Sunset Palms Elementary School

2022-23 Schoolwide Improvement Plan

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Sunset Palms Elementary School

8650 BOYNTON BEACH BLVD, Boynton Beach, FL 33472

https://spe.palmbeachschools.org

Demographics

Principal: Karen Riddle

Start Date for this Principal: 3/1/2008

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	22%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (71%) 2018-19: A (74%) 2017-18: A (73%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Sunset Palms Elementary School

8650 BOYNTON BEACH BLVD, Boynton Beach, FL 33472

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	22%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

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

School Board Approval

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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.

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.

The mission of Sunset Palms Elementary is to educate, affirm, and inspire each student in an equity-embedded school system.

Provide the school's vision statement.

Sunset Palms Elementary is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish.

Sunset Palms Elementary will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.

A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued and their physical, emotional, academic, and social needs are met.

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
Riddle, Karen	Principal	Leadership Team Leader, Oversees implementation of SIP goals, action steps and district strategic plan initiatives.
Gamelin, Justin	Assistant Principal	Leadership Team member, Assists with implementation of SIP goals and district strategic plan initiatives.
Bosch, Heather	Teacher, K-12	Leadership Team member, Assists with implementation of SIP goals and district strategic plan initiatives.
Faraguna, Lori	Teacher, K-12	Leadership Team member, Assists with implementation of SIP goals and district strategic plan initiatives.
Riseley, Deana	Teacher, K-12	Leadership Team member, Assists with implementation of SIP goals and district strategic plan initiatives.
Lledo, Jamie	Teacher, K-12	Leadership Team member, Assists with implementation of SIP goals and district strategic plan initiatives.
Clark, Jessica	Teacher, K-12	Leadership Team member, Assists with implementation of SIP goals and district strategic plan initiatives.
Luongo, Lisa	Teacher, K-12	Leadership Team member, Assists with implementation of SIP goals and district strategic plan initiatives.
Marcus, Tami	School Counselor	Leadership Team member, Assists with implementation of SIP goals and district strategic plan initiatives.
Levine, Elissa	Teacher, K-12	Leadership Team member, Assists with implementation of SIP goals and district strategic plan initiatives.
Janisko, Lynn	Teacher, ESE	Leadership Team member, Assists with implementation of SIP goals and district strategic plan initiatives.

Demographic Information

Principal start date
Saturday 3/1/2008, Karen Riddle

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.*
4

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.*

14

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

912

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

7

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

8

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	131	145	164	158	174	140	0	0	0	0	0	0	0	912
Attendance below 90 percent	23	16	13	11	19	24	0	0	0	0	0	0	0	106
One or more suspensions	0	0	0	1	2	2	0	0	0	0	0	0	0	5
Course failure in ELA	2	13	15	7	17	7	0	0	0	0	0	0	0	61
Course failure in Math	2	5	6	6	11	7	0	0	0	0	0	0	0	37
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	16	8	0	0	0	0	0	0	0	34
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	9	18	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	0	4	21	26	33	35	0	0	0	0	0	0	0	119

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	2	5	6	9	18	11	0	0	0	0	0	0	0	51

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	3	0	0	0	0	0	0	0	0	0	3
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

Friday 8/26/2022

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	134	155	153	170	132	181	0	0	0	0	0	0	0	925
Attendance below 90 percent	0	11	4	3	1	5	0	0	0	0	0	0	0	24
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	18	5	20	21	0	0	0	0	0	0	0	67
Course failure in Math	0	1	5	3	17	23	0	0	0	0	0	0	0	49
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	9	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	14	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	1	3	2	1	0	0	0	0	0	0	0	0	7
FY21 ELA Winter Diag Level 1 & 2	0	0	0	31	55	63	0	0	0	0	0	0	0	149
FY21 Math Winter Diag Level 1 & 2	0	0	0	24	46	55	0	0	0	0	0	0	0	125

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	1	6	2	14	17	0	0	0	0	0	0	0	40

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	1	1	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	134	155	153	170	132	181	0	0	0	0	0	0	0	925
Attendance below 90 percent	0	11	4	3	1	5	0	0	0	0	0	0	0	24
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	18	5	20	21	0	0	0	0	0	0	0	67
Course failure in Math	0	1	5	3	17	23	0	0	0	0	0	0	0	49
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	9	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	14	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	1	3	2	1	0	0	0	0	0	0	0	0	7
FY21 ELA Winter Diag Level 1 & 2	0	0	0	31	55	63	0	0	0	0	0	0	0	149
FY21 Math Winter Diag Level 1 & 2	0	0	0	24	46	55	0	0	0	0	0	0	0	125

