

The School District of Palm Beach County

Pioneer Park Elementary School



2022-23 Schoolwide Improvement Plan

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Pioneer Park Elementary School

39500 PIONEER PARK RD, Belle Glade, FL 33430

<https://ppes.palmbeachschools.org>

Demographics

Principal: Sandra Moreau Oliver

Start Date for this Principal: 8/20/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2021-22: C (53%) 2018-19: B (59%) 2017-18: C (48%)
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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Pioneer Park Elementary School

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<https://ppes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

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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.

The mission of the School District of Palm Beach County is to educate, affirm, and inspire each student in an equity-embedded school system.

Provide the school's vision statement.

We envision...

The School District of Palm Beach County 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.

The School District of Palm Beach County 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.

...WE SEE YOU.

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
Moreau , Sandra	Principal	The instructional leader in charge of executing and monitoring personnel resources and strategies to ensure all students have equitable access to a standards based instruction. Monitors effective standards based instruction in English Language Arts (Reading, Writing and Social Studies), Math and Science. Attend Professional Learning Communities and Common Planning to ensure teachers are supported with implementing their lessons, analyze student data, and learn effective strategies to ensure students are making at least one year's worth of growth. Incorporate district and national cultural celebrations to ensure a multi-cultural and equitable school culture where the social emotional and academic needs of students are met.
Jeffrey, Michelle	Assistant Principal	Ms. Jeffrey will support curriculum and teacher training including analyzing data to ensure the students are progressing toward the target. She will be the Title 1 contact and ensure that SIP goals are reflected within the Title 1 PFE.
Arnett, Ronelda	Administrative Support	She will assist teachers with the planning process and analyzing data to ensure the students are progressing toward the target. She conducts walk-throughs and provide support for teachers by modeling and supporting instruction in the classroom.
Peterson, Quesona	Curriculum Resource Teacher	Facilitate Mathematics PLCs and provide mathematics support to teachers in grades K-5 with focus on teachers in grades 3-5.
Copeland, Paul	Teacher, ESE	ESE Coordinator; ensures compliance with ESE regarding IEP Plans, Reevaluations, and student academic performance; ensure students are receiving accommodations; conduct IEP PLAN meetings and assist with updating information regarding plans and accomodations on EdPlan.
Hrebin, Thomas	School Counselor	Monitor SEL implementation and provide support for teachers regarding lessons and student mentoring. School Based Team Leader, supports and monitors RTI Progress for students in need of interventions.
Ruiz, Suehae	ELL Compliance Specialist	ELL Contact; ensures compliance with ESOL regarding ELL Plans, Reevaluations, ESOL strategies and student academic performance; ensure students are receiving accommodations; conduct LEP PLAN meetings and LEP Committee meetings as well as ESOL Parent Leadership Council Meetings.

Demographic Information

Principal start date

Thursday 8/20/2020, Sandra Moreau Oliver

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.*

7

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

371

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

1

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

1

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	50	50	56	66	45	46	0	0	0	0	0	0	0	313
Attendance below 90 percent	0	21	21	26	14	0	17	0	0	0	0	0	0	99
One or more suspensions	0	0	2	5	0	2	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	9	10	17	0	0	0	0	0	0	0	36
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	26	0	0	0	0	0	0	0	27
Number of students with a substantial reading deficiency	3	7	11	11	8	15	0	0	0	0	0	0	0	55

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	9	12	20	15	22	0	0	0	0	0	0	0	78

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	9	0	0	0	0	0	0	0	0	0	9
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

Sunday 8/28/2022

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	46	57	50	54	35	58	0	0	0	0	0	0	0	300
Attendance below 90 percent	0	24	20	17	16	19	0	0	0	0	0	0	0	96
One or more suspensions	0	0	2	0	0	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	22	26	28	25	30	0	0	0	0	0	0	0	131
Course failure in Math	0	16	16	18	25	14	0	0	0	0	0	0	0	89
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	12	17	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	11	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	0	12	22	9	14	23	0	0	0	0	0	0	0	80
FY21 ELA Winter Diag Level 1 & 2	0	0	0	30	50	46	0	0	0	0	0	0	0	126
FY21 Math Winter Diag Level 1 & 2	0	0	0	26	49	38	0	0	0	0	0	0	0	113

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	19	23	16	24	34	0	0	0	0	0	0	0	116

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	1	1	0	0	1	16	0	0	0	0	0	0	0	19

