

The School District of Palm Beach County

Golden Grove Elementary School



2022-23 Schoolwide Improvement Plan

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Golden Grove Elementary School

5959 140TH AVE N, West Palm Beach, FL 33411

<https://gges.palmbeachschools.org>

Demographics

Principal: Linda Edgecomb

Start Date for this Principal: 7/1/2018

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)	70%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (70%) 2018-19: A (72%) 2017-18: A (65%)
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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<https://gges.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	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

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

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<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.

As aligned to the SDPBC Mission, Golden Grove Elementary School is committed to providing a safe, positive, and culturally diverse environment that will provide each child with the opportunity to reach their fullest academic and social potential in a technology enriched setting

Provide the school's vision statement.

As aligned to the SDPC Vision, Golden Grove Community Elementary, united with parents and community, will guide our students to become responsible, respectful, literate and productive members of society, who will appreciate their past, enrich their present, and embrace their future.

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
Edgecomb, Linda	Principal	Instructional leader. Responsible for facilitating academic goal setting and ensuring students meet their learning objectives. Support Professional development of staff; ensure the safety of staff and students; recruit and retain highly effective teachers; establish and maintain a positive rapport with all stakeholders. Oversee the school's budget and day-to-day operations. Additional Responsibilities are listed: Supervision of all staff (instructional and non instructional) Monitor deliberate practice for all instructional staff Monitor all data (academic and discipline) Employee Building Council Marzano framework Overall school safety School/Community Facilitator
Dye, Candace	Assistant Principal	Testing Coordinator, instructional resource manager, safety coordinator, administrator in charge of discipline, conducts teacher observation/evaluations, instructional leader. Other responsibilities include, but are not limited to the following: Supervision of staff (instructional and non instructional) Monitor deliberate practice for instructional staff Monitor all data (academic and discipline) Marzano framework School safety School/Community Facilitator
Place, Sarah	School Counselor	Conducts classroom guidance, 504 Contact, SBT Leader, Listens to and addresses students' concerns about academic, emotional, or social problems. Helps students to process, problem solve, and set goals, facilitate mediations.
Blonar, Joy	Administrative Support	Responsible for carrying out specifically assigned tasks, provides secretarial and administrative responsibilities in the office, types confidential reports, and posts advertisement for school vacancies.
Packard, Patricia	Administrative Support	Develops and manages After the Bell Program, determines students' needs and interests, manage the ATB staff, oversees operational budget and builds relationships with the community.
Ruddick, Melissa	Teacher, K-12	Provide all students with rigorous conditions for learning; deliberate standards based, differentiated instruction to meet individual learning needs (remediation or enrichment); support students in mastering the essential curriculum.
Wesley, Tanya	Teacher, K-12	Provide all students with rigorous conditions for learning; deliberate standards based, differentiated instruction to meet individual learning

Name	Position Title	Job Duties and Responsibilities
		needs (remediation or enrichment); support students in mastering the essential curriculum.
Keene, Trudy	Teacher, K-12	Provide all students with rigorous conditions for learning; deliberate standards based, differentiated instruction to meet individual learning needs (remediation or enrichment); support students in mastering the essential curriculum.
Didio, Karen	Teacher, K-12	Provide all students with rigorous conditions for learning; deliberate standards based, differentiated instruction to meet individual learning needs (remediation or enrichment); support students in mastering the essential curriculum.
Hopper, Heather	Teacher, K-12	Provide all students with rigorous conditions for learning; deliberate standards based, differentiated instruction to meet individual learning needs (remediation or enrichment); support students in mastering the essential curriculum.
Grunder, Sophia	SAC Member	Responsible for notifying members of upcoming meetings and votes; facilitate SAC meetings and inform SAC of relevant issues related to School Improvement activities.

Demographic Information

Principal start date

Sunday 7/1/2018, Linda Edgecomb

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.*

6

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.*

10

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

758

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

0

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	114	127	116	145	114	142	0	0	0	0	0	0	0	758
Attendance below 90 percent	0	44	26	28	25	29	0	0	0	0	0	0	0	152
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	14	22	36	38	19	0	0	0	0	0	0	0	129
Course failure in Math	0	6	2	12	18	18	0	0	0	0	0	0	0	56
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	14	15	0	0	0	0	0	0	0	33
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	5	20	0	0	0	0	0	0	0	25
Number of students with a substantial reading deficiency	0	4	18	7	11	3	0	0	0	0	0	0	0	43

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	10	9	18	29	29	0	0	0	0	0	0	0	95

