group instruction, reading interventions and tutoring we will support all learners especially those students identified in the SWD subgroup.

In addition, we need to increase focus on reading instruction for all learners. Especially in our low 25%. When you review the iReady data from winter to spring for 2022 it did show that our students were on a trajectory that showed a years growth based on their individual track.

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

When looking at the specific areas where improvement is needed we have created a clear plan to assist for improvement. First when you look at increasing the reading proficiency in 3rd grade there are several steps that we need to take to increase the proficiency. First, in addition to using the new materials (Benchmark), we really need to focus on our small group instruction. We will also need to ensure that we are providing several options by differentiating instruction for all students. In addition to the benchmark materials we will be using the BEST standards for iReady. We will also be using flexible grouping across the third grade level for small groups. When we also look at science we will continue to use the materials that are provided within STEMSCOPES. All teachers were also trained in Science Journaling along with J&J Bootcamp. In addition, we have determined that we will have an additional location setup for a fifth grade lab. Students will have an opportunity to complete a hands on opportunity within each week. This along with our STEAM fine arts rotation will give the students to experience the real life experience which will help them understand the specific concepts.

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

Math showed the most significant growth during the 2022 school year. This was evident in our progress monitoring tool along with our FSA results.

Math Proficiency: Diag was at 80% and the FSA was at 90%

Math Learning Gains: Increased from the FY2019 FSA from 78% to 84%.

Math Low 25%: Increased from 70% during the FY2019 school year to 79% for FY2022.

When you look at our students with disabilities in math at the winter diagnostics they were at 49% proficient. That increased to 70% proficient by the FSA.

We also showed growth in our ELA subgroups. Our students with disabilities in reading at the winter diagnostics were at 42% proficient and this increased to 65% proficient at the end of the year.

When looking at the progress monitoring from section 2C, we see all of our students within all grades and content are demonstrating a positive trajectory between Winter and Spring testing periods.

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

New actions taken:

1. Scheduling... Admin strategically scheduled ESE support daily in reading and math for our SLD students. Instead of pulling out, ESE pushed into the general education room providing standards based instruction while keeping in mind the IEP goals. The ESE teachers were involved in PLCs and planning to ensure they are aligned to not only the standards but to the general education teacher.
2. Teachers were trained in small group instruction. Teachers worked to ensure that they were providing small group instruction in both reading and math. Rotations were set up and teachers had a schedule to ensure they were able to work with multiple groups of students in small groups per day.
3. Interventions... We looked at our triple iii groups and began having triple iii across the grade level. This enabled teachers who did not have triple iii groups to work with students across the grade level which reduced the amount of students in triple iii groups. This smaller size group really helped to ensure the students were receiving the proper interventions.

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

We will implement a variety of strategies to accelerate learning with the goal of increasing reading proficiency among third grade students and within in the ELL & ESE population of grades 3, 4 & 5. In addition, we will have the same focus for Math. We want to see an increase in proficiency along with an increase in our ELL & ESE population.

1. Focus on Social Emotional Learning: Our students have demonstrated a need for SEL support within the classroom. We will do this by implementing a morning meeting into each classroom.
2. Accelerated Math (AMP) - will be offered to all third grade students. This will give the students an opportunity to show us the specific skills they know. We will then determine at the end of third grade if they can handle moving forward in AMP. We feel many of our students will rise to the challenge in front of them.
3. Tutorial/ Enrichment Program - In addition to offering tutorial for our students we will also offer enrichment time for our students during our triple iii blocks. This will allow our teachers to differentiate instruction to meet the diverse needs of all of our learners.

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 are going to offer a variety of professional development trainings this year.

1. PLC Facilitators - PLCs are such a critical part of our routine. It is imperative that the grade level PLC coordinators are properly trained and know how to train and plan with their teams. This will be a major focus for our facilitators. This will then in turn help all of our teachers.
2. We will also conduct training in SEL. It is very important to continue our journey with morning meeting and allow our teachers the training time to help with the implementation process.
3. All of our teachers are participating in the BEST training for math and reading this year. In addition, the teachers are attending the different cohorts for Math and Reading to help with the implementation process.
4. All teachers that are going to be working with tutorial or enrichment students will participate in professional development. In addition, we have scheduled several of our students to be trained in LLI and spire. This will allow the teachers an opportunity for researched based interventions.