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	46	57	50	54	35	58	0	0	0	0	0	0	0	300
Attendance below 90 percent	0	24	20	17	16	19	0	0	0	0	0	0	0	96
One or more suspensions	0	0	2	0	0	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	22	26	28	25	30	0	0	0	0	0	0	0	131
Course failure in Math	0	16	16	18	25	14	0	0	0	0	0	0	0	89
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	12	17	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	11	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	0	12	22	9	14	23	0	0	0	0	0	0	0	80
FY21 ELA Winter Diag Level 1 & 2	0	0	0	30	50	46	0	0	0	0	0	0	0	126
FY21 Math Winter Diag Level 1 & 2	0	0	0	26	49	38	0	0	0	0	0	0	0	113

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	19	23	16	24	34	0	0	0	0	0	0	0	116

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	1	1	0	0	1	16	0	0	0	0	0	0	0	19

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	43%	59%	56%				44%	58%	57%
ELA Learning Gains	80%						72%	63%	58%
ELA Lowest 25th Percentile	75%						65%	56%	53%
Math Achievement	27%	53%	50%				51%	68%	63%
Math Learning Gains	54%						72%	68%	62%
Math Lowest 25th Percentile	60%						56%	59%	51%
Science Achievement	33%	59%	59%				50%	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	24%	54%	-30%	58%	-34%
Cohort Comparison		0%				
04	2022					
	2019	53%	62%	-9%	58%	-5%
Cohort Comparison		-24%				
05	2022					
	2019	58%	59%	-1%	56%	2%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	40%	65%	-25%	62%	-22%
Cohort Comparison		0%				
04	2022					
	2019	53%	67%	-14%	64%	-11%
Cohort Comparison		-40%				
05	2022					
	2019	60%	65%	-5%	60%	0%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	48%	51%	-3%	53%	-5%

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	15	70	91	9	46	40	24				
ELL	43	87	82	28	71		36				
BLK	35	73	79	23	48	53	19				
HSP	65	92		39	67		65				
FRL	42	80	75	27	55	60	34				
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	3	38		10	25						
ELL	21	39		23	22		25				
BLK	15	27	40	10	12	36	9				
HSP	24	31		24	8		36				
FRL	16	28	43	13	11	36	15				
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	13	48	50	26	59	47	36				
ELL	38	68		47	71	75	39				
BLK	44	69	60	49	74	47	61				
HSP	44	80		54	70		33				
FRL	44	72	65	51	72	56	50				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	54
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	59
Total Points Earned for the Federal Index	431

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
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	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
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	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
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	54
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?

Our area for the greatest need of improvement is mathematics across all grade levels and subgroups. Our mathematics proficiency was 27% on the 2022 state assessment. This number is significantly lower than our reading proficiency which was 43% on the 2022 state assessment. Also, our reading gains was at 80 percent while our math gains was at only 60%.

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

Our proficiency on the FSA in mathematics was at 27%. This is our greatest area in need of improvement. We also need to focus on our math growth as our regular gains was at 60% and gains for the students in our lowest 25 percentile was only at 54%.

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

As a result of the pandemic, students were virtual for 18 months. Although 60% of our students made learning gains in mathematics, our proficiency was extremely below grade level. 73% of our students are below grade level in mathematics. Although we improved from 2021 by 12 percent, it is significantly below and we did not meet our goals in mathematics of achieving 40 percent proficiency.

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

We showed the most improvement in reading with a 43% proficiency which is more than 25 points above our reading proficiency in 2021. We also had an 80% increase in reading gains and a 75% learning gain with students in our lowest 25 percentile.

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

We utilized various programs that targeted student deficiencies such as phonemic awareness, vocabulary and comprehension. Small group instruction was implemented in reading throughout all classes. Resource and support teachers supported reading instruction and implementation. Administration monitored the implementation of effective reading strategies and supported teachers through professional learning communities and common planning.

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

We are implementing several strategies which will include hands-on mathematical practice using whiteboards and manipulatives. Small group instruction in mathematics across all grade levels. An academic tutor will be utilized to help provide in-class support in grades 2-4 as well as additional resource staff.

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 through Professional Learning Communities, Common Planning and some all day planning sessions will be needed. Also, best practices will be featured during faculty meetings to include planning for small group math instruction and utilizing standards to drive station and small group work.

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

We will continue using data to target student needs for improvement. We will continue using personnel to support classroom teachers. We will continue providing small group instruction. We also wrote a Summer Slide Grant that is providing us with additional funds to purchase books for students to read over the summer. We also obtained a grant to create a math lab and have started setting up the lab as a model small group/hands-on instruction lab.