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

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

Date this data was collected or last updated

Friday 8/26/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	115	109	116	113	135	123	0	0	0	0	0	0	0	711
Attendance below 90 percent	12	15	9	12	9	9	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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 2019 statewide FSA ELA assessment	24	22	36	40	23	14	0	0	0	0	0	0	0	159
Level 1 on 2019 statewide FSA Math assessment	6	7	21	16	17	16	0	0	0	0	0	0	0	83
Number of students with a substantial reading deficiency	0	0	0	42	39	23	0	0	0	0	0	0	0	104
FY21 ELA Winter Diag Level 1 & 2	0	0	0	52	44	43	0	0	0	0	0	0	0	139
FY21 Math Winter Diag Level 1 & 2	0	0	0	37	35	37	0	0	0	0	0	0	0	109

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	10	10	18	28	20	16	0	0	0	0	0	0	0	102

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	115	109	116	113	135	123	0	0	0	0	0	0	0	711
Attendance below 90 percent	12	15	9	12	9	9	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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 2019 statewide FSA ELA assessment	24	22	36	40	23	14	0	0	0	0	0	0	0	159
Level 1 on 2019 statewide FSA Math assessment	6	7	21	16	17	16	0	0	0	0	0	0	0	83
Number of students with a substantial reading deficiency	0	0	0	42	39	23	0	0	0	0	0	0	0	104
FY21 ELA Winter Diag Level 1 & 2	0	0	0	52	44	43	0	0	0	0	0	0	0	139
FY21 Math Winter Diag Level 1 & 2	0	0	0	37	35	37	0	0	0	0	0	0	0	109

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	10	10	18	28	20	16	0	0	0	0	0	0	0	102

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	69%	59%	56%				70%	58%	57%
ELA Learning Gains	68%						72%	63%	58%
ELA Lowest 25th Percentile	66%						65%	56%	53%
Math Achievement	72%	53%	50%				81%	68%	63%
Math Learning Gains	74%						73%	68%	62%
Math Lowest 25th Percentile	69%						58%	59%	51%
Science Achievement	73%	59%	59%				85%	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	66%	54%	12%	58%	8%
Cohort Comparison		0%				
04	2022					
	2019	65%	62%	3%	58%	7%
Cohort Comparison		-66%				
05	2022					
	2019	77%	59%	18%	56%	21%
Cohort Comparison		-65%				

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	79%	65%	14%	62%	17%
Cohort Comparison		0%				
04	2022					
	2019	77%	67%	10%	64%	13%
Cohort Comparison		-79%				
05	2022					
	2019	83%	65%	18%	60%	23%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	84%	51%	33%	53%	31%

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	40	54	62	45	63	59	50				
ELL	63	76	81	67	73	67	73				
ASN	70			90							
BLK	61	62		61	63		50				
HSP	66	68	70	72	75	70	64				
MUL	77			77							
WHT	72	70	60	73	75	74	81				
FRL	63	62	56	68	72	61	75				
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	40	92	90	37	69	70	46				
ELL	46			63							
BLK	66	73		41	36		77				
HSP	66	80	70	64	51		90				
MUL	100			75							
WHT	71	85	75	67	63	54	83				
FRL	64	83	67	57	52	43	87				
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	36	59	70	48	67	65	67				
ELL	44	83		56	67						
BLK	75	78		67	70	45	82				
HSP	68	71	78	85	76	60	89				
MUL	53			60							
WHT	71	70	59	83	70	57	85				
FRL	64	68	67	76	70	56	78				

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

ESSA Federal Index	
OVERALL Federal Index – All Students	71
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	76
Total Points Earned for the Federal Index	567
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55
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	72
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	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	59
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	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	77
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
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?

Comparison data FY19 vs FY22 reflects the following. Students consistently demonstrated high performance in ELA 70% in FY19 and 69% in FY22 (scoring significantly above the state at 55% and the district at 56%). Pre-COVID (FY19) students demonstrated mastery in math at 81% in FY22 at 72% (which was above the state at 57% and the district at 54%). In science, traditionally students have maintained proficiency scores in the mid 80s (85% in FY19); In FY22 Science proficiency reflected 73% (significantly above the state at 48% and the district at 53%)

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

Based on the progress monitoring and 2022 state assessments, the greatest need for improvement would be in science and reading. Twenty-eight of 127 students scored below proficiency in science. Eight students scored a Level 1 and twenty students scored a Level 2. Overall science scores in FY22

(73%) declined slightly in comparison to science scores in FY21 (85%) as did the 5th grade ELA scores in FY22 (70%) in comparison to the ELA scores for 5th grade in FY21 (77%).