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

Our primary focus will be to continue implementing the new BEST standards. We want to ensure all of our classes are following the standards based instruction. We have PD planned throughout the school year to ensure all of our teachers are learning the new skills and strategies to be successful with the new standards.

Based on our data we also will have a major focus this year and for years to come in the area of science. We have purchased additional resources to allow our teachers opportunities for more hands on type task for science. In addition, to being our school goal the STEM teacher will also be working on key resources for science. We also have to plan long term and not just wait for our students in 5th grade to expect them to produce and have a full understanding of the science materials.

We are also implementing data chats (3 per year) with teachers and students. This will allow us a chance to look at the data together administration with the teachers to see how we are progressing. In addition, we will also be able to look at things that are working well and areas we need to improve. We can also see how we can implement instructional rounds for peer observations based on different strengths.

Areas of Focus

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

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#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.

Currently Waters Edge Elementary is above the Palm Beach County School Districts target of 75% proficiency by the end of third grade. The school is currently at 85% proficiency. By the end of the FY2023 school year 90% of third grade students at Waters Edge Elementary will be proficient on the end of the year assessment. During the FY2022 school year 85% of the third grade students were proficient by the end of the school year (FSA results). The incoming third grade students for FY2023 showed that 86% of the incoming third grade students were proficient at the end of second grade.

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

By the end of the FY2023 school year 90% of third grade students at Waters Edge Elementary will be proficient on the end of the year assessment.

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

Monitoring will occur through PLCs. We will analyze our data for USAs, iReady, unit assessments along with the results of the FAST assessments during the year. The administration will conduct walk-throughs to ensure the use of best practices. In addition, to confirm that the teachers are using the new BEST standards for all instruction. We will also have trimester data chats with all teachers to have a better understanding of students' challenges and success.

Person responsible for monitoring outcome:

Chris Schroeder (chris.schroeder@palmbeachschools.org)

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

1. Instructional walk-through among administration will help pick the instructional practices that we will target. After the coaching occurs we will continue to conduct instructional rounds with our teams to give them time to see the practices throughout their grade level and other grade levels across the campus.
2. We will be using the district literacy support to provide coaching throughout the different units of learning. This will help to differentiate the instruction for all learners. It will also help the teachers with the understanding of the new benchmark series.
3. Professional Development along with the weekly PLCs.
4. PLC the use of planning time which allow the teachers to determine the skills needed to enrich and remediate our students.
5. Tutorials/ Learning Clubs will be offered for all students to receive the type of instructional support needed.

Rationale for Evidence-based Strategy:
Explain the

1. Instructional walks are key for administration. This allows the administration to see what is taking place in all classrooms which allows the administration an opportunity to coach and have discussions with the teachers about next steps. It is also critical for teachers to work with their peers to generate ideas and next steps for their instruction.

rationale for selecting this specific strategy.

This helps both teachers involved in this process.

Describe the resources/ criteria used for selecting this strategy.

2. The purpose of working with the District literacy support is to help close the student achievement gap and accelerate learning for all students by building teacher capacity through the implementation of effective instructional strategies.

3. PLCS allows each team to discuss ways to directly improve on both teaching and learning.

4. PLCs builds relationships across the teams which helps all team members.

5. Tutorials/ clubs meets the needs of all learners and gives them the extra attention needed to be successful.

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.

No action steps were entered for this area of focus

#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.

The current Palm Beach County Strategic Plan does not state specific information in regards to science. However, when comparing Waters Edge Elementary to other “like” schools we are currently behind in our science proficiency. Currently Waters Edge Elementary is above the Palm Beach County School District average in science of 52% proficiency by the end of fifth grade in science. The school is currently at 77% proficiency. By the end of the FY2023 school year 85% of fifth grade students in science at Waters Edge Elementary will be proficient on the end of the year assessment. During the FY2022 school year 77% of the fifth grade students were proficient by the end of the school year (FCAT results) in Science. The incoming fifth grade students for FY2023 showed that 78% of the incoming fifth grade students were proficient at the end of fourth grade when you average the USA’s for science.

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

By the end of the FY2023 school year 85% of fifth grade students in science at Waters Edge Elementary will be proficient on the end of the year assessment.