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	1	6	2	14	17	0	0	0	0	0	0	0	40

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	1	1	0	0	0	0	0	0	0	0	0	0	2
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	81%	59%	56%				82%	58%	57%
ELA Learning Gains	71%						69%	63%	58%
ELA Lowest 25th Percentile	58%						55%	56%	53%
Math Achievement	85%	53%	50%				89%	68%	63%
Math Learning Gains	68%						74%	68%	62%
Math Lowest 25th Percentile	61%						70%	59%	51%
Science Achievement	70%	59%	59%				78%	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	76%	54%	22%	58%	18%
Cohort Comparison		0%				
04	2022					
	2019	83%	62%	21%	58%	25%
Cohort Comparison		-76%				
05	2022					
	2019	81%	59%	22%	56%	25%
Cohort Comparison		-83%				

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	88%	65%	23%	62%	26%
Cohort Comparison		0%				
04	2022					
	2019	86%	67%	19%	64%	22%
Cohort Comparison		-88%				
05	2022					
	2019	88%	65%	23%	60%	28%
Cohort Comparison		-86%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	77%	51%	26%	53%	24%

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	58	59	36	61	58	40	50				
ELL	59	68	55	72	82		50				
ASN	91	87		96	80						
BLK	67	88		60	67	73	54				
HSP	71	66	39	79	64	54	57				
MUL	86	73		93	82						
WHT	84	70	62	88	67	61	75				
FRL	65	58	46	72	67	55	50				
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	60	59	38	61	55	46	41				
ELL	53	42		63	58		42				
ASN	82	69		86	54		85				
BLK	65	75		65	67		38				
HSP	77	81	69	78	59	45	61				
MUL	100			94							
WHT	81	76	35	81	59	60	70				
FRL	69	71	57	71	50	38	53				
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	53	49	43	67	63	64	42				
ELL	62	54	33	74	75	54	67				
ASN	92	92		96	92						
BLK	60	53	47	76	75	67	69				
HSP	79	74	56	90	64	61	75				
MUL	78	40		91	80		70				
WHT	86	71	60	89	75	72	80				
FRL	73	64	56	78	69	54	76				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	91
Total Points Earned for the Federal Index	585
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	68
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	89
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	68
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	66

Hispanic Students	
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	84
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	72
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	64
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?

FY 22 vs FY21 FSA Data
81% Meeting High Standards in ELA (79 in 2021)
71% Making Learning Gains in ELA (77 in 2021)
58% Lowest 25% Making Learning Gains in ELA (54 in 2021)
85% Meeting High Standards in Math (80 in 2021)
68% Making Learning Gains in Math (59 in 2021)
61% Lowest 25% Making Learning Gains in Math (54 in 2021)
70% Meeting High Standards in Science (67 in 2021)

FY 22 vs FY21 FSA Data by grade level
ELA

3rd – 85% (71% in 2021)
4th – 75% (82% in 2021)
5th – 81% (80% in 2021)
Math
3rd – 89% (80% in 2021)
4th – 79% (79% in 2021)
5th – 82% (78% in 2021)
Based on this data trend our focus will be to diminish learning loss and increase learning gains and achievement. Our data trends show a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of the standards in all content areas. Although all ESSA categories are above 41%, we will specifically focus on our SWD subgroup and our lowest 25% of students. They will receive strategic and targeted support through various modes of instruction, small group, tutorials, data chats and student monitoring.

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

The data listed below indicates that 4th grade Math proficiency is a need for improvement. Those data points are below third and fifth grade and there was no change year to year.
Additionally, to align with the school district strategic plan, 3rd grade ELA should also be a focus.

