Freedom Shores Elementary School

2022-23 Schoolwide Improvement Plan

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Freedom Shores Elementary School

3400 HYPOLUXO RD, Boynton Beach, FL 33436

https://fses.palmbeachschools.org

Demographics

Principal: Michael Sabatino

Start Date for this Principal: 8/26/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (46%) 2018-19: B (55%) 2017-18: C (52%)
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	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

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

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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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.

It is our mission at Freedom Shores to provide opportunities for students to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in a safe and positive environment. We believe all children can learn and excel with developmentally appropriate materials, practices, and strategies. We believe all children deserve a quality education that not only meets, but exceeds standards.

Provide the school's vision statement.

Freedom Shores Elementary envisions a collaborative environment where school personnel, parents, and community members work jointly to transform students into becoming lifelong learners. We believe all learners can reach their highest potential and succeed in the global economy.

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
Sabatino, Michael	Principal	The school principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction Essential Functions: Vision of Academic Success for All 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. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. Climate 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. 11. Be present in classrooms and learning communities frequently to lend

Name	Position Title	Job Duties and Responsibilities
		support to teachers and keeps abreast of their professional learning and instructional needs.

12. Creates school-wide and team norms and expectations for collective responsibility for student success.

13. Develops staff's capacity to collaborate effectively about standards and effective instruction.

14. Celebrates success as well as opportunities for growth.

15. Eliminates barriers and distractions that interfere with effective teaching and learning.

16. Provides a clean, safe and nurturing school environment.

17. Builds a culture of pride, trust, and respect.

18. Implements and monitors an effective approach to bullying prevention.

19. Aligns new and existing community and parent partnerships.

Cultivating Leadership

20. Focuses the administrative and school leadership teams' work on implementation of 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.

Name	Position Title	Job Duties and Responsibilities
		Improving Instruction

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 classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.

32. Quickly and proactively addresses problems in instruction and student learning.

33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.

34. Monitors and improves instruction.

35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.

People, Data, and Processes

36. Hires and retains highly qualified and effective employees.

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.

38. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.

39. Uses data to inform decisions and instruction, professional learning, performance, and student learning.

40. Analyzes the scope of change required within their school and

Name	Position Title	Job Duties and Responsibilities
		classrooms to select and implement appropriate leadership practices to improve instruction and student learning.

41. Reflects on competing priorities and 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.

42. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.

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.

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.

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.

46. Supervises the school's food, transportation, maintenance, facility and support services.

47. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.

48. Coordinates community activities relevant to the school within the school area.

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.

50. Implements and monitors career and leadership advancement pathways.

51. Monitors systemic customer service.

52. Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.

Name	Position Title	Job Duties and Responsibilities
Rogers, Kim	Assistant Principal	The school assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. Vision of Academic Success for All 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. 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. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. Climate 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. 11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. 12. Supports school-wide and team norms and expectations for collective responsibility for student success. 13. Develops staff's capacity to collaborate effectively about standards and effective instruction. 14. Celebrates success as well as opportunities for growth. 15. Assists with eliminating barriers and distractions that interfere with effective teaching and learning.

Name	Position Title	Job Duties and Responsibilities
		16. Ensures the provision of a clean, safe and nurturing school environment. 17. Supports the principal in building a culture of pride, trust, and respect. 18. Supports the principal in implementing and monitoring an effective approach to bullying prevention. 19. Assists the principal in aligning new and existing community and parent partnerships. Cultivating Leadership 20. Focuses school leadership teams' work on implementation of standards and reformed instruction. 21. Advocates and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school. 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. 23. Carries out the principal's 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. Assists the principal in implementing a comprehensive performance management system. 27. Assists the principal in implementing 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. 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. 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. 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. 32. Quickly and proactively addresses problems in instruction and student learning. 33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to

