Acreage Pines Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Acreage Pines Elementary School

14200 ORANGE BLVD, Loxahatchee, FL 33470

https://apes.palmbeachschools.org

Demographics

Principal: Darlene Karbowski

Start Date for this Principal: 5/20/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (67%) 2018-19: B (56%) 2017-18: B (56%)
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.

Table of Contents

Acreage Pines Elementary School

14200 ORANGE BLVD, Loxahatchee, FL 33470

https://apes.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	No	62%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Acreage Pines Community Elementary is committed to providing students with a safe and challenging academic environment where each child can reach their highest potential and succeed in the global community by developing citizenship, accountability, respect, and exploration in the fields of Biomedical and Veterinary Technology.

Provide the school's vision statement.

Acreage Pines Elementary is growing respectful, inquiring, global learners within a happy, caring and stimulating environment where children will recognize and achieve their fullest potential, so that they can be successful within society.

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
Karbowski, Darline	Principal	The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Mrs. Karbowski reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning. Mrs. Karbowski deepens the understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college and career readiness.
Garrett, Theresa	Teacher, K-12	As grade chair, responsibilities include serving as a liaison between the school's leadership team and teachers in their grade level, Grade Level Chairs lead and coordinate the grade-level team's meetings,organizational practices, parent communication, and gradewide activities. At Acreage Pines, Grade Chairs also serve as PLC leader coordinating academic collaboration and data review among school teams.
Douglass, Tiffany	Teacher, K-12	As grade chair, responsibilities include serving as a liaison between the school's leadership team and teachers in their grade level, Grade Level Chairs lead and coordinate the grade-level team's meetings,organizational practices, parent communication, and gradewide activities. At Acreage Pines, Grade Chairs also serve as PLC leader coordinating academic collaboration and data review among school teams.
Lanham, Jessica	Teacher, K-12	As grade chair, responsibilities include serving as a liaison between the school's leadership team and teachers in their grade level, Grade Level Chairs lead and coordinate the grade-level team's meetings,organizational practices, parent communication, and gradewide activities. At Acreage Pines, Grade Chairs also serve as PLC leader coordinating academic collaboration and data review among school teams.
Baker, Brent	Teacher, K-12	As grade chair, responsibilities include serving as a liaison between the school's leadership team and teachers in their grade level, Grade Level Chairs lead and coordinate the grade-level team's meetings,organizational practices, parent communication, and gradewide activities. At Acreage Pines, Grade Chairs also serve as PLC leader coordinating academic collaboration and data review among school teams.
Bermudez, Jennifer	Teacher, ESE	The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. She collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. She provides families with required information regarding IDEA

Name	Position Title	Job Duties and Responsibilities
		Procedural Safeguards. She establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc. She attends district organized meetings to stay up-to-date on current ESE policies to keep our school in compliance.
LaVigna, Christie	Teacher, K-12	As media specialist, responsible for ensuring students and staff are effective and ethical users of ideas and information. Empowering students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. The media specialist also supports students in their attainment of the B.E.S.T ELA standards.
Ohm, Jennifer	School Counselor	To work with teachers and parents to make sure that students have the proper tools and guidance to effectively learn within their skill sets. They also ensure that curricula and programs address the social emotional, developmental and educational needs of students. To assist with acquisition of colocated and community resources and services when needed.
Goolsby, Regina	Teacher, PreK	As grade chair, responsibilities include serving as a liaison between a school's leadership team and teachers in their grade level, Grade Level Chairs lead and coordinate the grade-level team's meetings,organizational practices, parent communication, and gradewide activities. Grade Chairs also serve as PLC leader coordinating academic collaboration and data review among school teams. Pre-K grade chairs also ensure that the program meets the state requirements for VPK programming.
Lee, Jason	Behavior Specialist	To work with teachers and parents to make sure that students have the proper tools and guidance to effectively learn within their skill sets. They also ensure that curricula and programs address the social emotional, developmental and behavioral needs of students.and to assist with acquisition of co-located and community services.
Dettling, Megan	Assistant Principal	As the Assistant Principal, Mrs. Dettling supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction. Mrs. Dettling also acts as the school ESOL Contact. She assists the school staff with ensuring ESOL program compliance. She collaborates with community agencies and organizations in assisting families to access available resources.

Demographic Information

Principal start date

Friday 5/20/2016, Darlene Karbowski

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.*

1

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.*

12

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

542

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

3

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

2

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	87	76	88	90	84	85	0	0	0	0	0	0	0	510
Attendance below 90 percent	0	26	25	16	18	24	0	0	0	0	0	0	0	109
One or more suspensions	0	1	1	2	0	4	0	0	0	0	0	0	0	8
Course failure in ELA	0	8	19	25	16	6	0	0	0	0	0	0	0	74
Course failure in Math	0	5	4	8	9	8	0	0	0	0	0	0	0	34
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	10	9	0	0	0	0	0	0	0	23
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	21	0	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	0	12	25	27	15	20	0	0	0	0	0	0	0	99

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	4	12	9	15	17	0	0	0	0	0	0	0	57

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	1	1	5	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 10/6/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	77	79	78	86	91	0	0	0	0	0	0	0	480
Attendance below 90 percent	0	8	8	9	18	16	0	0	0	0	0	0	0	59
One or more suspensions	0	0	1	1	0	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	13	25	19	15	31	0	0	0	0	0	0	0	103
Course failure in Math	0	5	13	14	17	31	0	0	0	0	0	0	0	80
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	15	18	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	30	17	0	0	0	0	0	0	0	47
Number of students with a substantial reading deficiency	1	3	4	3	7	6	0	0	0	0	0	0	0	24
FY21 ELA Winter Diag Level 1 & 2	0	0	0	35	49	27	0	0	0	0	0	0	0	111
FY21 Math Winter Diag Level 1 & 2	0	0	0	34	35	26	0	0	0	0	0	0	0	95

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	6	13	14	15	33	0	0	0	0	0	0	0	81

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	3	3	2	4	5	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	77	79	78	86	91	0	0	0	0	0	0	0	480
Attendance below 90 percent	0	8	8	9	18	16	0	0	0	0	0	0	0	59
One or more suspensions	0	0	1	1	0	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	13	25	19	15	31	0	0	0	0	0	0	0	103
Course failure in Math	0	5	13	14	17	31	0	0	0	0	0	0	0	80
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	15	18	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	30	17	0	0	0	0	0	0	0	47
Number of students with a substantial reading deficiency	1	3	4	3	7	6	0	0	0	0	0	0	0	24
FY21 ELA Winter Diag Level 1 & 2	0	0	0	35	49	27	0	0	0	0	0	0	0	111
FY21 Math Winter Diag Level 1 & 2	0	0	0	34	35	26	0	0	0	0	0	0	0	95

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	6	13	14	15	33	0	0	0	0	0	0	0	81

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	3	3	2	4	5	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	70%	59%	56%				67%	58%	57%
ELA Learning Gains	75%						57%	63%	58%
ELA Lowest 25th Percentile	70%						39%	56%	53%
Math Achievement	69%	53%	50%				72%	68%	63%
Math Learning Gains	75%						66%	68%	62%
Math Lowest 25th Percentile	50%						31%	59%	51%
Science Achievement	58%	59%	59%				62%	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	72%	54%	18%	58%	14%
Cohort Comparison		0%				
04	2022					
	2019	59%	62%	-3%	58%	1%
Cohort Comparison		-72%				
05	2022					
	2019	64%	59%	5%	56%	8%
Cohort Comparison		-59%				

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	80%	65%	15%	62%	18%
Cohort Comparison		0%				
04	2022					
	2019	70%	67%	3%	64%	6%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	63%	65%	-2%	60%	3%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	61%	51%	10%	53%	8%
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	39	63	46	50	57	43	38				
ELL	58			58							
BLK	76	76		63	69						
HSP	74	77	75	65	75	43	55				
MUL	70			70							
WHT	68	76	69	71	75	47	53				
FRL	63	70	71	60	75	52	53				
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	31			26			40				
BLK	66	70		31	10		36				
HSP	53	60		57	60		57				
MUL	57			50							
WHT	62	58		57	45		55				
FRL	54	65		46	38	31	54				
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	43	49	48	50	54	39	44				
BLK	68	43		73	79						
HSP	64	49		72	56	25	52				
WHT	68	61	42	71	68	28	64				
FRL	59	49	38	63	53	34	59				

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	67
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	
Total Points Earned for the Federal Index	467
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
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	71
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	63
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?

School data across most areas showed an upturn from 2019 to 2021. While some regression was expected, this was not the case across all evaluated areas, therefore the following trends from the FSA assessment need to be considered when setting goals for this year.
Science proficiency, while up from 2021, showed a 3% decrease from the previous positive trend seen prior to the 2022 assessment. Science dropped from 61% in 2019 to 58% in 2022. While the drop was not large, statistically speaking, the percent of proficient students is far below the expectation and the performance of similar schools in the area. While all of these scores were above state and district averages, when comparing like schools the data fell below the trends of other schools.
Additionally, while both ELA and Math learning gains showed upward trends, Math learning gains for the bottom 25% across all grade levels fell in the 50% range and the overall school gains in Math were 50%

for the bottom quartile group. Students with disabilities were at just 43% gains for that group, which is a large part of the bottom quartile.
All other school grade components had significant increases and those gains were consistent across grade levels.

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

Based on the data review, students at Acreage Pines have the greatest opportunity to improve science achievement and also to improve Math gains for those students in the bottom quartile. The district diagnostic predicted that Math learning gains for the bottom quartile would be at 56%, slightly above the goal set for the 2022 FSA assessment. The actual results fell short of that goal and the expectation set through progress monitoring.
In the area of Science achievement, monitoring of USA assessments and the district diagnostic showed that the school was trending toward 61% achievement on the FSA, below the 65% goal set based on trends. The actual 2022 FSA data showed just 58% of students proficient in science, with a majority of missed opportunities based on fair game standards.

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

Many factors contributed to end of year data as measured by the FSA assessment. A major contributing factor to the decrease in scores were absences and students having to remain at home due to COVID related circumstances. Trends show that absences were often higher among the bottom quartile group. Additionally, because the large foundation deficits in ELA and Math, extra instructional time was often dedicated to these subjects. Because of this over the past few years, time for Science instruction has often been sacrificed. This has lead to a deficit for many students in their knowledge of the fair game standards thus leading to the lower science achievement.

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

All areas showed improvement from the 2019 FSA, outside of Science proficiency, and several of those gains were significant. Among the components with the largest improvement were learning gains in both ELA and Math, as well as learning gains for the bottom quartile in ELA. Overall ELA learning gains improved from 57% to 75%, overall Math gains improved from 66% to 75% and learning gains for the bottom quartile in ELA improved from 38 to 75%.

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

Our school shifted our focus in our approach to the data cycle of PLC. The PLC teams more carefully examined student by student data and classroom trends. Tutorial groups were planned in smaller, more targeted, skill-based groups and resources were accessed using a new platform previously not available to our portfolio of schools. Additionally, PE waivers were utilized for any students showing a reading deficit to increase time for remediation specifically targeted to individual student need. Often those reading strategies taught during that time also had a positive impact on a students ability to read and understand word problems.
Finally, Acreage Pines Elementary, became a full SEL school, hosting morning meetings and implementing positive behavior structures to foster students-adult relationships, growth-mindset and a learning environment where students felt a sense of belonging and they felt safe to try new things, even if it meant making mistakes along the way.

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

This year many students have access to the AMP math pathway. This was not previously an opportunity offered at Acreage Pines. Initial data from the FAST assessment shows that the initial group of students exposed to the AMP standards in 3rd grade out performed grade level expectations on progress monitoring 1. Additionally, all 3rd grade students now have the opportunity to participate in and achieve success with the advanced math programming. Conversations in K-2 PLCs look vertically across the standards and those teachers are progress monitoring with the intent to prepare students to access the AMP curriculum.

