

The School District of Palm Beach County

Indian Pines Elementary School



2022-23 Schoolwide Improvement Plan

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Indian Pines Elementary School

6000 OAK ROYAL DR, Lake Worth, FL 33463

<https://ipes.palmbeachschools.org>

Demographics

Principal: Jill Robinson

Start Date for this Principal: 1/29/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	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 (48%) 2018-19: D (38%) 2017-18: C (43%)
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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6000 OAK ROYAL DR, Lake Worth, FL 33463

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">95%</p>

School Grades History

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

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We, the community of Indian Pines Elementary School, are committed and dedicated to providing a safe, positive, and nurturing environment educating all to successfully advance intellectually, socially and emotionally. We strive to prepare our students to become high school and college graduates, as well as contributing members of our world.

Provide the school's vision statement.

Indian Pines is a welcoming place where teachers and students come together to grow and learn in an enriching learning community. We foster hands-on, real-life instruction in an engaging environment that is clean, safe and orderly that promotes analytical thinking to help ensure student academic and social success.

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
Robinson, Jill	Principal	<p>PURPOSE: 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.</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <p>Vision of Academic Success for All</p> <ol style="list-style-type: none"> 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school’s priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. 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. <p>Climate</p> <ol style="list-style-type: none"> 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 support to teachers and keeps abreast of their professional learning and

Name	Position Title	Job Duties and Responsibilities
		<p>instructional needs.</p> <p>12. Creates school-wide and team norms and expectations for collective responsibility for student success.</p> <p>13. Develops staff's capacity to collaborate effectively about standards and effective instruction.</p> <p>14. Celebrates success as well as opportunities for growth.</p> <p>15. Eliminates barriers and distractions that interfere with effective teaching and learning.</p> <p>16. Provides a clean, safe and nurturing school environment.</p> <p>17. Builds a culture of pride, trust, and respect.</p> <p>18. Implements and monitors an effective approach to bullying prevention.</p> <p>19. Aligns new and existing community and parent partnerships.</p> <p>Cultivating Leadership</p> <p>20. Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction.</p> <p>21. Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</p> <p>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.</p> <p>23. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</p> <p>24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.</p> <p>25. Provides ongoing coaching with constructive feedback to teacher leaders.</p> <p>26. Implements a comprehensive performance management system.</p> <p>27. Implements rigorous project management, structures, protocols, and processes.</p> <p>Improving Instruction</p>

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

Name	Position Title	Job Duties and Responsibilities
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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.

Performance Effectiveness Criteria:

In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated

Name	Position Title	Job Duties and Responsibilities
		<p>applicable scorecards.</p>
Howard, Shatoya	Instructional Coach	<p>Curriculum support to help build teacher capacity for instruction using the coaching cycle and professional development. Provide instructional support by working with students to close the achievement gap.</p> <p>Role as Literacy Coach for grades K-5 to build teacher capacity to support differentiated instruction to improve student achievement and close the gap for learning gains in lowest 35%, ELL and ESE students.</p> <p>Role responsible for Out-of-system, Academic Tutors to provide support for our high-need learners. Tutors will serve as double down, small group support in each class grades K-2. Includes scheduling, teacher and student assignment and daily responsibilities.</p>
stewart-thomas, marcia	Other	<p>Job duties and responsibilities of the ESE Contact include but are not limited to supporting, monitoring and facilitating Indian Pines' ESE Program while also maintaining the programs documentation. Maintaining quality records and offering support to teachers to ensure quality IEP/EP's that meet our students' needs. Also, to plan, organize, and lead cooperative meetings that focus on parent input and staff input. It is my responsibility to provide instructional support to the ESE teachers in their use of ESE strategies to ensure rigorous, comprehensible instruction in general education according to the needs of the SWDs. Additionally, to support the DHH teachers in their implementation of the Fairview Learning Program and to ensure rigorous, comprehensible instruction that meets all the DHH student needs. Providing and ensuring the effective and continuous use of data as a tool for monitoring ESE student achievement. Continuously communicating high expectations of all ESE students.</p> <p>Role as SBT leader to ensure identification and interventions in grades K-5 as well as systematic supports for students within lowest 25% of student population.</p>
Shannon, Keymi	Assistant Principal	<p>Job duties and responsibility of the Assistant Principal include; monitoring all systems and structures that directly correlate to and impact our Single School Culture, Social Emotional Learning and Academic Achievement goals and initiatives; Providing on-going support and coaching development within our instructional leadership team and instructional staff; Utilizing various data sources as a tool for monitoring student achievement of all students and ensuring that resources are in place to support student and staff needs; Communicating high expectations with our leadership team, staff, students and parents in alignment with our Mission and Vision with guidance and leadership from the Principal.</p>