FY 22 vs FY21 FSA Data
81% Meeting High Standards in ELA (79 in 2021)
71% Making Learning Gains in ELA (77 in 2021)
58% Lowest 25% Making Learning Gains in ELA (54 in 2021)
85% Meeting High Standards in Math (80 in 2021)
68% Making Learning Gains in Math (59 in 2021)
61% Lowest 25% Making Learning Gains in Math (54 in 2021)
70% Meeting High Standards in Science (67 in 2021)

FY 22 vs FY21 FSA Data by grade level
ELA
3rd – 85% (71% in 2021)
4th – 75% (82% in 2021)
5th – 81% (80% in 2021)
Math
3rd – 89% (80% in 2021)
4th – 79% (79% in 2021)
5th – 82% (78% in 2021)

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

Contributing factors to this need for improvement was the fact that students were not consistently in typical small groups due to district and state guidelines regarding social distancing.
Students were on the computer more frequently which caused students to potentially not take the time to write out and work out math problems using traditional methods such as paper and pencil.
Creative groupings which will allow more traditional methods of small group instruction will need to be implemented. District and state COVID protocols have been lifted which will help students to work in small groups with fidelity.

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

The most improved areas were learning gains for the lowest 25% in ELA which went from 54 to 58%. Also learning gains for the lowest 25% in Math went from 54% to 61%, while overall learning gains in math increased from 59 to 68%.
Also, overall proficiency in math increased from 80 to 85% which was in part due to the 4 point increase in proficiency by fifth grade students and impressive 9% increase by third grade students from 80 to 89%.

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

Students were provided with systematic instruction in whole and small group.
Teachers taught students consistently with rigorous instruction that meet the intent of the standards. Data chats with teachers and students continued and teachers were able to meet collaboratively through cadre and PLC meetings.

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

Standards based instruction will continue to be a primary focus during planning, instruction, 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 performing on grade level. Our tutorial program will be reinstated this year.
1. All teachers, will collaborate weekly. "Wildly Important Goals" will be set by teams.
2. Tutorial will take place.
3. iReady-adaptive technology programs will be used.
4. Classroom walkthroughs by administration
5. Rigorous small and whole group instruction to be completed with fidelity.

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 is key to ensure all staff will understand the delivery and execution of all strategies.
Staff will participate in collaborative training for:
Benchmark
New BEST Standards
Differentiation
Standards based instruction
PBS
Compliance
SEL
Technology

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

Our improvement priorities are to ensure that all students learn and demonstrate growth towards their future success.
We will focus on:
1. Social-emotional learning through a designated SEL block
2. Reading achievement and specifically for 3rd grade students considering alignment with the district strategic plan. Implementation of Benchmark and BEST Standards.
3. Increase learning gains for students in the lowest 25% for ELA and Math.
Our goal to make these improvements will be to consistently work on and improve strategies and

activities developed during FY23.
1. Our tutorial program will continue this year and we will also have tutoring for primary students.
2. Teachers are disaggregating data during PLC's to identify areas of weaknesses, create targeted lessons and provide small group instruction to close the achievement gap. Teachers participate in collaborative planning to ensure the team is focused on rigorous standards based teaching.
3. Increase consistency with iReady usage. This is being monitored by teachers and administration.
4. Small group instruction with fidelity.

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

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	If teachers deliver effective and relevant instruction to meet the needs of all students, then we will increase the percentage of students reading on grade level by grade 3. Rationale- Theme 1 of the district strategic theme (Academic Excellence and Growth-1. Ensure all students engage in teaching and learning that results in academic excellence).
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percentage of students reading on grade level by third grade will increase by at least 1% to 86% or higher.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administration will monitor Benchmark USAs and iReady data. Weekly classroom walkthroughs will be conducted by administration. PLCs meet weekly and minutes submitted through PLC hub. AP will organize and monitor tutorial attendance. SBT Meetings will be held and monitored by SBT leader and administration.
Person responsible for monitoring outcome:	Karen Riddle (karen.riddle@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Implementation of district modules of instruction including B.E.S.T standards for Grades K-5. 2. Implement reading interventions with fidelity. Daily targeted or small group reading instruction. 3. Provide collaboration and common planning time within and across grade levels to ensure teachers have time to meet and unpack standards and benchmarks. 4. Provide targeted students with opportunities to participate in tutorial program. 5. Focus on 80% or higher passing rates for iReady lessons. 6. School Based Team meets to address academic concerns for students not on grade level.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. Implementation of district modules of instruction including B.E.S.T standards for Grades K-5. District Modules offer a research based consistent framework for teachers to teach from. 2. Implement reading interventions with fidelity. Daily targeted or small group reading