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

Monitoring will occur through PLCs. We will analyze our data for USAs and FSQs along with the results of the FCAT end of the year assessment. The administration will conduct walk-throughs to ensure the use of best practices. We will also be working with the teachers to review their data after each unit of instruction. A major monitoring piece for science this year will be the implementation of hands on experiments. These will be key lessons for the administration to monitor.

Person responsible for monitoring outcome:

Chris Schroeder (chris.schroeder@palmbeachschools.org)

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

1. Instructional walk-through among administration will help pick the instructional practices that we will target. After the coaching occurs we will continue to conduct instructional rounds with our teams to give them time to see the practices throughout their grade level and other grade levels across the campus.
2. Professional Development - will take place in the area of the science resources we are using to ensure our students are learning the specific standards based skills needed to be successful.
3. Professional Development along with the weekly PLCs.

implemented for this Area of Focus.

4. PLC the use of planning time which allow the teachers to determine the skills needed to enrich and remediate our students.
5. Tutorials will be offered for all students to receive the type of instructional support needed in science. This will be offered to all 5th grade students.

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

1. Instructional walks are key for administration. This allows the administration to see what is taking place in all classrooms which allows the administration an opportunity to coach and have discussions with the teachers about next steps. It is also critical for teachers to work with their peers to generate ideas and next steps for their instruction. This helps both teachers involved in this process.
2. Hands on science is critical for teachers to ensure the students are learning the needed skills in science.
3. PLCS allows each team to discuss ways to directly improve on both teaching and learning.
4. PLCs builds relationships across the teams which helps all team members.
5. Tutorials meet the needs of all learners and gives them the extra attention needed to be successful.

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.

No action steps were entered for this area of focus

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.

Every year each class in our school participates in an SwPBS presentation led by our SwPBS team. The team gives scripted plans for all classes to follow for the first ten days of school. In addition, they review the schoolwide expectations. The teachers lead classroom discussions about the rules and procedures in their individual classrooms. Lastly, this school year we have added an additional matrix for the cafeteria. This is a student based incentive program where the students are earning points and can use their points on different incentives. This has enabled a single school culture within the school setting. We have clear expectations for the school that are helpful for our students to be successful. This has also helped our teachers have one clear direction for the students whether they are a classroom teacher, fine arts teacher or a non instructional staff member. In addition, we have implemented this program with our after school programming to help ensure their counselors have been trained on the process of our SwPBS.

This year we are implementing student ambassadors for our fourth and fifth grade students. We have established a committee with different staff members to create a criteria for the selection of ambassadors. Once selected the students and the committee members will complete a full day training to ensure they understand their specific roles and responsibilities. We felt it was very important to have our staff members who are on the committee work with the students in the training so they hear a single message and can share the specific roles and responsibilities with all staff members. We are also working with the anti-defamation league this school year to be established as a No Place for Hate School. This is a very important program to help build our climate and culture at Waters Edge. It is critical that we are students are aware of how to handle situations that could be challenging and how to become a leader to ensure bullying does not take place. Our ambassadors will then be able to train future ambassadors as the year progresses.

At Waters Edge Elementary school we offer many different clubs and activities. We currently offer over 12 different afterschool clubs. Some of our clubs are here to work towards our school goals. For instance our recycling club goes hand and hand with our Green School initiative. In addition, we have our school beatification project taking place this school year as well. We have also added students of the month and teacher of the month for all students and staff members. It is very important to recognize their accomplishments.

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

We have many stakeholder at Waters Edge Elementary School.

1. Parents - our parents work extremely hard to support Waters Edge Elementary. They are always willing to volunteer and support our teachers and students. We have over 40 members on our PTA which are at the school daily to support our school. They offer weekly incentives for our students and staff members as well as plan monthly nighttime events. We are lucky to have so many wonderful parents to help at our school.
2. Teachers - Our teachers are the true backbone of our school. They are the front line with all of the community members and our students. It is important for them to develop relationships with all of our community members and students. They work tirelessly to ensure they are giving 100% to our students.
3. Team leaders- Our team leaders play a major role in ensuring that the message/culture from administration is delivered to their teams.

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

- (a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.
- (b) History of African and African Americans including the history of African peoples before the political

conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

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

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science.

Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year. Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.