In Science, additional time for instruction on fair game standards must be built into both the master schedule and the tutorial schedule. Students must have both high quality classroom instruction and the opportunity to partake in hands on labs to make meaningful connections and to develop a deep understanding of the standards.

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.

Our school will continue to engage in high quality PLCs, with emphasis on instructional planning based on data analysis. Additional professional development in the area of Math is being provided by the district, along with support from iReady and how iReady resources can be accessed for both remediation and enrichment. Teachers will also participate in learning walks with peers and have the opportunity to discuss observations and wonderings from those walks. Additional PD will be scheduled based on data from student assessments, observations from walkthroughs and evidence shared during PLC collaboration.

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

In order to ensure sustainability, it is necessary to ensure that school has a positive culture and climate to encourage student attendance. It is necessary to build structures that support the philosophy that all students have access to advanced course work and that the elementary curriculum provides rigor that meets the intent of the standard to foster greater access to that curriculum in middle and high school. Students will continue to have access to AMP programming, additional teachers will become gifted certified and ESE students will continue to receive on grade level instruction with the intention of general education classrooms becoming their least restrictive environment.

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.	Based on the data review of school assessments, the master schedule and teacher observation, it is evident that science achievement is an area that should be focused on. Acreage Pines showed a slight decrease over prior years science achievement and a significant deficit when comparing like schools in the area. Additionally based on FSA data, science achievement for students with disabilities was just 38%, which continues a 3 year trend of lower science achievement for this subgroup. Additionally, a review of the master schedule shows the need to provide additional time for science instruction, especially in grades 3 and 4 where the fair game standards are initially taught.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, overall science achievement will increase from 58% to 65% based on the state NGSSS assessment for grade 5 students.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Science data will be monitored using district FSQ's and USA's, District diagnostic tests. and the NGSS end of year assessment. Additionally, walkthroughs by school administration will be used for monitoring of implementation of science instruction and compliance with the master schedule. Data and instructional planning will take place during PLC times.
Person responsible for monitoring outcome:	Darline Karbowski (darline.karbowski@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Incorporate Small group instruction during science instruction to support students learning at their ability with a variety of tasks, process, and product. 2. Use PENDA during tutoring programs to ensure learning supplemented with additional resources 3. Science teachers will incorporate the use of technology-based programs and labs enhance students' ability to integrate knowledge. 4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.
Rationale for Evidence-based	1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the

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

NGSSS assessment.

2.Use of adaptive technology based programs, such as PENDA, is an effective tool that enable teachers to differentiate instruction based on a student's specific area of need.

4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

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

1. Penda learning
a. provide for PD for associated staff
b. provide time for practice via PENDA during the school day
c. provide time for practice via PENDA during the afterschool program
d. PENDA reports will be used to monitor students' mastery of standards and usage of the program.
2. Professional Development/PLC
a. PD/PLCs will focus on data analysis and effective instruction
b. Teachers will work collaboratively in PLCs to plan and develop lessons aligned to the NGSSS standards
c. District science staff will work collaboratively with admin to deliver relevant science PD
3. Tutorial
a. afterschool science tutorial will be offered to all 5th grade students
b. Tutors will use material provided by PENDA learning and on Blender
c. data from diagnostic will be analyzed to provide targeted tutorial instruction

Person Responsible

Darline Karbowski (darline.karbowski@palmbeachschools.org)