Name	Position Title	Job Duties and Responsibilities
mandel, jennifer	Other	<p>Curriculum support to help build teacher capacity for instruction using the coaching cycle and professional development. Provide instructional support by working with students to close the achievement gap.</p> <p>Role as Literacy Coach for grades K-5 to build teacher capacity to support differentiated instruction to improve student achievement and close the gap for learning gains in lowest 35%, ELL and ESE students.</p> <p>Role responsible for Out-of-system, Academic Tutors to provide support for our high-need learners. Tutors will serve as double down, small group support in each class grades K-2. Includes scheduling, teacher and student assignment and daily responsibilities.</p>

Demographic Information

Principal start date

Tuesday 1/29/2013, Jill Robinson

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.*

0

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.*

17

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

530

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

6

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

3

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	73	74	73	94	85	90	0	0	0	0	0	0	0	489
Attendance below 90 percent	25	15	18	21	11	23	0	0	0	0	0	0	0	113
One or more suspensions	3	2	4	5	2	25	0	0	0	0	0	0	0	41
Course failure in ELA	27	26	41	64	33	44	0	0	0	0	0	0	0	235
Course failure in Math	10	15	31	47	37	40	0	0	0	0	0	0	0	180
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	35	28	36	0	0	0	0	0	0	0	99
Level 1 on 2022 statewide FSA Math assessment	0	0	0	34	29	41	0	0	0	0	0	0	0	104
Number of students with a substantial reading deficiency	0	5	11	21	5	4	0	0	0	0	0	0	0	46

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	16	17	33	60	39	55	0	0	0	0	0	0	0	220

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	1	15	0	0	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	0

Date this data was collected or last updated

Thursday 10/6/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	15	20	23	11	24	93	0	0	0	0	0	0	186
One or more suspensions	0	0	1	0	1	3	0	0	0	0	0	0	0	5
Course failure in ELA	0	32	38	63	51	79	0	0	0	0	0	0	0	263
Course failure in Math	0	16	23	56	48	74	0	0	0	0	0	0	0	217
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	55	72	0	0	0	0	0	0	0	127
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	5	31	47	0	0	0	0	0	83
FY21 ELA Winter Diag Lev 1 & 2	0	0	0	84	71	69	0	0	0	0	0	0	0	224
FY21 Math Winter Diag Lev 1 & 2	0	0	0	46	68	56	0	0	0	0	0	0	0	170

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	19	25	54	48	73	0	0	0	0	0	0	0	219

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	1	0	7	1	0	0	0	0	0	0	0	0	10
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	15	20	23	11	24	93	0	0	0	0	0	0	186
One or more suspensions	0	0	1	0	1	3	0	0	0	0	0	0	0	5
Course failure in ELA	0	32	38	63	51	79	0	0	0	0	0	0	0	263
Course failure in Math	0	16	23	56	48	74	0	0	0	0	0	0	0	217
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	55	72	0	0	0	0	0	0	0	127
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	5	31	47	0	0	0	0	0	83
FY21 ELA Winter Diag Lev 1 & 2	0	0	0	84	71	69	0	0	0	0	0	0	0	224
FY21 Math Winter Diag Lev 1 & 2	0	0	0	46	68	56	0	0	0	0	0	0	0	170