Name	Position Title	Job Duties and Responsibilities
		individuals, teams, and whole faculty on progress toward those goals. 34. Monitors and improves instruction. 35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner. People, Data, and Processes 36. Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning. 37. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff. 38. Uses data to inform decisions and instruction, professional learning, performance, and student learning. 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. 40. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning. 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. 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. 43. Assists the principal in supervising the school's food, transportation, maintenance, facility and support services. 44. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes. 45. Coordinates community activities relevant to the school within the school area. 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. 47. Assist the principal in implementing and monitoring career and leadership advancement pathways. 48. Monitors systemic customer service.
Coffman, Nelida	ELL Compliance Specialist	ESOL Coordinator is responsible for ensuring the school's programs and curricula are implemented to English Language Learners in order to maximize student learning experiences and increase the achievement of LEP students. Assists school administrators for the purpose of supporting

Name	Position Title	Job Duties and Responsibilities
		them in meeting the needs of English Language Learners. She also conducts meetings with staff for the purpose of coordinating activities including disseminating and receiving information,planning and implementing activities/events, addressing operational issues, etc. Confers with staff as may be appropriate regarding instructional techniques, organization of practices, etc. for the purpose of providing guidance and mentoring. Coordinates language proficiency testing for the purpose of identifying students that qualify for English Language Development programs. To build the capacity of the school and its staff to meet the learning needs of dual language students through the collaborative exploration of technology, data, and differentiation in all subject areas and the learning environment. The DL Coach will serve as part of the school's leadership team providing "just in time", job embedded and ongoing professional development for teachers, staff and administration. RESPONSIBILITIES: 1. Provide on-site embedded professional development and support to teachers in the use of proven instructional methods. 2. Collaborates regularly with staff for instructional planning, co-teaching, and modeling of effective technology integration strategies. 3. Collaborates with instructional supervisors on curriculum development and technology integration. 4. Collaborates with district-level staff developers to plan and implement technology integration learning opportunities for staff. 5. Participates in the school improvement process through goal setting and implementation as well as data analysis for instructional improvement. 6. Purposefully and frequently communicate with teachers through conversations, e-mails, memos, newsletters, web sites, study groups and other appropriate methods.
Klisiak, Jennifer	Instructional Coach	SAI teacher work extensively with students to help them improve specific reading skills such as letter-naming, initial sounds, phoneme segmentation, and comprehension strategies. The SAI teacher addresses the specific needs of a particular child when regular classroom instruction is not sufficient. The SAI teacher works with the teacher to design methods of learning that are most appropriate for each child. Integral part of the SBT team. 1. Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards. 2. Functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction.

Name	Position Title	Job Duties and Responsibilities
		3. Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators. 4. Provides modeling and coaching support for small group instruction. 5. Provides curricular support for Summer bridge/Summer slide programs. 6. Applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. 7. Assists the District in ensuring cultural/social competence and responsiveness within the instructional practices and in the implementation of the school-wide culture.8. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students. 9. Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs. 10. Provides side-by-side support at Learning Team Meetings (LTM) or Professional Learning Communities (PLC). 11. Facilitates the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each student. 12. Guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture. 13. Meets regularly with school/district administration to ensure continual alignment to the District Strategic Plan. 14. Stays abreast of the latest research regarding curriculum, instruction, and professional development related to their content areas.
Vereen-Thomas, Sharrie		The Exceptional Student Education (ESE) Coordinator assists in the coordination, organization and supervision of ESE processes to ensure proper implementation of the Individuals with Disabilities Education Act (IDEA) requirements. The ESE Coordinator maintains Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/or facilitates IEP Team meetings, IEP annual reviews and 3-year evaluations for a caseload of students with disabilities. The ESE Coordinator works with the ESE Instructors to assist in providing information to students, parents and General Education Instructors on how to appropriately implement a student s IEP in the virtual educational environment. The ESE Coordinator assists in acting as a liaison between the ESE Department and students and their families.

