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West Riviera Elementary School

1057 W 6TH ST, Riviera Beach, FL 33404

<https://wres.palmbeachschools.org>

Demographics

Principal: Alisha Mcknight

Start Date for this Principal: 7/3/2019

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* Native American Students Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (44%) 2018-19: C (44%) 2017-18: B (58%)
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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West Riviera Elementary School

1057 W 6TH ST, Riviera Beach, FL 33404

<https://wres.palmbeachschools.org>

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;">97%</p>

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

It is our mission to provide opportunities for students to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in a safe and positive environment. We believe all children can learn and excel with developmentally appropriate materials, practices, and strategies.

Provide the school's vision statement.

The vision of West Riviera Elementary is for all students to meet and/or exceed state standards in a nurturing and academically stimulating environment.

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
McKnight, Alisha	Principal	School leader is responsible for providing a safe learning environment for all students. Responsibilities include but are not limited to monitoring student academic achievement and classroom instruction, ensuring staff development and coaching, manage school operations and creating a positive, productive environment.
Williams, Kenya	Assistant Principal	The assistant principal supports the principal as the educational leader of the school in all aspects of administration including promoting safety, providing equity and access to the curriculum and expecting academic success for all students. In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.
Higgins, Shameka Higgins	Other	The Single School Culture Coordinator's (SSCC) roles and responsibilities include but are not limited to coaching, support and professional learning strategies to improve classroom instruction and facilitate growth as effective teachers. In addition, the SSCC provides modeling and coaching for small group instruction. The SSCC also monitors and ensures effective instruction and equitable access to resources necessary for the success of all students. The SSCC utilizes existing data appropriately to diagnose and assess student needs as well as guide teachers in tailoring instruction to meet individual student needs.
Moore, Cheryl	ELL Compliance Specialist	Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Monitors and conducts LEP student assessment and placement procedures. Coordinates ESOL record keeping requirements. Assists with school staff ensuring ESOL program compliance. Assists in working with LEP parents. Assists school staff with reading, writing and math programs for all LEP students. Coordinates the school LEP Committee. Assists area ESOL Resource Teachers in implementing school-based ESOL inservice. Coordinates cultural harmony initiatives at the school. Establishes school data collection, analysis and reporting systems to assess student progress. Coordinates and monitors schools' registration procedures to ensure that they are appropriate for LEP students. Collaborates with community agencies and organizations in assisting families to access available resources. Coordinates dissemination of translated documents to parents of LEP students. Provides training in ESOL strategies to school Community Language Facilitators and ESOL Aides. Meets on monthly basis with ESOL Compliance Coordinators and ESOL Compliance Specialist to exchange information regarding ESOL issues. Instructs identified LEP students or groups of LEP students in preparation for standardized testing to ensure increased student achievement.
Barron, Portia	Other	Ms. Barron is the SAC Chairperson which is responsible in assisting in the development of the SIP and monitoring the implementation of the School Improvement Plan. SAC Chairperson will facilitate monthly SAC meetings

Name	Position Title	Job Duties and Responsibilities
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along with assuring that there is adequate representation of all stakeholders. Ms. Barron is the Supplemental Academic Instructor. The SAI will provide instruction, remediation and services to students and will academically support the lowest 25% of students in grades 2nd, 3rd, and 4th. SAI will utilize appropriate curriculum to develop lesson plans to differentiate diagnosed learning deficits.

Demographic Information

Principal start date

Wednesday 7/3/2019, Alisha Mcknight

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.*

15

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

554

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

16

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

10

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	72	94	70	105	56	86	0	0	0	0	0	0	0	483
Attendance below 90 percent	7	47	38	56	20	37	0	0	0	0	0	0	0	205
One or more suspensions	0	1	4	7	3	14	0	0	0	0	0	0	0	29
Course failure in ELA	0	25	19	58	23	41	0	0	0	0	0	0	0	166
Course failure in Math	0	18	11	47	11	54	0	0	0	0	0	0	0	141
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	31	6	34	0	0	0	0	0	0	0	71
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	5	40	0	0	0	0	0	0	0	45
Number of students with a substantial reading deficiency	0	2	17	33	29	59	0	0	0	0	0	0	0	140

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	22	17	65	18	58	0	0	0	0	0	0	0	180

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	32	0	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 9/21/2022