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	19	25	54	48	73	0	0	0	0	0	0	0	219

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	1	0	7	1	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	40%	59%	56%				36%	58%	57%
ELA Learning Gains	63%						41%	63%	58%
ELA Lowest 25th Percentile	59%						28%	56%	53%
Math Achievement	45%	53%	50%				43%	68%	63%
Math Learning Gains	66%						50%	68%	62%
Math Lowest 25th Percentile	43%						41%	59%	51%
Science Achievement	19%	59%	59%				25%	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	36%	54%	-18%	58%	-22%
Cohort Comparison		0%				
04	2022					
	2019	30%	62%	-32%	58%	-28%
Cohort Comparison		-36%				
05	2022					
	2019	34%	59%	-25%	56%	-22%
Cohort Comparison		-30%				

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	40%	65%	-25%	62%	-22%
Cohort Comparison		0%				
04	2022					
	2019	38%	67%	-29%	64%	-26%
Cohort Comparison		-40%				
05	2022					
	2019	43%	65%	-22%	60%	-17%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	25%	51%	-26%	53%	-28%

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	14	58	60	12	52	48	8				
ELL	28	52	43	32	51	24	5				
BLK	41	64	65	45	68	44	18				
HSP	34	61		46	56		26				
WHT	47			53							
FRL	40	63	60	46	66	43	18				
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	16	58	64	16	62	77	10				
ELL	28	41	50	31	56	64	25				
BLK	37	52	50	37	60	59	40				
HSP	33	52		40	60		22				
WHT	47			47							
FRL	36	50	54	38	59	59	39				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	8	27	30	18	48	40	5				
ELL	29	40	24	38	53	39	22				
BLK	36	42	31	41	48	45	22				
HSP	31	37	29	48	51	15	33				
WHT	50			60							
FRL	35	41	30	43	50	41	24				

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	388
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	50
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	44
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	50
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	49
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 trends we see are declines within foundational Reading skills, and Science questioning in the realm of students' understanding and transferring their knowledge during testing. We are continuing to support our teachers during PLCs to understand the execution of best practices across the grade levels. Our data shows the component that showed the lowest performance last year is ELA & Science, We saw some improvements within grade levels in Math & ELA. Fourth grade demonstrated strength in all contents.

FY19 versus FY22 data is as follows:

- Grade 3 ELA Level 3+ FY19 = 36% FY22= 33% a decline of -3%
- Grade 4 ELA Level 3+ FY19 = 30% FY22 = 46% an improvement overall of 16%
- Grade 5 ELA Level 3+ FY19 = 34% FY22 = 36% an improvement overall of 2%
- Grade 3 Math Level 3+ FY19 = 40% FY22 = 38% a decline of -2%
- Grade 4 Math Level 3+ FY19 = 38% FY22 = 54% an improvement overall of 16%
- Grade 5 Math Level 3+ FY19 = 43% FY22 = 37% a decline of -6%
- Grade 5 Science Level 3+ FY19 = 25% FY22 = 18% a decline of -7%

When looking at our ESSA identified subgroups we see.

Science:

SWDs overall

2019: 7% 2022: 6%

ELLs overall:

2019: 5% 2022: 15%

Math:

SWDs overall

2019: 10% 2022: 18%

ELLs overall:

2019: 25% 2022: 31%

ELA

SWDs overall

2019: 14% 2022: 8%

ELLs overall:

2019: 22% 2022: 22%

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

Our fifth grade Science scores showed the greatest need for improvement.