Name	Position Title	Job Duties and Responsibilities
		ESSENTIAL POSITION FUNCTIONS: * Manage a caseload of ESE students and assist ESE Manager in coordinating ESE Services and Related Services for students with disabilities, including students with speech-language impairments * Coordinate, organize and facilitate IEP meetings ensuring necessary participants are in attendance * Gather necessary input from students, parents, teachers, counselors, therapists, and other stakeholders to prepare for IEP meetings and develop a draft IEP * Collaborate with teachers to provide suggested strategies and accommodations to best meet individual needs and assist students in meeting goals as defined in the IEP, including students with speech-language impairments * Monitor student progress, develop and disseminate IEP progress reports each semester for all students on assigned caseload * Establish and maintain cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, therapists, related services providers, agencies, etc., with particular attention to students with speech-language impairments * Provide families with required information regarding the IDEA Procedural Safeguards * Establish and maintain an efficient and accurate record keeping system of current and cumulative student records * Document all forms of contact and uploads documents to secure ESE folders in a timely manner * Protect the privacy of student records per The Family Educational Rights and Privacy Act (FERPA) * Maintain accurate and up-to-date records and reports in the school s EMS for compliance monitoring to meet all district and state ESE timelines * Assist students, parents, and instructional staff in interpreting IEP accommodations and understanding provision and implementation of specially designed instruction and related services in the virtual environment, including students with speech-language impairments * Assist in coordinating with teachers and other school stakeholders to ensure that the school is successful and operating in compliance with state and federal regulations* Collaborate regularly with school stakeholders to obtain and maintain knowledge of curriculum offerings and supplemental interventions to assist in educational planning and supports for students with disabilities, including students with speech-language impairments

Name	Position Title	Job Duties and Responsibilities
		* Assist the school in ensuring students with disabilities are provided necessary accommodations for state assessments per student IEPs, including students with speech-language impairments * Stay abreast of all updates in ESE state legislation and federal law to ensure student success and district compliance * Continue professional growth through participation in trainings and other staff development activities * Provide the highest level of customer service to students, families, and instructional staff * Model professional and ethical standards when working with students, parents, peers, and community members * Meet professional obligations through efficient work habits such as: meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrating respect for others.
Briceno, Vanessa	School Counselor	The certified school counselor provides leadership in the school through the implementation of a comprehensive, data-driven school counseling program aligned with the district and school's mission to promote academic, social/emotional, and college/career development, while ensuring equity and access for all students.
Leicht, Linda	Instructional Coach	The Math Coach assists with professional learning activities, teaches the AMP students in 3rd, 4th and 5th grade and works in small group with 4th grade students based on data to remediate deficiencies. Plans and delivers professional learning activities for elementary staff members. • Assists with the development of instructional strategies that promote achievement for all students. • Assists teachers with analysis of student achievement data and helps them make instructional decisions based on student performance and student needs. • Supports continuous improvement in teaching and learning by assisting school staff in meeting the needs of diverse learners. • Assists teams with long-range planning. • Provides services and resources to support the implementation of school improvement plans
Aukstikalnis, Kathleen	Instructional Coach	Reading Resource teacher work extensively with students to help them improve specific reading skills such as letter-naming, initial sounds, phoneme segmentation, and comprehension strategies. The Resource teacher addresses the specific needs of a particular child when regular

Name	Position Title	Job Duties and Responsibilities
		classroom instruction is not sufficient. The teacher works with the teacher to design methods of learning that are most appropriate for each child. Integral part of the SBT team.