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	102	82	79	103	82	92	0	0	0	0	0	0	0	540
Attendance below 90 percent	0	42	44	52	26	35	0	0	0	0	0	0	0	199
One or more suspensions	0	1	1	4	1	0	0	0	0	0	0	0	0	7
Course failure in ELA	0	32	60	57	51	74	0	0	0	0	0	0	0	274
Course failure in Math	0	16	38	56	48	68	0	0	0	0	0	0	0	226
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	31	40	20	0	0	0	0	0	0	0	91
Level 1 on 2019 statewide FSA Math assessment	0	0	0	10	38	16	0	0	0	0	0	0	0	64
Number of students with a substantial reading deficiency	0	32	60	67	84	65	0	0	0	0	0	0	0	308
FY21 ELA Winter Diag Level 1 & 2	0	0	0	61	56	80	0	0	0	0	0	0	0	197
FY21 Math Winter Diag Level 1 & 2	0	0	0	49	46	65	0	0	0	0	0	0	0	160

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	27	49	56	51	71	0	0	0	0	0	0	0	254

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	2	0	13	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	2	0	15	2	12	0	0	0	0	0	0	0	31

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	102	82	79	103	82	92	0	0	0	0	0	0	0	540
Attendance below 90 percent	0	42	44	52	26	35	0	0	0	0	0	0	0	199
One or more suspensions	0	1	1	4	1	0	0	0	0	0	0	0	0	7
Course failure in ELA	0	32	60	57	51	74	0	0	0	0	0	0	0	274
Course failure in Math	0	16	38	56	48	68	0	0	0	0	0	0	0	226
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	31	40	20	0	0	0	0	0	0	0	91
Level 1 on 2019 statewide FSA Math assessment	0	0	0	10	38	16	0	0	0	0	0	0	0	64
Number of students with a substantial reading deficiency	0	32	60	67	84	65	0	0	0	0	0	0	0	308
FY21 ELA Winter Diag Level 1 & 2	0	0	0	61	56	80	0	0	0	0	0	0	0	197
FY21 Math Winter Diag Level 1 & 2	0	0	0	49	46	65	0	0	0	0	0	0	0	160

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	27	49	56	51	71	0	0	0	0	0	0	0	254

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	2	0	13	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	2	0	15	2	12	0	0	0	0	0	0	0	31

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	30%	59%	56%				39%	58%	57%
ELA Learning Gains	59%						46%	63%	58%
ELA Lowest 25th Percentile	58%						49%	56%	53%
Math Achievement	34%	53%	50%				59%	68%	63%
Math Learning Gains	55%						44%	68%	62%
Math Lowest 25th Percentile	56%						35%	59%	51%
Science Achievement	13%	59%	59%				36%	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	38%	54%	-16%	58%	-20%
Cohort Comparison		0%				
04	2022					
	2019	31%	62%	-31%	58%	-27%
Cohort Comparison		-38%				
05	2022					
	2019	46%	59%	-13%	56%	-10%
Cohort Comparison		-31%				

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	70%	65%	5%	62%	8%
Cohort Comparison		0%				
04	2022					
	2019	44%	67%	-23%	64%	-20%
Cohort Comparison		-70%				
05	2022					
	2019	60%	65%	-5%	60%	0%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	36%	51%	-15%	53%	-17%

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	20	52	55	17	45	50	19				
ELL	31	66	56	36	63	67	15				
AMI	21			36							
BLK	31	56	59	34	52	48	11				
HSP	31	65	62	33	59	58	20				
FRL	31	60	59	34	55	56	13				
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	14			26							
ELL	25	35		29	25		15				
AMI											
BLK	23	39	21	28	17	23	17				
HSP	25	33		27	22		17				
FRL	24	38	20	28	18	15	18				
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	33	50	54	44	44		22				
ELL	34	43	29	61	43	43	23				
BLK	39	46	56	58	44	34	36				
HSP	35	48	33	63	45		27				
FRL	39	46	49	59	44	35	36				

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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	65

ESSA Federal Index	
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	50
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	48
Native American Students Subgroup Below 41% in the Current Year?	NO
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	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
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?

Based on FY22 FSA data, the component showing the lowest performance is Science. FY22 science proficiency is 13%, which is a 3% decrease from FY22. iReady data from FY20, FY21, and FY22 shows an average proficiency drop of 33 percentage points in Vocabulary and 19 percentage points in Comprehension of Informational between Kindergarten and First Grade. The numbers continue to trend downward between the remaining grade levels.

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

The data component indicating the greatest need for improvement was Science. The main focus in the past has been ELA and Math. There has not been enough instructional focus in 3rd and 4th grade on Science as it is not tested in those grade levels.