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

Contributing factors to this need for improvement includes authentic student engagement with a focus on reading and science. Student data (grades 3-5) in ELA reflect an opportunity for growth in the reporting category of Key Ideas and Details. Forty-five percent of third grade students scored less than 50% in this area; twenty-five percent of fourth graders scored less than 50%; and 17% of fifth grade students scored less than 50% in Key Ideas and Details. In addition, 18% of fifth grade students scored less than 50% in Integration of Knowledge and Ideas. Hence, using small group instruction to integrate reading and science would increase students comprehension and application of knowledge across content areas.

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

The data that demonstrated the most improvement was in FSA Math. End of year progress monitoring data in math FY21 reflected 63% of students demonstrated high performance. FY22 students demonstrating high performance rose to 72%. This was due to intentional, deliberate face-to-face small group instruction and student led discussions and interactions around assigned content.

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

The contributing factors to this improvement was based on brick and mortar, small group instruction, the impact of direct instruction and student collaboration around the work. Manipulatives, integration of technology, monitoring students in real time for desired outcomes and specific feedback with next instructional steps resulted in such improvements.

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

Continue to implement research based strategies, differentiate instruction, monitor students in real time, pivot to meet diverse learning needs of individual students, use resource teachers to push in or pull out to provide services: teachers to collaborate in Professional Learning Communities, selecting targeted lesson to discuss, practice/simulate instructional delivery with colleagues prior to delivering lessons to students.

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 Opportunities include, but is not limited to B.E.S.T. Standards training with the use of Benchmark weaving all core content into reading K-5 building background knowledge; I-Ready, Success Maker, Reading Plus; Math, ELA, & Science Cadres to scaffold critical content; SPIRE to close learning gaps to support student progress towards mastery of grade level content; SMART Board Training to increase student engagement integrating relevant grade level content providing monitoring in real time and instant feedback.

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

Additional services that will be implemented in order to ensure sustainability is to build capacity among instructional staff through professional development opportunities, re-brand / restructure professional

learning communities; continue to be deliberate in cultivating a climate and culture conducive to maximum learning for both students and adults.

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 Professional Learning Communities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>If we focus on the purpose of Professional Learning Communities and the impact they can have on professional practice with intentional, deliberate student learning outcomes, we then develop systemic lenses to recognize a structure of effective, collaborative PLCs. We then create a culture where "every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve" Dylan William. Golden Grove has consistently earned an A rated status since the inception of school grades. This past year our overall high standards in ELA declined slightly from FY19 (70%) to FY22 (69%); in math our scores declined from FY19 (81%) to FY22 (72%); in science our scores declined from FY19 (85%) to FY22 (73%). Our priority is to increase proficiency in all content areas: ELA, Math, & Science. This will be done through PLC collaborative planning to develop effective lesson plans, identify precise learning objectives that are data driven; determine what students have to know; be able to do to master standard/target; key conceptual understanding must students be able to articulate; critical information to be addressed, skills students already have mastery of; key skills students need to have to push their thinking. Anticipate and plan for barriers; monitor aggressively along the journey; design exit (how will we know students have mastered intended target?); key questions or task to reflect mastery/intended outcome of lesson; Build in practice/rehearsal time w/colleagues delivering targeted lesson; provide feedback and next steps. Our purposeful PLCs will engage teachers and cultivate a community of learners and trust resulting in our learning community being even better.</p>
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Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the May 2023 we will increase our overall percentage of students demonstrating high standards in all content areas: ELA, Math, and Science. We will attempt to increase 5 percentage points in ELA; Increase 5 percentage points in Math, and 5 percentage points in science. This increase will have a positive impact on our Low 25% in math and ELA as well as positively impact subgroups. Teacher Outcome will reflect, systemic, purposeful PLCs with intended outcomes and professional discussions about lesson practice among PLC members prior to implementing targeted lessons in individual classrooms.

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

This area of focus will be monitored by PLC leaders, administrators, and members of PLCs. This includes every member of the community being present and taking an active role consistently contributing to the work. The PLC Recap form will be used for notetaking resulting in a running log of our work over a period of time. School administrators will conduct class visits to observe evidence of PLCs in lesson delivery. Formal and informal observations, data chats/analysis, online platform results as well as classroom walkthroughs will serve as various forms of monitoring for desired results.