Demographic Information

Principal start date

Sunday 8/26/2018, Michael Sabatino

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

3

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

13

Total number of teacher positions allocated to the school

75

Total number of students enrolled at the school

677

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

9

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

7

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	90	105	107	127	102	116	0	0	0	0	0	0	0	647
Attendance below 90 percent	0	30	28	33	18	22	0	0	0	0	0	0	0	131
One or more suspensions	0	4	4	6	9	13	0	0	0	0	0	0	0	36
Course failure in ELA	0	32	34	62	23	43	0	0	0	0	0	0	0	194
Course failure in Math	0	19	29	38	13	31	0	0	0	0	0	0	0	130
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	15	15	33	0	0	0	0	0	0	0	63
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	2	50	0	0	0	0	0	0	0	52
Number of students with a substantial reading deficiency	0	32	34	62	23	43	0	0	0	0	0	0	0	194

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	24	30	43	23	55	0	0	0	0	0	0	0	175

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	16	0	1	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/25/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	107	98	108	119	109	128	0	0	0	0	0	0	0	669
Attendance below 90 percent	0	20	27	25	20	21	0	0	0	0	0	0	0	113
One or more suspensions	0	2	4	1	3	9	0	0	0	0	0	0	0	19
Course failure in ELA	0	47	53	61	65	78	0	0	0	0	0	0	0	304
Course failure in Math	0	13	44	34	60	59	0	0	0	0	0	0	0	210
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	33	55	33	0	0	0	0	0	0	0	121
Level 1 on 2019 statewide FSA Math assessment	0	0	0	51	56	49	0	0	0	0	0	0	0	156
Number of students with a substantial reading deficiency	0	2	8	18	14	27	0	0	0	0	0	0	0	69
FY21 ELA Winter Diag Level 1 & 2	0	0	0	69	83	90	0	0	0	0	0	0	0	242
FY21 Math Winter Diag Level 1 & 2	0	0	0	63	95	78	0	0	0	0	0	0	0	236
	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	22	44	40	57	70	0	0	0	0	0	0	0	233

The number of students identified as retainees:

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

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	91	106	107	126	102	117	0	0	0	0	0	0	0	649
Attendance below 90 percent	31	15	18	13	18	17	0	0	0	0	0	0	0	112
One or more suspensions	14	4	13	18	10	12	0	0	0	0	0	0	0	71
Course failure in ELA	81	59	52	65	32	54	0	0	0	0	0	0	0	343
Course failure in Math	32	27	21	44	33	64	0	0	0	0	0	0	0	221
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	43	30	25	0	0	0	0	0	0	0	98
Level 1 on 2019 statewide FSA Math assessment	0	0	0	38	39	42	0	0	0	0	0	0	0	119
Number of students with a substantial reading deficiency	0	2	8	18	14	27	0	0	0	0	0	0	0	69
FY21 ELA Winter Diag Level 1 & 2	0	0	0	69	83	90	0	0	0	0	0	0	0	242
FY21 Math Winter Diag Level 1 & 2	0	0	0	63	95	78	0	0	0	0	0	0	0	236
	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	45	31	29	59	43	59	0	0	0	0	0	0	0	266

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	0	16	0	1	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	44%	59%	56%				55%	58%	57%
ELA Learning Gains	62%						61%	63%	58%
ELA Lowest 25th Percentile	52%						59%	56%	53%
Math Achievement	41%	53%	50%				55%	68%	63%
Math Learning Gains	45%						58%	68%	62%
Math Lowest 25th Percentile	44%						44%	59%	51%
Science Achievement	33%	59%	59%				54%	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	42%	54%	-12%	58%	-16%
Cohort Comparison		0%				
04	2022					
	2019	50%	62%	-12%	58%	-8%
Cohort Comparison		-42%				
05	2022					
	2019	66%	59%	7%	56%	10%
Cohort Comparison		-50%				

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	55%	65%	-10%	62%	-7%
Cohort Comparison		0%				
04	2022					
	2019	48%	67%	-19%	64%	-16%
Cohort Comparison		-55%				
05	2022					
	2019	54%	65%	-11%	60%	-6%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	54%	51%	3%	53%	1%

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	16	38	38	14	33	36	16				
ELL	40	66	48	36	41	44	24				
BLK	36	62	56	28	37	38	17				
HSP	46	60	50	43	48	52	30				
WHT	49	67		60	61		72				
FRL	40	61	53	37	45	45	27				

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	12	27	39	20	39	39	8				
ELL	29	42	40	40	53	50	15				
ASN	64			45							
BLK	26	38	42	26	31	27	15				
HSP	45	53	50	46	60		34				
MUL	63			38							
WHT	58	61		55	33		56				
FRL	36	44	44	36	43	36	27				

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	26	47	46	23	49	48	23				
ELL	44	58	64	40	52	42	40				
BLK	38	55	59	35	43	39	37				
HSP	62	64	59	60	68	48	58				
MUL	83			75							
WHT	68	60		77	69		71				
FRL	48	57	56	48	54	44	47				

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	48

ESSA Federal Index	
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	61
Total Points Earned for the Federal Index	382
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
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	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
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	46
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?

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:
FY19 FY22 Learning Gains
ELA
3 42.1% 44.1% 50%
4 49.6% 50% 62%
5 66% 37.8% 61%
SWDs 24.7% 14.9%
Blacks 34.5% 36.1%
Math
3 54.4% 46.1% 100%
4 47.7% 41.8% 56%
5 53.5% 29.3% 33%
SWDs 22.4% 15.5%
Blacks 33.5% 27.5%
Science

5 53.1% 30.8%
SWDs 20% 14.3%
Blacks 37.5% 16%
The trends we see from the above data shows us that our SWDs have shown a significant decline in all content areas while our Black subgroup only showed a decline in Math and Science with an increase in ELA. Our Fifth graders showed a drastic decline in all content areas.

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

In 2019 our school received a B as our school grade. Our goal is to ensure that we return to that level. There will be a strong focus put on math since all grade levels decreased. This will take place by focusing on all students, with more intentional strategic focus being placed on our fifth graders and our ESSA identified subgroups.

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

Large class sizes in fifth grade due to low Dual Language numbers; Loss of teachers in the beginning of the year; Large SWD population which led to a loss of academic time because of testing accommodation; Attendance of students and teachers so resource teachers had to be pulled.

Dual Language class size in fifth grade was increased to lessen the number of students in the other classes; Leadership team worked out a plan of non-negotiables to be implemented in all classes and in all content areas: explicit instruction; small group differentiated instruction; culturally relevant pedagogy; Use of interventions; Focus on Benchmark curriculum.

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

We showed improvement in Third and Fourth grades ELA proficiency.

FY19 FY22 Learning Gains
ELA
3 42.1% 44.1% 50%
4 49.6% 50% 62%

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

Third grade regular education classes had lower numbers of students, this allowed for focused instructional opportunities; Tutoring was successful in the Third and Fourth Grades;

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

A push toward more small group instruction based on data analysis. In the small groups the teachers will be targeting the areas of concern with each student in order to increase their understanding. Teachers will ask higher order questions and have students elaborate on their response using as much detail as possible to explain their thoughts. Students will participate in center activities which will allow for more specific instruction targeting on the necessary areas. We will also continue to implement our traditional Professional Learning Communities which will allow more collaborative planning to occur between teachers. Our STEM teacher will continue to conduct hands-on experiments with the students to allow the students a chance to gain deeper understanding of the concepts. The hands-on experiments will also be conducted in the classrooms to improve the students' understanding of the concepts. Tutorial groups will be conducted for a longer period of time and will be focused on specific needs of the children.

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.

Through our Professional Learning Community meetings our PLC Resource Teacher will provide professional development on small group instruction as well as questioning techniques to all of our teachers. This will also be reviewed as grade levels in their meetings. The pulling of District assessment reports will be demonstrated to empower the teachers to analyze their own data to drive their instruction. District support will assist during the Professional Learning Community meetings to provide professional development on the new Literacy program, Benchmark Advanced for our 3-5 teachers as well as our teachers new to K-2. Our teachers will also be attending the District provided ELA and Math monthly cadre meetings to bring the information back to their respective grade levels. The STEM teacher will be attending professional development provided through the Science department to ensure she is instructing the standards to the fullest extent. On Professional Development Days, instruction will be provided based on the needs of the teachers. This will allow some teachers to choose what they attend while other sessions will be required by administration based on teacher needs.