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

One of the contributing factors for the decline in Science is not enough time spent on foundational content in 3rd and 4th grade. The benchmarks tested in 5th grade are taught in 3rd and 4th grade. Foundational benchmarks must be taught in 3rd and 4th grades. Science vocabulary must be taught

daily across all grade levels. In addition to foundational benchmarks being taught in the intermediate grades primary grades must provide Science instruction as well. Now that the district has adopted the Benchmark curriculum there is an integration of Science in English Language Arts. This will assist teachers in providing Science curriculum during Reading instruction in addition to their identified Science instructional block.

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

The data components that showed the most improvement would be the lowest 25% in ELA and overall Math learning gains. There was an 38% increase in ELA lowest 25% (20% to 58%) and a 37% increase in overall Math learning gains (21% to 58%). Overall there was a 20% increase in ELA learning gains (39% to 59%). Third grade retained students all had learning gains (100%), 4th grade learning gains were 59% and 5th grade learning gains were 57%. In the area of math learning gains for the lowest 25% there was a 16% increase (39% to 55%).

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

One of the contributing factors for the lowest 25% was changing the structure of 4th grade classes so that all 4th grade students were taught ELA by the school's SSCC with support from one of the academic tutors. Math increase was the largest in 3rd grade which received support from the school's Learning Team Facilitator.

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

In order to accelerate learning the intermediate grades will all receive PLC support on the new district Benchmark curriculum by the SSCC. Professional development with the new curriculum began over the summer. Third grade will be partially departmentalized and 4th & 5th grade will continue with departmentalization. Academic tutors for whole group support and small group instruction will continue and they will participate in PLC with their assigned teachers.

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.

WRES is participating in Project IGNITE which provides training and support for two demonstration teachers. The demonstration teachers will provide demonstration lessons, team teach in classrooms, observe and provide teachers with coaching and feedback, analyze data and support the development of the school goals. PLCs and professional development will focus on planning, small group instruction and tiered intervention.

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

Support through Project Ignite will be provided over the course of three years. The TSL specialist will support the demonstration teachers; model lessons, support PLCs; schoolwide implementation requirements (ie SBT, PBS, SAI, ESE, ELL by coaching and observing the framework as it relates to the grant).

As an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours. This program is supported by the department of Early Childhood Education and follows 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.

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 Science

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

Science data indicates that there is a need for foundational benchmarks being taught in 3rd and 4th grade. Science vocabulary must be taught in all grade levels. Students are improving in reading which ties into Science but are not showing improvement in Science. Science labs should be conducted more in 5th grade. iReady Reading data shows both Vocabulary and Comprehension of Informational Texts is low across grade levels. Since these components are critical to success in science, during ELA all grade levels should increase student exposure to informational texts, specifically science-based. Vocabulary and comprehension skills can also be taught through science.

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

The measurable outcome for students in grades 3 through 5 will be obtained by instructing the students using the Next Generation Sunshine State Standards. The instruction will include explicit vocabulary building and strategies as well as hands-on application/student labs. Teachers will address deficiencies by differentiating instruction, reviewing foundational content and reteaching benchmarks using the 5-E Model of Instruction. Students will be assessed using the district unit assessments from Performance Matters/ Unify. Our goal is for 40% of grade 5 students to score a level 3 and above.

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

The area of focus will be monitored by classroom walkthroughs, teacher observation, teacher feedback and students' weekly lessons. Teachers will use the Next Generation Sunshine State Standards to instruct the students, regularly scheduled science professional learning community meetings. Unit assessments will be monitored and used to address secondary benchmarks using small group instruction and mini labs.

Person responsible for monitoring outcome:

Alisha McKnight (alisha.mcknight@palmbeachschools.org)

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

The evidence-based strategies will include members of the elementary science team modeling lessons using the 5-E Model of instruction, teacher observations and feedback. Science lab opportunities and vocabulary building strategies will provide students with knowledge to increase their abilities to answer questions with both moderate and high level questions. Utilizing the districts curriculum for ELA (Benchmark adoption) and the STEMScopes (science adoption), which uses a integrated approach to increase student achievement in both content areas. Professional Learning Community (PLC)/Professional Development will ensure teachers

implemented for this Area of Focus.

collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.

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

The rationale for selecting evidence-based strategies is to build the students knowledge of foundational benchmarks with the Next Generation Sunshine State Standards. The 5-E Model science instructional block will include an engage activity to get the students excited about the lesson of the day, teacher explanation and allowing the students the opportunity to explain their thinking about the science content. Elaborating and addressing any misconceptions and providing the lab experiences and hands-on/simulation practice to reinforce the science concepts addressed. The evaluation includes measuring the students knowledge level of the standards and provides the teacher with student deficiencies that can be addressed in small group instruction to ensure students understand the standards that will be addressed on the Statewide Science Assessment.