Grade 5 Science Level 3+ FY19 = 25% FY22 = 18% a decline of -7%

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

Factors that contributed to these performance levels are student's vocabulary needs due to language barriers with our ELL and non-ELL students; specifically our LF and LZ students who have exited the program, but are not fully fluent in the English language. We have also found teachers focus on teaching students the "trick" to get through a concept, but the students are not owning the how and why of their learning in order to consistently use the strategies and skills sets necessary for ongoing achievement. Another concern was students are lacking the foundational Science concepts necessary for the fifth grade content. Teachers are not getting enough time to allow full immersion with the concepts of the content.

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

Grade 4 ELA Level 3+ FY19 = 30% FY22 = 46% an improvement overall of 16%

Grade 4 Math Level 3+ FY19 = 38% FY22 = 54% an improvement overall of 16%

ELLs are making great improvements in Science, an increase of 10%, Math an increase of 6%, and in ELA they stayed the same.

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

A contributing factor to this increase would be IPES employed a math coach that works hand in hand with the aspects of the coaching continuum with our highest needs teachers. We also received additional support from the regional math specialist with professional development around a focused curriculum. Teachers utilized the iReady program as a tool for reteaching new content and previewing content prior to instruction. Students were assigned lessons based on need as well as worked on targeted skills according the pathway determined by diagnostic results.

PLCs supported teacher instruction and student learning. The teams were constantly looking at data and

understanding "the why" behind the data results. Teachers also had time for planning to ensure team consistency and teachers had time to be honest with one another and learn from each other.

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

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level and to accelerate who are proficient and beyond.

K-5 Reading/Math Proficiency will continue to be our overarching goal school-wide. We understand that if we work towards proficiency for all students, with a focus on standards based instruction, we will achieve learning gains in all areas and improve overall proficiency in reading and math across all grade levels.

Our focus is to increase student engagement so they become active learners in their own academic journey as students learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during staff meetings and on professional development days.

At IPES we offer acceleration Gifted/Accelerated classes within K-5 where students receive opportunities of Project Based Learning in which students learn by actively engage in real-world and personally meaningful projects. Our goal is to enable learners to move beyond limiting beliefs and misconceptions and tap into their hidden potential. In Math, AMP is offered in third, fourth, and fifth grade.

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.

Professional Development we will offer:

1. During PLCs teachers will collaborate with the Acceleration teachers to review student data, best practices, and parent involvement.
2. Small group, differentiated instruction
3. Cultural responsiveness/sensitivity awareness to ensure teachers look at belief systems of how students learn.

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

We will continue to monitor the progress of these students and support teachers with making sure the lesson are planned to support all students specifically Hispanic male and females, Students with disabilities and our English Language Learners.

1. Small Group Differentiated Instruction. Teachers will collaborate around best practices and strategies to ensure alignment towards student success. Strengthen foundation level literacy skills.
2. Professional Development/Professional Learning Communities:
Teachers will engage in deep, focused professional development, collaborative planning and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particular of our ESSA identified subgroups (ELL, Hispanic, and SWD students) to support them in meeting grade level growth and achievement through student engagement methodologies.
3. Plan for scheduled data chats with targeted student groups after each summative assessment.
4. Instructional Tutors: Teachers will facilitate tutorials for high needs students beyond the regular school day to provide additional targeted, strategic instruction.
5. College and Career Readiness - AVID WICOR Strategies. The school will implement AVID Elementary

College Readiness System focused on WICOR®

6. Utilize the District provided teacher positions for the next three years to support students:

- a. Teacher 1 will support students who are approaching (Technology & Benchmark systems).
- b. Teacher 2 will support with Reading Recovery for our Needs Development students and SPIRE for our ESE and Tier 3 students.
- c. Teacher 3 will offer acceleration supports in Grade 3 and 4 AMP and 4th and 5th ELA.

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

The trends we see are declines within foundational Reading skills, and Science questioning in the realm of students' understanding and transferring their knowledge during testing. We are continuing to support our teachers during PLCs to understand the execution of best practices across the grade levels. Our data shows the component that showed the lowest performance last year is ELA & Science, We saw some improvements within grade levels in Math & ELA. Fourth grade demonstrated strength in all contents.