As an early intervention to increase student readiness to enter kindergarten, we offer a school year , Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours for students

ages 3 to 5 determined . This program 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.

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 Math**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our math proficiency on the FSA for FY22 was 26%. Although we made gains in mathematics, we did not meet our target goals. This year, we are focused on hands-on mathematics practice and small group instruction.

Measurable**Outcome:**

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

We will increase math proficiency by at least 20 percentage points this year.

Monitoring:

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

Student data will be monitored by teachers using student graphs and classroom graphs. We will use PLCs and common planning to assist teachers in meeting the goals in mathematics.

Person responsible for monitoring outcome:

Ronelda Arnett (ronelda.arnett@palmbeachschools.org)

Evidence-based Strategy:

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

Small group instruction in mathematics in grades K-5. Professional Development during PLCs on small group instruction in mathematics. Using hands-on materials in math in grades K-5. Modeled lessons for instruction.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our math data in FY22 showed a proficiency level of 27%. This is significantly lower than reading which was at 43% proficiency. There is a huge discrepancy with math instruction and achievement. The teachers are teaching mainly in whole group and students are not making growth. By starting in primary grades using hands-on materials and small group instruction, we will see a gradual increase in math proficiency across all grade levels.

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.

Small group instruction during the mathematics block in grades K-5. Teachers will be trained during PLCs and common planning on how to use small group instruction to effectively meet the need of all learners.

Person Responsible Ronelda Arnett (ronelda.arnett@palmbeachschools.org)

Using hands-on materials to provide students an opportunity to learn mathematics in a fun manner to increase student engagement and comprehension of concepts. Students will have access to manipulatives as well as whiteboards and markers to practice learned skills and master standards.

Person Responsible [no one identified]

#2. 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. Although we reached 43% proficiency in reading, we are still below 50% proficiency. We will continue using data to help triage student needs.

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

Our goal is increase reading proficiency by at least 11%.

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

Monitoring of reading instruction will be done through weekly walk-throughs and bi-weekly professional learning communities and weekly afternoon common planning. Data chats will occur with teachers every trimester to discuss students who are in need of intervention and support.

Person responsible for monitoring outcome:

Sandra Moreau (sandra.moreau@palmbeachschools.org)

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

The strategies we will use include using data to create and monitor effective small group instruction. Through PLCs and Common Planning, we will assist teachers in creating groups based on iReady data and Benchmark assessments. Strategy groups focused on specific deficiencies-vocabulary, comprehension, phonics and fluency will be created.

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

By focusing on students' deficiencies, teachers will be able to triage and help students make improvements and move toward proficiency. In FY22, we were able to increase proficiency by having strategy groups during extended reading and small group instruction during our ELA block. We want to continue to trajectory of increased proficiency and plan to meet our goals using the same strategies.

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.

Conduct effective PLCs focusing on using data for small group instruction. Providing opportunities for teachers to plan small group activities for students.

Person Responsible Ronelda Arnett (ronelda.arnett@palmbeachschools.org)

Monitor classroom instruction especially during small group time to ensure effective implementation of strategies taught during PLCs and other professional development sessions.

Person Responsible Sandra Moreau (sandra.moreau@palmbeachschools.org)

#3. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the 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.

No action steps were entered for this area of focus

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

We provide intensive reading interventions to students who are substantial-tier 3 students. Resource teachers push-in as well as pull-out students for additional reading support. Our Fine Arts teachers push-in and provide additional reading support to our students during our extended reading and reading block. During admin-teacher data chats, we discuss students who need additional assistance and make recommendations to tutorial. We currently tutor our migrant students and the rest of our students receive tutoring through ESSER funds or using Title 1 funds. We utilize iReady data to triage student's instructional needs and form small groups based on phonological awareness, phonics, vocabulary, fluency and comprehension. Through professional learning communities and common planning, teachers are supported with analyzing data and using the BEST standards to drive instructional decisions and plan effectively.

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

We provide intensive reading interventions to students who are substantial-tier 3 students. Resource teachers push-in as well as pull-out students for additional reading support. During the extended reading block, each teacher is supported by a support teacher. We identify and group students based on need. During admin-teacher data chats, we discuss students who need additional assistance and make recommendations to tutorial. We currently tutor our migrant students and the rest of our students receive tutoring through ESSER funds or using Title 1 funds. We utilize iReady data to triage student's instructional needs and form small groups based on phonological awareness, phonics, vocabulary, fluency and comprehension. Through professional learning communities and common planning, teachers are supported with analyzing data and using the BEST standards to drive instructional decisions and plan effectively. We begin identifying students in grades K-2 who are performing below grade level and try to remediate deficiencies before they enter third grade.