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.

Science Leadership Academy

Person Responsible Alisha McKnight (alisha.mcknight@palmbeachschools.org)

Professional Learning Communities (PLC) across grade levels with district support

Person Responsible Kenya Williams (kenya.williams@palmbeachschools.org)

Monitoring of district assessments

Person Responsible Kenya Williams (kenya.williams@palmbeachschools.org)

Coaching cycle provided by district support

Person Responsible Alisha McKnight (alisha.mcknight@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.

FSA data indicates that there is a need for improvement in Math with foundational skills in all grade levels. There has been a slight increase in level 3 students by 7% (26% to 33%). Math learning gains for the lowest 25% went up 16% (39% to 55%). This is an increase from last year however it must be maintained. It is evident that students are not fluent and have little automaticity with their multiplication facts in grades 3-5. Through the implementation of new strategies in differentiated small groups, students will have a better understanding of overall number sense and increased fluency.

Measurable Outcome:

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

The measurable outcome the school plans to achieve is increasing Math proficiency 10% (33% to 43%) and increasing Math learning gains for the lowest 25% by 10% (55% to 65%).

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

The area of focus will be monitored by classroom walkthroughs, teacher observations and teacher feedback. Assessments (ie FSQs, USAs, iReady Diagnostics) will also be closely monitored.

Person responsible for monitoring outcome:

Alisha McKnight (alisha.mcknight@palmbeachschools.org)

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

The evidenced based strategies to be utilized for this area of focus will be analyzing data and grouping students for differentiated, small group instruction during Mathematics class. This implementation will be monitored through classroom observations, teacher observations, small group instruction task deliverables, student data chats, and PLCs.

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

By analyzing student data, teachers will be able to plan for re-teaching students who did not meet the target goals. Differentiated instruction provides students with individualized learning opportunities.

**resources/
criteria used for
selecting this
strategy.**

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.

Professional Learning Communities (PLC)

Person Responsible Kenya Williams (kenya.williams@palmbeachschools.org)

Professional Development

Person Responsible Alisha McKnight (alisha.mcknight@palmbeachschools.org)

Monitoring of district assessments

Person Responsible Kenya Williams (kenya.williams@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

By focusing on standards-based instruction in primary grades (K-2) ELA, third grade proficiency will increase, Our instructional priority is monitoring student understanding and providing constructive feedback to encourage maximum student achievement.

According to the data, our students are not entering third grade prepared for the rigorous expectations of the state's standardized assessment. Based on FY22 iReady data, of the outgoing second graders,

which are FY23's incoming third graders, 24% were reading on grade level.

iReady also shows that our overall all primary (K-2) proficiency is low. Based on FY23's initial diagnostic, only 25% of kindergarten, 9% of first grade, and 18% of second graders are where they should be upon entry into their current grade level.

In addition, FY23 initial iReady data supports the lack of proficiency in foundational skills.

Phonics:

Kindergarten = 22%

First Grade = 6%

Second Grade = 14%

High-Frequency Words:

Kindergarten = 20%

First Grade = 25%

Second Grade = 37%

Vocabulary:

Kindergarten = 23%

First Grade = 16%

Second Grade = 15%

As a result of low proficiency in foundational skills, the proficiency in comprehension is low as well.

Kindergarten = 25%

First Grade = 21%

Second Grade = 13%

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

FSA data indicates a need for improvement in ELA. Thirty-one% of students in Grades 3 - 5 were proficient (28% in Grade 3, 43% in Grade 4 and 22% in Grade 5). Our ESSA identified subgroups made increases in ELA as follows: SWD 6% (14% to 20%), ELL 6% (25% to 31%), BLK 8% (23% to 31%), HSP 6% (25% to 31%), FRL 7% (24% to 31%). If we focus on standards-based instruction to increase ELA achievement school-wide, then we will ensure alignment to the District Strategic Plan, Theme A-Goal 3, Academic Excellence & Growth. Our instructional priority is to deliver content that is aligned to the benchmark and intended learning.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

PM 1 (Aug./Sept): PM 3 (Apr./May):

Kindergarten = 23% Proficient Kindergarten = 40% Proficient

First Grade = 34% Proficient First Grade = 40% Proficient
Second Grade = 20% Proficient Second Grade = 30% Proficient