#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.	To ensure progress toward student achievement within third grade ELA in alignment with the District's Strategic Plan, to increase reading on grade level by 3rd grade. Our third grade ELA proficiency had the greatest gap to be on target with the District's Strategic Plan of 75% proficiency in third grade reading. If we strengthen our primary (K-2) reading curriculum and instruction, as well as provide high quality instruction and focused remediation in grade 3, the result would increase the number of proficient third graders in ELA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, proficiency by 3rd grade students will increase from 70% to 75% in ELA as measured by performance monitoring 3 of the FAST assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Through our PLCs we will focus on analyzing data and evidence (formative and summative) to make informed decisions about instruction. We will monitor common assessments (FSQs/USAs/FAST) to ensure our desired outcome.
Person responsible for monitoring outcome:	Darline Karbowski (darline.karbowski@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Utilize instructional staff during ELA to support teachers implement a coherent curriculum that focuses on academic standards to ensure student learning and success. 2. Incorporate in school, pre-school, and/or after school tutorials to support standards based instruction for remediation, enrichment and support for selected students identified by data analysis to close the achievement gap. 3. Continue high quality Professional Learning Communities cycles within all grade levels focusing on the "how" of instruction. Ensure teachers are focused on best practices that support equitable & equal access to learning for all students all the time. 4. Differentiated small group instruction will be utilized in all ELA classrooms. Through differentiation we are ensuring we support all learners at their ability. 5. Students will engage in adaptive technology to offer personalized learning solutions that provide support/reteach/enrichment at their level (iReady).
Rationale for Evidence-based Strategy: Explain the rationale for	1. Utilize instructional staff and tutors to support the implementation of the ELA curriculum. The materials and resources are designed to provide a coherent sequence of instruction. 2. Tutorials will provide students with the additional supports for remediation/ enrichment as needed and will ensure students receive the additional support for

	success. 3. Professional Learning Communities teachers engaging in analysis of standards based teaching and learning that provides a high degree of accountability; provides teachers and teams with the opportunity to progress monitor the achievement of all students and make decisions on next steps based on thorough analysis of data. 4. Small group instruction provides an opportunity for teachers to personalize the learning and provide direct instruction to students at varying levels. 5. iReady will offer an opportunity for students to receive enrichment and remediation based on results from assessment and practice on a variety of skills.
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.

1. iReady learning
a. provide for PD for associated staff
b. provide time for practice via iReady during rotations in the instructional block
c. iReady reports will be used to monitor students' mastery of standards and usage of the program.
2. Professional Development/PLC
a. PD/PLCs will focus on data analysis and effective instruction
b. Teachers will work collaboratively in PLCs to plan and develop lessons aligned to the BEST standards
c. iReady staff will work collaboratively with admin and teachers to deliver relevant PD
3. Tutorial
a. Afterschool tutorial will be offered to students based on data analysis and a focused need for instruction
b. Tutors will use material provided by iReady/Benchmark, and resources available on Blender
c. data from PM 2 of the FAST assessment will be analyzed to provide targeted tutorial instruction

Person Responsible   Darline Karbowski (darline.karbowski@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.

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.

An additional priority is attendance. Factoring in tardies and early dismissals makes the amount of missed instructional time even more detrimental. Often times the students missing instruction are SWD and bottom quartile students. Through use of the PBS, attendance incentives and home to school communication this number shall be reduced. Implementation of the morning meeting has also fostered collaborative classrooms and built relationships between students and staff. This year, each classroom will have a designated safe space area to allow students space to go when they need time. Students who visit the safe space area on a regular basis shall be referred to the school counselor for discussion during SBT. Throughout campus there are natural areas that facilitate opportunities for students and staff to focus on emotional well-being. These areas include a meditation area with owl houses, a butterfly garden, a nature trail, and an arbor.

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

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

Many stakeholders take part in building the positive climate at Acreage Pines. Assistant Principal, Megan Dettling, oversees the school safety plan and implementation of PBS. The guidance team, Jenna Ohm and

Jason Lee promote social-emotional wellness in a variety of ways including newsletters, instruction, and small groups. The SBT team is headed by Jennifer Ohm and attended by all administrators, Darline Karbowski and Megan Dettling, as well as the guidance team, and the ESE contact, Jennifer Bermudez. The ESE team provides academic and behavior support. The school principal, Darline Karbowski, facilitates community events, develops PD, teacher recognition, and special recognition for students. The entire front office staff creates a welcoming and inclusive environment, so that ALL stakeholders feel safe coming in to school to be part of their child's education. Teachers and the guidance team teach the required curriculum. Guidance and administration together collaborate on students in need of support, including any attendance concerns, the need for academic and behavior support and coordination of community resources. Teachers incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)