FY19 versus FY22 data is as follows:
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 SWDs overall
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 2019: 5% 2022: 15%
 Math:
 SWDs overall
 2019: 10% 2022: 18%
 ELLS overall:
 2019: 25% 2022: 31%
 ELA
 SWDs overall
 2019: 14% 2022: 8%
 ELLS overall:
 2019: 22% 2022: 22%

In alignment to the Strategic Plan, we will ensure all students have equal and equitable access towards academic success and excellence. Our instructional priority is to use trends in student data and work samples to identify learning needs in order to adjust instruction.

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

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
 ELA overall 40% 42%
 SWDs +3% +2%
 ELLs +3% +2%
 Math overall 45% 47%
 SWDs +3% +2%
 ELLs +3% +2%
 Science overall 30% 40%

A non-negotiable expectation we have at IPES is to ensure the effective and efficient teacher practice of differentiated, small group instruction to ensure a variety of tasks, texts, and talk aligned to the standard and students' abilities.

By February 80% of the teachers will be effectively executing small group instruction.

By May 100% of the teachers will be effectively executing small group instruction.

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

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At IPES we strategically plan for a variety of monitoring techniques:

Review of Lesson Plans,

Data Analysis

Classroom walks

Student work samples/portfolio/binder reviews

Student attendance

Data Chats with teachers, students, and parents

Formal Observations

Monitoring of SEL needs through the SBT/BHP process

The monitoring will be supported by key members of the leadership team:

Assistant Principal

Single School Culture Coordinators will divide Reading and Math contents

PLC Coach

Person responsible for monitoring outcome:

Jill Robinson (jill.robinson@palmbeachschools.org)

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

1. Extended Day/Year Tutorials: Teachers will facilitate tutorials for high-needs students beyond the regular school day/year (during the fall, winter and spring breaks and on Saturdays) to provide additional targeted and strategic instruction to accelerate student learning.

2. The school will continue to build instructional capacity for rigorous instruction and college and career readiness through AVID and incorporate AVID WICOR strategies in daily instruction.

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

1. Extended Day/Year Tutorials: Tutorials ensure students receive targeted instruction based on academic needs based on data analysis on identified ESSA subgroups.

2. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

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. Small Group Differentiated Instruction (UniSIG):

- a. The school will employ Out-of-System Tutors for "double-down" support in grades K-5 to ensure small group differentiated instruction for high-needs learners to improve their academic achievement.
- b. The SSCC, District Regional, and State support will provide training to tutors.
- c. Leadership will provide teachers and tutors with opportunities to collaborate around best practices and strategies to ensure alignment towards student success.
- d. SSCC will strengthen foundation-level literacy skills and provide rigorous standards-focused instruction to accelerate student learning in all grades as needed through data analysis.
- e. Teachers will incorporate classroom libraries with resources that empower students to strive for higher achievement, strengthen small group instruction, and support academic and social-emotional learning.
- f. Classroom libraries and resources will empower students to strive for higher achievement through the implementation of Literature Circles.

Person Responsible Jill Robinson (jill.robinson@palmbeachschools.org)

2. Extended Day/Year Tutorials

- a. Certified teachers will facilitate tutorials for high-needs students beyond the regular school day to provide targeted, strategic instruction.
- b. Teachers will analyze data to determine the students with the highest needs by content.
- c. Leadership will provide collaborative planning and professional development to ensure understanding of expectations and standards-based instruction utilizing best practices.
- d. Leadership will plan scheduled data chats with targeted student groups after each summative assessment (i.e. FAST, USAs, District Diagnostic).

Person Responsible Jill Robinson (jill.robinson@palmbeachschools.org)

3. College and Career Readiness - AVID WICOR Strategies

- a. The school will implement AVID Elementary College Readiness System focused on WICOR® (Writing, Inquiry, Collaboration, Organization, and Reading) methodologies in order to facilitate students' access to rigorous academics across all content areas.
- b. 4 teachers will complete AVID online professional development to build instructional capacity for rigorous instruction and college and career readiness as an AVID school.
- c. Teachers will continue to build strength in AVID strategies through PLCs and collaborative planning.
- d. Teachers and students will incorporate WICOR strategies within instruction and learning.
- e. The school will use classroom libraries to build academic standards through character education/social-emotional learning.

Person Responsible Jill Robinson (jill.robinson@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

Our iReady Window 3 data showed:
 On Grade Level One year below grade level
 Kindergarten: 85% 15%
 First Grade 65% 32%
 Second Grade: 37% 43%

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

FY19 versus FY22 data is as follows:
 Grade 3 ELA Level 3+ FY19 = 36% FY22= 33% a decline of -3%
 Grade 4 ELA Level 3+ FY19 = 30% FY22 = 46% an improvement overall of 16%
 Grade 5 ELA Level 3+ FY19 = 34% FY22 = 36% an improvement overall of 2%
 Our ESSA data shows:
 ELA
 SWDs overall
 2019: 14% 2022: 8%
 ELLS overall:
 2019: 22% 2022: 22%

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
Kindergarten + 25% 90% on Grade level
First +25% 80% on Grade Level
Second +35% 80% on Grade Level

Grades 3-5: Measureable Outcome(s)

February 2023 May 2023
Student learning outcomes
ELA overall 40% 42%
SWDs +3% +2%
ELLs +3% +2%

A non-negotiable expectation we have at IPES is to ensure the effective and efficient teacher practice of differentiated, small group instruction to ensure a variety of tasks, texts, and talk aligned to the standard and students' abilities.

By February 80% of the teachers will be effectively executing small group instruction.

By May 100% of the teachers will be effectively executing small group instruction.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At IPES we strategically plan for a variety of monitoring techniques:

Review of Lesson Plans,

Data Analysis

Classroom walks

Student work samples/portfolio/binder reviews

Student attendance

Data Chats with teachers, students, and parents

Formal Observations

Monitoring of SEL needs through the SBT/BHP process

The monitoring will be supported by key members of the leadership team:

Assistant Principal

Single School Culture Coordinators will divide Reading and Math contents

PLC Coach

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Robinson, Jill, jill.robinson@palmbeachschools.org

Evidence-based Practices/Programs:

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

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

1. The evidence-based strategy being used is to support of ELA goals is iReady. It will be used throughout varies parts of the reading block (whole group instruction, small group instruction, and independently).

2. Small Group Differentiated Instruction: The school will employ out-of-system tutors for academic support in grades K-5, to ensure small group differentiated instruction and strategic instructional supports for high-needs learners.

3. Collaborative Planning/Professional Learning Communities/Professional Development: Teachers will participate in Collaborative Planning/PLCs and Professional Development for the purpose of data-driven professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices that will accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA identified subgroups, SWDs and ELLs.

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. iReady provides rigorous whole class and small group instruction with materials that support teachers and engage students in mastering content standards. It allows for differentiated instruction for students of all performance levels by providing teachers with access to both on- and off-grade level instructional resources for use in whole-group and small-group. The i-Ready personalized instruction accelerates growth for key student groups: ELL, SWD, and students with socioeconomic disadvantages (SED).

2. Small Group Differentiated Instruction: Out-of-System Tutors in grades K-5 provide certified classroom teachers with additional support to ensure that the differentiated needs of students are met with small group targeted instruction and interventions.

3. Collaborative Planning/PLCs/Professional Development: Teachers will focus on differentiating instruction to support ESSA subgroups while focusing on understanding and executing the B.E.S.T standards and implementation of Benchmark curriculum.

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
<p>Develop Literacy Leadership Schools must have a Literacy Leadership Team, consisting, in part, of a ? School administrator, ? SSCC, ? Media specialist, ? Lead teacher Develop a plan to monitor the implementation & ensure compliance with the reading plan Walkthroughs to weekly monitor and support reading instruction & intervention (Look Fors, CAO updates)</p>	<p>Robinson, Jill, jill.robinson@palmbeachschools.org</p>
<p>Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching) a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQs in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment). b. Teachers will analyze student data to determine strengths and weaknesses in content area. c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning & adjust instruction continuously</p>	

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.

For SY23 school year there will be tremendous focus on our SwPBS/PBIS initiatives with a focus on Social Emotional Learning (SEL) strategies. Teachers will facilitate morning meetings daily with a different SEL focus. Administration has placed a strong emphasis on implementing a Single School Culture around SwPBS/PBIS initiatives.

- Establish and sustain a Single School Culture around school-wide positive behavior systems as a means to increase student achievement/proficiency across all content and grade level areas.
- Establish and sustain a Single School Culture and responsiveness to Social Emotional Learning across all content areas and grade levels.
- Focus on Positive Behavior Initiatives, Relationship Building and Mentorship in order to decrease the number of Out of School Suspensions and decrease student Tardiness and early release.

SwPBS Action Steps:

- IPES Behavior Management Plan for SY23 developed with ongoing professional development to staff during monthly faculty meetings, team leader meetings and one on one meetings led by Administration and/or attendance team..
- Team and individual meetings held in order to identify and analyze Level 1, Level 2 and Level 3 behaviors with recommended consequences.
- Facilitation of parent meetings to review SWPBs Initiatives for FY 23 School year (Meet the Teacher in August & Title I meetings and parent conferences throughout the school year).
- Review SOAR Behavior Matrix with faculty and students and display throughout IPES campus.
- Individual classroom visits in order to review FY23 SwPBS Expectations / "Promise to SOAR" signatures from all students.
- Review SOAR Expectations for Cafeteria Procedures/ monthly meetings with Cafeteria Support Staff leading to decrease number of incident referrals in the cafeteria.
- Utilize SwPBS Feather System to promote positive behavior based on class effort; Eagles posted in each classroom. Non Instructional staff recognizing classes by feather distribution
- Reward/Incentive system in place for classes who follow SOAR expectations and collect a specific number of feathers.
- Monitor using the with front office staff in order to identify areas of repeated office calls and provide coaching and support in those areas.
- Mentoring meetings with High Priority Students (Behavior & Academic L35%) with the support of Guidance and Behavior Health Professional).
- Weekly School Based Team Meetings (Behavior) with Administration, guidance counselors, BHP and Co-located Therapist to discuss the needs of priority students and plans for support.
- Monitor behavior plans with individual teachers and set goals for behavior tied to intrinsic and extrinsic incentives.

As an early intervention to increase student readiness to enter kindergarten, IPES offers a school year

Voluntary Prekindergarten (VPK) and Deaf and Hard of Hearing PreK Program supplemented with enrichment hours and/or 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 Individual Education Plan.) These programs are supported by the Department of Early Childhood Education and/or Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

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

All stakeholders hold an important role towards positive culture & environment. The following are key leaders:

- Administration will communicate expectations while monitoring, providing support, and feedback as needed.
- Instructional staff will execute and provide continuous instruction on expectations with timely feedback or celebrating successes.
- Non-Instructional staff will execute, provide continuous instruction and acknowledge student positive behaviors utilizing the Feather System.
- Guidance and BHP will ensure appropriate monitoring of student behaviors while supporting Tier 2 and Tier 3 students with targeted classroom guidance lessons.

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 are 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 will also be infused as 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 be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and 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 shall be 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
- (d) Sacrifices of Veterans, and the value of Medal of Honor recipients

These concepts are introduced as stand-alone teaching points and may also be integrated 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 are often addressed in greater depth through the school counselor during her instruction on the wheel and 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.