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

We offer the 21st Century Program to eligible students in grades K-5 they receive tutorial services through this program. This program runs from the second week of school every day from 2:00pm to 5:00pm. From our Title I funding, we offer an array of tutorial programs to meet the needs of the students in each grade level. These tutorial programs will cover ELA, Mathematics, Science and Writing. The programs will also be offered at various times (morning and afternoon) to maximize the amount of student attendance. Roots and Wings is also funding another tutorial program focused on increasing the reading skills of the students. Resource teachers will be strategical placed in classrooms to assist the teachers in providing the best possible support in areas of concern. The Boot Camp format for tutorial will allow us to hone in on the specific areas of concern and improve these areas through targeted instruction.
As an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the IEP.
To assist with the transition of school-based and community children into the kindergarten program we engage in the following kindergarten transition activities:
• Scheduling of a talk/meeting with preschool children's families
• Holding open house for families of incoming kindergarten children
• Providing home learning activities to families

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

:

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

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	FY19 FY22 Learning Gains Math 3 54.4% 46.1% 100% 4 47.7% 41.8% 56% 5 53.5% 29.3% 33% SWDs 22.4% 15.5% Blacks 33.5% 27.5% Science 5 53.1% 30.8% SWDs 20% 14.3% Blacks 37.5% 16% The trends we see from the above data shows us that our SWDs have shown a significant decline in all content areas while our Black subgroup only showed a decline in Math and Science with an increase in ELA. Our Fifth graders showed a drastic decline in all content areas. In alignment to the District's strategic plan our school ensures all students engage in teaching and learning that results in academic excellence and growth by delivering content, concept or skill that is aligned to the benchmark and intended learning.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	February 2023 May 2023 Student Learning Outcomes in Proficiency ELA (overall) +2% +3% 3 44% 46% 49% 4 50% 52% 55% 5 39% 41% 44% Math (overall) +4% +4% 3 46% 50% 54% 4 43% 47% 51% 5 29% 33% 37% Science +2% +3% 5 33% 35% 38% Teacher practice outcomes By February 2023, 75% of our teachers will have efficient knowledge of the Benchmark curriculum which will be observed through classroom walks and student data. By May 2023, 98% of our teachers will have efficient knowledge of the Benchmark curriculum which will be observed through classroom walks and student data.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This Area of Focus will be monitored through walkthroughs, data chats, PLC and grade level meetings along with assessment results from the FSQs/USAs and Benchmark Unit Assessments as well as the State Assessment (FAST) and Science diagnostic tests.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based**	1. Data Chats 2. Small Group Differentiated Instruction 3. Adaptive Technology (Math)

strategy being implemented for this Area of Focus.	4. STEM 5. Tutorials
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	1. Data Chats-During PLC teachers will be given training on how to pull data, analyze data and desegregate data to make best decisions to improve student achievement and progress. Data chats will be Admin-Teacher, Teacher-Student and Teacher-Parent. 2. Small Group Differentiated Instruction-Incorporate small group instruction utilizing USA and FSQ data to meet the students need for standards based practice and to identify areas of weakness for targeted remediation. Both USA & and FSQs have proven successful in preparing students for the State Assessment. 3. Adaptive Technology (Math)-iReady has aided in significantly increasing student achievement when the program is used with fidelity. Teachers are provided effective tools that enable differentiation. 4. STEM-grow knowledge in fair game standards as well as current year's Big Ideas. 5. Tutorials-Students who participate in the tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.