Grades 3-5: Measureable Outcome(s)

PM 1 (Aug./Sept): PM 3 (Apr./May):
Third Grade = 2% Third Grade = 20%
Fourth Grade = 8% Fourth Grade = 20%
Fifth Grade = 16% Fifth Grade = 25%

Monitoring:

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

Monitoring will occur through grade level PLCs. iReady diagnostic and growth monitoring checks will occur as well as end of the unit assessments from the Benchmark Series. Grade level FSQs and USAs will be used to track growth within the standards. The area of focus will also be monitored by classroom walkthroughs, teacher observations and teacher feedback.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

McKnight, Alisha, alisha.mcknight@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?

The evidence based strategies implemented for this area of focus are modeling, guided practice, read alouds, shared reading and small group rotations. Daily instruction begins with a read aloud where the teacher models for students followed by shared reading. Phonics instruction is followed by reading and building vocabulary, writing and grammar. Daily practice in foundational skills will build knowledge rich curricula that instills background knowledge while building a love for reading while creating lifelong learners.

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?

The systematic building of a wide range of foundational skills and balanced literacy components are a prerequisite for literacy. B.E.S.T. Standards is the framework to help build knowledge in a rich curricula. This curriculum is vertically aligned across grade levels which provides the best return on investment. The materials consist of but are not limited to: mentor text, shared reading and poetry big books, extended reads, weekly unit assessments, small group reading materials for independent reading and conferring, reading and writing decodable consumables to practice phonics skills and context.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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Professional Learning Communities (PLCs) meet weekly to focus on data analysis and effective instruction based on the needs. Instructional coaches develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards. PLCs include administration, content area teachers, resource teachers and academic tutors.

Higgins, Shameka Higgins,
shameka.higgins@palmbeachschools.org

Literacy Leadership Team develop a plan to monitor the implementation & ensure compliance with the reading plan. Weekly walkthroughs to monitor and support reading instruction & intervention which includes utilizing and sharing the Look Fors with the teachers. School leaders will identify areas of strengths and next steps during weekly Leadership Meetings.

McKnight, Alisha,
alisha.mcknight@palmbeachschools.org

Literacy Coaching will be done by our Lost Tree Grant Specialist, Reading Recovery Teacher, SAI and SSCC. This will occur during PLC, feedback from classroom walkthroughs, in class support and Professional Development. Teachers will also be strongly encouraged to participate in district provided Professional Development. Coaching will also be provided by our Project Ignite TSL Specialists as needed and our Demonstration Teacher.

McKnight, Alisha,
alisha.mcknight@palmbeachschools.org

Assessment - 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. Teachers will analyze data to determine strengths and weaknesses in content area. Teachers will create all small group rotational cycles to ensure all students are supported at their ability level. Teachers will follow District Assessment schedule of ongoing formative assessments to track student learning & instruction continuously.

Williams, Kenya,
kenya.williams@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.

Staff:

Weekly updates to ensure everyone is in unison with expectations, celebrations and important dates
Holiday celebrations to encourage unity and a sense of belonging
Birthday celebrations at monthly faculty meetings
Wellness activities to improve personal health
SEL activity at the start monthly faculty meetings to improve mental health

Students:

Behavioral Health Professional to support the behavioral and mental health of students
Academic incentives to celebrate academic success
Daily SEL activities to support the mental health of students
Mustang Store to allow students to spend Mustang Bucks received as academic and behavior incentives
Safety Patrols for 5th graders who are responsible, respectful and set a good example for other students.

Mandatory Curriculum & Content:

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan 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:

(g) 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.

(h) 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.

(p) Study of Hispanics contributions standards prioritize listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions 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.

(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality

instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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

Principal is responsible for ensuring academic and behavioral incentives are in place, acquire funds for incentives and monitor each role. Specifically responsible for BHP, Safety Patrols, wellness activities and birthday celebrations

Assistant Principal is responsible for ensuring each academic and behavioral incentives are in place and assist in monitoring each role. Specifically responsible for monitoring Mustang Store, weekly updates and holiday celebrations.

SSCC is responsible for ensuring academic incentives are in place, specifically responsible for Daily SEL activities, weekly updates and holiday celebrations.

Guidance Counselor is responsible for the Mustang Store.

Behavioral Health Professional is responsible for supporting the behavioral and mental health of students.

School Advisory Council is comprised of school administration, classroom teachers, staff, parents, and community members. The council's goal is to ensure that school improvement occurs throughout the academic school year.