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)

Our goal is to decrease the number of students who are reading below grade level and increase the number of students reading above grade level to 50 percent or higher. When students are identified as reading below grade level, they are immediately placed in groups targeting their deficiencies.

Grades 3-5: Measureable Outcome(s)

We have increased our reading proficiency by 20 percentage points but are still below 50%. Our goal is to increase our reading proficiency by 11 percentage points while decreasing our level one students. We hope to continue our upward climb of reading proficiency growth by provided interventions to students in K-2 which in turn decrease students identified as being deficient in reading in grades 3-5.

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.

Through professional learning communities, common planning and walkthroughs, teachers will be supported and trained to use effective strategies that will lead to improvement. Monitoring will include admin-teacher data chats where student data will be discussed and barriers to academic achievement as well. Monitoring of student attendance and student growth will be key to making improvements and reaching our goals.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Moreau , Sandra, sandra.moreau@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 primary reading curriculum is Benchmark which is district approved. Additionally, we are using SPIRE for some of our students in need of phonics support, RISE Up will be utilized as well as LLI to provide small group interventions. Additionally, we utilize vocabulary workshop for students deficient in reading and those identified as needing support with vocabulary according to iReady data.

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?

We utilized the vocabulary workshop in grades 3-5 during the 2022 school year to supplement reading instruction during our extended reading hour. The reading proficiency increased by over 20 percentage points. We also used LLI and small group instruction for interventions.

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership-Our literacy leadership team will include teachers who support with reading interventions as well as our Single School Culture Coordinator, Assistant Principal and Principal. The leadership team will work together to ensure that the school has reading and literacy initiatives that promote a love of reading and also dedication to effective reading instruction and intervention. School-wide events around reading will be created and implemented throughout the year including during Red Ribbon Week, Literacy Month and during our Literacy Parent Night.</p>	<p>Moreau , Sandra, sandra.moreau@palmbeachschools.org</p>
<p>Assessment-We will utilize assessment data including iReady data to make instructional decisions for our students. Students who are reading below grade level according to iReady will receive additional support/interventions based on specific needs. Student assessments such as iReady and the Progress Monitoring State Assessments will also be used to monitor student growth. Students will be identified for tutorial and interventions based on the data from assessments.</p>	<p>Jeffrey, Michelle, michelle.jeffrey@palmbeachschools.org</p>
<p>Professional Learning-Through professional learning communities and common planning, teachers will be trained and supported with developing effective standards-based lessons. Teachers will receive a needs-assessment in order for professional learning communities to be tailored to teacher needs. During PLCs and Common Planning, teachers have an opportunity to seek assistance in planning standards-based lessons using the BEST Standards. Teachers have the opportunity to plan questions that are higher order in order to in order to assist with students being on task and deeper thinking.</p>	<p>Arnett, Ronelda, ronelda.arnett@palmbeachschools.org</p>

Positive Culture & Environment

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

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

Our school works diligently to focus on school culture and climate. We make sure we address the social-emotional needs of students as well as their academic needs. We provide counseling support for identified students through the school's counselor. We also refer students to outside agencies. We use our school-wide positive behavior support program to motivate students and help with the social emotional needs of students. Some of our school-wide initiatives include character counts and celebrations for behavior. We also have a mentoring program for boys and girls identified as needing social emotional support. Our mentoring program follows the character counts program. Character Counts includes the Six Traits- Respect, Responsibility, Caring, Trustworthiness, Citizenship, Fairness in addition to Being on Time. Students and teachers spend 15-30 minutes each day in morning meeting addressing social and emotional needs through both positive student and teacher interactions. We have also worked to correlate the SEL lessons with Character Counts so that the students have opportunities to learn and practice the lesson in various classes and subjects. We also have weekly celebrations for students who exhibit positive behavior. During our honor roll celebrations, students receive the BEAR award which focuses on student behavior and being able to follow school-wide expectations. We also find ways to celebrate our staff through nominations for teacher of the year awards and weekly staff shout-outs. Our school is a finalist for the Bronze Award for Positive Behavior Support and received the Resiliency Award for Positive Behavior Support in 2021.

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

The stakeholders that are responsible for promoting a positive culture and environment at the school are the Principal-Dr. Sandra Moreau; the School Counselor-Thomas Hrebin, the Assistant Principal-Michelle Jeffrey and the Single School Culture Coordinator-Ronelda Arnett.

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

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

Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

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

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

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

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.