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. Data Chats:
a. Teachers utilizing a variety of assessments to ensure students' learning progress.
b. Teachers are pulling reports and inputting information in grade level data sheets.
c. Teachers are analyzing data to determine strengths and weaknesses to plan for remediation, enrichment and reteaching.
d. Data chats and goal making will be observed in all classrooms to be shared with all students and parents.
e. Monitoring will occur through classroom walks, evidence shared during PLCs and student growth success.

Person Responsible	Michael Sabatino (michael.sabatino@palmbeachschools.org)

2. Small Group Differentiated Instruction
a. Teachers analyze data to create specific teaching groups
b. Teachers teach small groups to specific instructional focuses
c. Secondary benchmarks are created based on data analysis
d. Reteaching is targeted to previously taught standards based on analyzed data
e. Support teacher are to push in to support students' needs at their appropriate levels and guide them to grade level.

Person Responsible	Sharrie Vereen-Thomas (sharrie.vereen-thomas@palmbeachschools.org)

3. Adaptive Technology (Math)
a. iReady diagnostics are taken to place students on a track
b. Students work on iReady math for at least 45 minutes per week
c. Assignments are given to students by the teacher to focus on specific deficiencies
d. SAVVAS Realize is used for teacher to assign work based on students' individual needs
e. IXL is used by AMP fifth graders to address their specific deficiencies

Person Responsible	Linda Leicht (linda.leicht@palmbeachschools.org)

4. STEM
a. Hands-on experiments are used in classrooms to demonstrate specific standards or concepts
b. STEM lab is used to support classroom instruction and perform various experiments
c. STEM teacher is utilized to reteach fifth grade science concepts that were previously not mastered
d. STEM is on the wheel so all students are exposed to the hands-on experiments and the scientific method

Person Responsible   Kim Rogers (kimberly.rogers@palmbeachschools.org)

5. Tutorials
a. Based on data analysis various tutorial groups are formed and targeted at specific students
b. Tutorials in Mathematics, ELA and Science are held weekly starting in October
c. Boot camps are started in February to continue to target areas of concern
d. Roots and Wings sponsors another tutorial program targeting our K-3 students
e. The Literacy Initiative Reading Tutoring K-3 will be utilized to assist more students

Person Responsible   Jennifer Klisiak (jennifer.klisiak@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 student 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 FY 22 data 28% 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- 31% Proficient
First Grade- 25% Proficient
Second Grade- 19% Proficient
It also gives us data to support a lack of proficiency in foundational skills
Phonological awareness- 30% Proficient
Phonics- 29% Proficient
High-Frequency Words- 33% Proficient
Vocabulary- 19% Proficient
Due to a lack of foundational skills, students over al reading comprehension proficiency is 31% For literature text and 36% for Nonfiction text.

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

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:
FY19 FY22 Learning Gains
ELA
3 42.1% 44.1% 50%
4 49.6% 50% 62%
5 66% 37.8% 61%
SWDs 24.7% 14.9%
Blacks 34.5% 36.1%

In alignment to the District's strategic plan our school ensures all students engage in teaching and learning that results in academic excellence and growth by delivering content, concept or skill that is aligned to the benchmark and intended learning.

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)

February 2023 May 2023
Student Learning Outcomes in Proficiency (FAST)
ELA (overall)
K (scores added once complete)
1st (scores added once complete)
2nd (scores added once complete)
Teacher practice outcomes
By February 2023, 75% of our teachers will have efficient knowledge of the Benchmark curriculum which will be observed through classroom walks and student data.
By May 2023, 98% of our teachers will have efficient knowledge of the Benchmark curriculum which will be observed through classroom walks and student data.

Grades 3-5: Measureable Outcome(s)

February 2023 May 2023
Student Learning Outcomes in Proficiency
ELA (overall) +2% +3%
3 44% 46% 49%
4 50% 52% 55%
5 39% 41% 44%

Teacher practice outcomes
By February 2023, 75% of our teachers will have efficient knowledge of the Benchmark curriculum which will be observed through classroom walks and student data.
By May 2023, 98% of our teachers will have efficient knowledge of the Benchmark curriculum which will be observed through classroom walks and student data.