instruction.
3. Provide collaboration and common planning time within and across grade levels to ensure teachers have time to meet and unpack standards and benchmarks. Teachers will disaggregate data and plan for consistency to ensure rigorous standards based instruction.
4. Provide targeted students with opportunities to participate in tutorial program. Tutorial will provide additional lessons, practice and small group instruction for struggling students.
5. Focus on 80% or higher passing rates for iReady lessons. Adaptive technology will benefit students especially when passing rates are a priority.
6. School Based Team meets to address academic concerns for students not on grade level. SBT meeting will identify and target struggling students.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Administration and teachers review unit assessment and iReady data. Regular classroom walkthroughs conducted by administration to monitor implementation of
district provided curriculum. (Monitored by Karen Riddle and Justin Gamelin)
A. Data will be pulled regularly and inputted into the monitoring matrix.

Person Responsible	Karen Riddle (karen.riddle@palmbeachschools.org)

2. Regular walkthroughs during reading and intervention blocks. (Monitored by Karen Riddle and Justin Gamelin)

Person Responsible	Karen Riddle (karen.riddle@palmbeachschools.org)

3. Common planning time will be made available on a weekly basis.
Administration and teachers will review unit assessments and iReady data.
(Monitored by Karen Riddle and Justin Gamelin)
A. Data will be pulled regularly and inputted into the monitoring matrix.

Person Responsible	Karen Riddle (karen.riddle@palmbeachschools.org)

4. Administration will monitor attendance in the tutorial program. (Monitored by Justin Gamelin)
A. Low 25% of students in grades 4-5 will be targeted with approximately 5-10 teachers teaching biweekly for 3 months.
B. The most struggling readers in the primary grades will be provided with after school tutorial beginning by October 2022.3 tutors will support students twice a week.

Person Responsible	Justin Gamelin (justin.gamelin@palmbeachschools.org)

5. Administration reviews iReady data and share with teachers ongoing throughout the year. (Monitored by Karen Riddle and Justin Gamelin)

| **Person Responsible** | Karen Riddle (karen.riddle@palmbeachschools.org) |

6. SBT meetings will be held regularly. (Monitored by Karen Riddle and Justin Gamelin)

| **Person Responsible** | Karen Riddle (karen.riddle@palmbeachschools.org) |

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	If teachers deliver effective and relevant instruction to meet the needs of all students, then we will increase the percentage of 4th grade students earning a proficient score in Math. Rationale- Theme 1 of the district strategic theme (Academic Excellence and Growth-1. Ensure all students engage in teaching and learning that results in academic excellence).
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percentage of 4th grade students proficient in math will increase by at least 6%, hitting a target of at least 85%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administration will monitor FSQ, USAs and and iReady data. Weekly classroom walkthroughs will be conducted by administration. PLCs meet weekly and minutes submitted through PLC hub. AP will organize and monitor tutorial attendance. SBT Meetings will be held and monitored by SBT leader and administration.
Person responsible for monitoring outcome:	Karen Riddle (karen.riddle@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Implementation of district modules of instruction including B.E.S.T standards for Grades K-5. 2. Implement interventions with fidelity. Daily targeted or small group math instruction. 3. Provide collaboration and common planning time within and across grade levels to ensure teachers have time to meet and unpack standards and benchmarks. 4. Provide targeted students with opportunities to participate in tutorial program. 5. Focus on 80% or higher passing rates for iReady lessons. 6. School Based Team meets to address academic concerns for students not on grade level.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. Implementation of district modules of instruction including B.E.S.T standards for Grades K-5. District Modules offer a research based consistent framework for teachers to teach from. 2. Implement interventions with fidelity. Daily targeted or small group math instruction. 3. Provide collaboration and common planning time within and across grade levels to ensure teachers have time to meet and unpack standards and benchmarks. Teachers will disaggregate data and plan for consistency to ensure rigorous standards based instruction.