Person responsible for monitoring outcome:

Linda Edgecomb (linda.edgecomb@palmbeachschools.org)

Evidence-based

1. Support teachers by providing on-going PD in PLCs for the development of teacher expertise, strategy and focus

Strategy:

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

2. Carve out specific times for teachers to attend uninterrupted PLCs on pre-scheduled days
3. Administration to attend PLCs as a support in planning, PD, and/or Data Analysis
4. Support PLC Leaders in their continuous growth in an effort to cultivate a community of collaborators united to focus on best practices in leading this work

Rationale for Evidence-based

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

1. PD affords teachers and opportunity to push their thinking and work collaboratively to analyze data making decisions to improve student progress and academic outcomes.
2. Value teachers' time to work collaboratively with colleagues on specified days with intended purpose of PLCs
3. Administrators to attend PLCs, review PLC Recap forms and provide support to ensure teachers have time, PD, and or resources necessary to meet the demands of students learning needs.
4. Cultivating a systemic school culture/community of professional learners

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.

- a. Administration will meet with PLC members to schedule on-going PD based on articulated needs
- b. Administration will attend PLCs and work collaboratively with PLC leaders to determine needs
- c. Administration will periodically review Recap form to ensure all PD needs are being addressed

Person

Responsible

Candace Dye (candace.dye@palmbeachschools.org)

- a. Administration will ensure PLCs are scheduled on a consistent basis as reflected on the Master Calendar
- b. Teachers will be reminded weekly of scheduled PLCs through Weekly Principal correspondence
- c. Administration will not schedule any other meetings on days designated for PLCs

Person

Responsible

Linda Edgecomb (linda.edgecomb@palmbeachschools.org)

- a. Administration will ensure all necessary resources are provided for successful PLCs
- b. Administration will support teachers' needs in PLCs as well as in the classroom when observing evidence of PLC
- c. Provide additional time/coverage for modeling of lessons for or by colleague for professional growth and desired student outcomes

Person

Responsible

Candace Dye (candace.dye@palmbeachschools.org)

- a. Provide on-going platform for PLC discussions, challenges, and opportunities for growth in a risk free environment
- b. Establish model classrooms for teachers to visit on-site with the liberty of asking clarifying questions
- c. Create a system of teaching with the walls down to encourage colleagues to take risks

Person Responsible	Linda Edgecomb (linda.edgecomb@palmbeachschools.org)
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#2. 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.

If we focus on the purpose of Professional Learning Communities and the impact they can have on professional practice with intentional, deliberate student learning outcomes, we then develop systemic lenses to recognize a structure of effective, collaborative PLCs. We then create a culture where "every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve" Dylan William. Golden Grove has consistently earned an A rated status since the inception of school grades. FY22 Fifth Grade Science scores declined from FY19 from 85% to FY22 73%. Students will demonstrate growth in science by 5 percentage points from 73% to 78% by May 2023. This will be done through PLC collaborative planning to develop effective lesson plans, identify precise learning objectives that are data driven; determine what students have to know; be able to do to master standard/target; key conceptual understanding must students be able to articulate; critical information to be addressed, skills students already have mastery of; key skills students need to have to push their thinking. Anticipate and plan for barriers; monitor aggressively along the journey; design exit (how will we know students have mastered intended target?); key questions or task to reflect mastery/intended outcome of lesson; Build in practice/rehearsal time w/colleagues delivering targeted lesson; provide feedback and next steps. Our purposeful PLCs will engage teachers and cultivate a community of learners and trust resulting in our learning community being even better.

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

Monitor Science PLC for deliberate planning, PD, and data analysis twice per month; classroom visits for evidence of PLC weekly; Intentionally ensure fair game components are explicitly taught and tested monitoring outcomes of FSQs and USAs. Increase FY23 Science from 73% to 78% by May 2023. This increase will have a positive impact on our subgroups. Teacher Outcome will reflect, systemic, purposeful PLCs with intended outcomes and professional discussions about lesson practice among PLC members prior to implementing targeted lessons in individual classrooms.

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

This area of focus will be monitored for desired outcomes via PLCs, classroom walkthroughs, data chats with teachers and students as well as classroom observations. In addition, it will be monitored by PLC leaders, administrators, and members of PLCs. This includes every member of the community being present and taking an active role consistently contributing to the work. The PLC Recap form will be used for notetaking resulting in a running log of our work over a period of time. School administrators will conduct class visits to observe evidence of PLCs in lesson delivery. Formal and informal observations, data chats/analysis, online platform results as well as classroom walkthroughs will serve as various forms of monitoring for desired results. Ensure Science is taught in all grade levels at designated time as reflected on the master schedule. Monitor FSQs and USAs; view students science journals and self tracking of progress in science.

Person responsible for monitoring outcome:

Linda Edgecomb (linda.edgecomb@palmbeachschools.org)

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

1. Focus on exposure to science content area vocabulary using SDPBC Scope and Sequence
2. Insist students utilize academic language, science journals, and apply hands on learning activities
3. Review and analyze data from FSQs, USAs, as well as other data points via teacher observations, student projects and presentations as well as classroom hands-on science experiments
4. Focus on the five Es: Engage, Explore, Explain, Elaboration, and Evaluate.

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

1. The rationale for selecting this specific strategy is the decline in 5th grade science scores
2. A need for more integration of various strategies (oral, visual, written, hands-on) to meet the learning needs of all students.
3. A need for students to track their own data for each strand of science to determine strengths and opportunities for growth and share during data chats; parent/teacher conferences
4. A need to intentionally design teacher actions to produce authentic student engagement to push students' thinking.

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.

- a. Conduct classroom walkthroughs on a regular basis looking for authentic student engagement
- b. Look for evidence of pacing using the SDPBC Scope and Sequence
- c. Support teachers during PLC by providing designated times as reflected on the Master Calendar

Person Responsible Candace Dye (candace.dye@palmbeachschools.org)

- a. Look for ways teachers collect and use data to determine next instructional steps
- b.. Conduct Admin/Teacher data chats; teacher/student data chats each trimester
- c. Provide additional time/coverage for modeling of lessons for or by colleague for professional growth and desired student outcomes

Person Responsible Linda Edgecomb (linda.edgecomb@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.

In compliance with FI State Statute 1003.42 and SB 2.09 and the work done towards a single school culture of excellence, our school cultivates a positive school culture and environment by being inclusive. Our School Wide Positive Behavior is exemplified through student and staff interaction daily. Celebration of PBIS includes: "Shout Outs", certificates, entry into our in-school Game Room on wheels, and administrative recognition. We have maintained Gold Status PBIS for the past 5 years.

As a school we aim to accentuate the positive. Students are recognized by school administration for showing academic progress and/or achievement in reading. They become a Golden Reader and have multiple opportunities to read to the school principal. Students receive an incentive each time they level up in reading. Parents are notified when students earn this status. In addition, when students reach goals in math, they become Math Rock Stars and receive recognition by the Assistant Principal. Students receive an incentive for earning Math Rock Star status. Our Student of the Month highlights students who have displayed what it looks like to be a person of character, a good citizen. Students receive a yard sign which reads, "My child is Student of the Month at Golden Grove." Parents take a picture and tag our school's facebook page. Parents are notified of all student accomplishments.

Our School Counselor implements Character Education with all classes (K-5) and highlights exemplars of such as well as acknowledge students who are making strides. In addition, Golden Grove implements Morning Meetings to address the Social and Emotional needs of students. School-wide events are promoted to provide home-school connections such as Curriculum Night, Career Day are just a few.

Suite 360 is the curriculum that the school district selected to implement the five-hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment. The BHP works closely with our school counselor to meet needs of students. We have incorporated Morning Meetings and our BHP is an integral part of these sessions.

Our teachers meet regularly via Professional Learning Communities. Teachers participate in shared decision making regarding our school community and welcome Parent / Teacher Conferences as often as necessary to meet the needs of families.

Our School Advisory Council meet monthly to discuss the state of the school and determine academic decisions and action steps as a collective body. We keep our stakeholders informed via Parentlink, Twitter, Golden Grove Facebook page, email, Class Dojo, or a simple call directly from teachers, staff and/or

administrators. Our Business Partners provide amazing support. They serve on our SAC, assist with funding tutorial for our students and demonstrate on-going support for Golden Grove

At Golden Grove, we believe every one belongs and that "Every Day Holds a Win," Klay Thompson. We have a successful Middle School Volunteer Program and Adult Volunteer Program. In addition, our clubs at Golden Grove consist of the following in which students are authentically engaged: Safety Patrols, Drama Club, Chorus, Drum Circle, Marathon Club, Chess, SSYRA Junior, Teachers of Tomorrow Club, and the Garden Club. Golden Grove cultivates a climate and culture that's inclusive of all.

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

Sarah Place, PBIS Chair/Coach, School Counselor promotes positive culture through lesson plans, videos; Through the small group interactions, our school counselor ensures students feel safe, welcome, and included.

Sue Stanco, PBIS Co-Chair: Incorporates SwPBS to assists in improving social, emotional, behavioral and academic outcomes for children; ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention

Sasha Johnson, Megan Martinez, Marrison Johns, Merry Schwartzberg, Rebecca Kestner, Sophia Grunder, Karen Didio, Robert Schmidt Members: Incorporate SwPBS to assists in improving social, emotional, behavioral and academic outcomes for children; ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention

School Administration: Promotes a culture of collaboration and positivity with a focus on leadership; creates an atmosphere where teachers can share best practices that are responsive to student needs.

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, is 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 are 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 are 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.