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.

This Area of Focus will be monitored through walkthroughs, data chats, PLC and grade level meetings along with assessment results from the FSQs/USAs and Benchmark Unit Assessments as well as the State Assessment (FAST), iReady, iStation and Science diagnostic tests.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Sabatino, Michael, michael.sabatino@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. §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 and 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 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; need 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 implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD.
3. PLCs 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
Develop Literacy Leadership Schools must have a Literacy Leadership Team, consisting, in part, of a ? School administrator, Michael Sabatino, Principal and Kimberly Rogers, Assistant Principal ? Media specialist, Gregoria Tejada ? Lead teacher, Jennifer Klisiak, PLC Resource Teacher	Klisiak, Jennifer, jennifer.klisiak@palmbeachschools.org
Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading and speaking; listening) - specific instruction is targeted at students' needs based on data analysis (Professional Learning/Literacy Coaching) Teachers meet with grade level to plan lessons and focus instruction	Klisiak, Jennifer, jennifer.klisiak@palmbeachschools.org

Positive Culture & Environment

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

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

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We also have parent/family multicultural nights.

Our PBIS universal school guidelines and matrix is evident through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, and Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year.

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

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

Additional resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness. Our Case Manager and School Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.

A District Migrant Liaison coordinates with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for the families of our migrant students. These supports are supplemental to school-wide supports for students and families.

To support our students' SEL:
*We have a co-located Mental Health Professional as well as a Behavioral Health Professional who work alongside our school counselors to ensure student needs are met. Our counselors use the Second Step program to teach SEL skills.
*We use a positive alternative to suspension classroom where students who have been disruptive or made a negative behavioral choice are taught replacement behaviors, while being guided on the academic work

they have been assigned as to not miss instructional time, and work towards remediation of that behavior.
*We have school-wide morning meetings built into the class schedules, where teachers and students interact to build oral language skills, tie their SEL into their academic topics, build relationships and culture within their classes.
*Each classroom has a chill zone, which is a place where students who have self-identified that they need to calm down, can go to. We also have a site where they can access videos, strategies to help with their feelings and struggles. Classrooms also have peace tables for conflict resolution. Strategies are taught, and supported with the teachers through the school counselors instruction and guidance.
*Related strategies are taught school-wide to help students take ownership of their SEL.

Positive Behavior Systems are in place to make expectations clear, reinforce, and reward positive behavior:
*School-wide incentives such as eagle bucks can be spent in the school store. Other incentives include assemblies and celebrations awarded to students who have followed the expectations are utilized.
*Class-wide rewards are decided upon and earned when a class has followed expectations during lunch, fine arts or common areas.
*Administrators and staff offer lunch bunch opportunities as a reward for students who have followed expectations.
*We have a universal attention signal in place to get the students' attention for direction, instruction and safety.
*Individual students can earn Eagle Bucks when following school-wide expectations of SOARing (Be SAFE, ON-TASK, AMBITIOUS, and RESPECTFUL).
*Academic, behavior, and kindness awards are awarded to students who have earned them each trimester. Assemblies are held to recognize the recipients of these awards.
*Safety Patrol is awarded to end of the year fourth grade students who show the positive attributes of a SOARing Eagle.
*Classrooms use a positive behavior color system where students can earn eagle bucks and being rewarded for positive behavior is the emphasis, this system can be used to warn students for problematic behavior and they are also given the opportunity to recover from their warnings and be rewarded.

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

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

School counselor: Supports a positive culture and environment through lessons. They teach lessons that are unique and different from academic instruction. Through the small group interactions and experiences for students, our counselors ensure that the students feel safe, welcomed, and included.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. To ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few) Section IV 1003.42 Mandatory Curriculum.

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.