4. Provide targeted students with opportunities to participate in tutorial program. Tutorial
will provide additional lessons, practice and small group instruction for struggling
students.
5. Focus on 80% or higher passing rates for iReady lessons. Adaptive technology will
benefit students especially when passing rates are a priority.
6. School Based Team meets to address academic concerns for students not on grade
level. SBT meeting will identify and target struggling students.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Administration and teachers review FSQ, unit assessments, and iReady data. Regular classroom walkthroughs conducted by administration to monitor implementation of
district provided curriculum. (Monitored by Karen Riddle and Justin Gamelin)
A. Data will be pulled regularly and entered into the monitoring matrix.

| **Person Responsible** | Karen Riddle (karen.riddle@palmbeachschools.org) |

2. Regular walkthroughs during math blocks. (Monitored by Karen Riddle
and Justin Gamelin)

| **Person Responsible** | Karen Riddle (karen.riddle@palmbeachschools.org) |

3. Common planning time will be made available on a weekly basis.
Administration and teachers will review FSQ, unit assessments, cold reads and iReady data.
(Monitored by Karen Riddle and Justin Gamelin)
A. Data will be pulled regularly and entered into the monitoring matrix.

| **Person Responsible** | Karen Riddle (karen.riddle@palmbeachschools.org) |

4. Administration will monitor attendance in the tutorial program. (Monitored by Justin
Gamelin)
A. Low 25% of students in grades 4-5 will be targeted with approximately 5-10 teachers teaching biweekly for 3 months.

| **Person Responsible** | Justin Gamelin (justin.gamelin@palmbeachschools.org) |

5. Administration reviews iReady data and share with teachers ongoing throughout the year. (Monitored by Karen Riddle and Justin Gamelin)

| **Person Responsible** | Karen Riddle (karen.riddle@palmbeachschools.org) |

6. SBT meetings will be held regularly. (Monitored by Karen Riddle and Justin Gamelin)

| **Person Responsible** | Karen Riddle (karen.riddle@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 universal guidelines for success and communicating these expectations to parents via student protocols and monitoring PBS through data. Our PBS team conducted a schoolwide expectations matrix posted in the school. This single school culture is also achieved throughout the year during our School Advisory Council Sessions.

In alignment with school board policy 2.09 and Florida State Statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts.

Suite 360 is the curriculum that the school district selected to implement the state mandated instruction related to youth mental health services. Students participate in lessons on a variety of mental health topics, as well as, Child Trafficking and Substance Abuse.

Our BHP supports the mental health of students. The position that originated in the 2019-20 school year as part of the Marjory Stoneman Douglas High School Public safety Act to have more mental health professionals in schools is funded through local referendum dollars. All schools in Palm Beach County have BHP's.

Part of the reason that we are able to maintain our impressive schools culture and extremely minimal discipline incidents is that together we do a variety of things to ensure all students, staff and visitors are treated equitably and respectfully. We have very high expectations for all of our staff and students and we have great customer service. People are greeted with smiles and pleasantries upon arrival and throughout the time on campus, we make the experience an enjoyable one.

These are some of the things we do which makes our school culture stand out above the rest.

1. Offer a variety of parent night activities such as Curriculum Night, Meet the Teacher, Art night, Family Book Fair, ELL PLC meetings, PTA activities and meetings.

2. Behavior Health Professional works closely with the School Counselor. BHP works with individual students, parents and staff to offer support, resources, and guidance.

3. Continue implementation of SEL or "classroom connection" for the 2022-2023 school year.

4. School advertises within the local community about kindergarten registration. School hosts an annual Kindergarten Round-up in May 2023, which parents and prospective students are invited to attend. School provides tours to parents and students throughout the school year.

5. School utilizes community members and PTA to circulate information about the school.

6. School maintains a website with important information. School created a marketing video which promotes the school and is included on the school website.

7. The School Counselor and grade 5 team leader distribute middle school registration and choice school information. The school communicates and seeks input with feeder middle schools and invites them to participate in transition IEP meetings.

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

Principal and Assistant 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. Thus, principals can positively influence their school culture with strategies that encourage collaboration. Always be available for staff by having an open door policy.

School Counselor: Supports a positive culture and environment through small group interactions, unique one on one interactions and classroom guidance. Classroom lessons include character education and bullying. Counselor heads the PBS initiative and ensures students feel safe welcomed, valued, included and nurtured.

Teachers: Incorporate PBS, a framework that brings together school communities to develop positive, safe, supportive learning cultures. PBS assists schools to improve social, emotional, behavioral and academic outcomes for children to ensure all students have equitable and equal opportunity to learn in a positive environment.

Florida State Statute 1003.42

District Policy 2.09 (http://go.boarddocs.com/fl/palmbeach/Board.nsf/goto?open&id=B9RABR797F3B)

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.

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.

Florida State Statutes 1003.42 dictates that members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction.