

The School District of Palm Beach County

Jerry Thomas Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

Jerry Thomas Elementary School

800 MAPLEWOOD DR, Jupiter, FL 33458

<https://jtes.palmbeachschools.org>

Demographics

Principal: Kristen King

Start Date for this Principal: 8/29/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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)	68%
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 White Students Economically Disadvantaged Students
School Grades History	2021-22: B (59%) 2018-19: A (64%) 2017-18: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">68%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">42%</p>

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Jerry Thomas Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

Jerry Thomas Elementary envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

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
King, Kristen	Principal	<p>Mrs. King monitors and works with all staff members to ensure implementation with the Multi-Tiered System of Supports and School Improvement Plan support. She oversees the execution and monitoring of all strategies and action steps towards continuous improvement processes at Jerry Thomas Elementary School. Mrs. King guides and facilitates instruction with the use of best practices and school district recommended resources and materials. Mrs. King works to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, Mrs. King hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. She quickly and proactively addresses problems in instruction and student learning. Mrs. King also reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning.</p>
Roche, Rachel	Assistant Principal	<p>Mrs. Roche supports professional learning and collaboration amongst teachers and facilitates professional learning focused on content, instruction, and pedagogical content knowledge. She demonstrates through daily decisions and actions that the school's priority is academic success for every student. Mrs. Roche assists with eliminating barriers and distractions that interfere with effective teaching and learning. She supports the principal in building a culture of pride, trust, and respect. She monitors the school-wide implementation of cultural competence, equity, and access within instructional practices. Mrs. Roche also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
LaVogue, Megan	Other	<p>Mrs. LaVogue assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teachers in implementing school based ESOL services. Mrs. LaVogue collaborates with community agencies and organizations in assisting families to access available resources. She monitors and conducts LEP student assessment and placement procedures. Mrs. LaVogue also coordinates ESOL record keeping requirements and establishes school data collection, analysis, and reporting systems to assess student progress.</p>
Ayes, Sharyn	School Counselor	<p>Mrs. Ayres assists school staff with integrating Social Emotional Learning signature practices into daily classroom routines. She works with small groups of students as well as one on one to promote positive and safe social and emotional interactions. She also promotes and communicates the expectations of the School-wide Positive Behavior System. Mrs. Ayres monitors and conducts weekly School Based Team meetings with administration and teachers. She establishes school data collection, analysis, and reporting systems to assess student progress and determine next steps for students within the School Based Team process.</p>

Name	Position Title	Job Duties and Responsibilities
Stanton, Erin	Teacher, K-12	Mrs. Stanton communicates with the leadership team and develops the School Improvement Plan with administration based on the needs of the students in grades K-5. She uses school wide data to track the goals throughout the year and updates the plan as needed.
Patterson, Alison	Other	Ms. Patterson 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. Ms. Patterson provides families with required information regarding IDEA Procedural Safeguards. She also establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, and agencies.
Carroll, Stacy	Other	Ms. Carroll provides students with small group interventions and intensive instruction according to the grade level decision tree as well as students on formalized tier plans. She monitors student progress daily and provides weekly updates to the SBT team members. Ms. Carroll also works with teachers, administration, and Ms. Ayres in assessing and determining next steps for each student she progress monitors.

Demographic Information

Principal start date

Monday 8/29/2022, Kristen King

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.*

5

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.*

11

Total number of teacher positions allocated to the school

58

Total number of students enrolled at the school

722

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

4

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

4

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	129	106	117	111	120	138	0	0	0	0	0	0	0	721
Attendance below 90 percent	0	21	19	20	19	25	0	0	0	0	0	0	0	104
One or more suspensions	0	0	3	0	0	7	0	0	0	0	0	0	0	10
Course failure in ELA	0	15	29	42	28	26	0	0	0	0	0	0	0	140
Course failure in Math	0	6	6	21	12	19	0	0	0	0	0	0	0	64
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	15	20	0	0	0	0	0	0	0	40
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	6	22	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	0	6	7	12	12	10	0	0	0	0	0	0	0	47

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	8	14	24	21	28	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	0	3	1	5	0	1	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Monday 9/12/2022

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	105	114	105	136	128	106	0	0	0	0	0	0	0	694
Attendance below 90 percent	0	11	11	14	10	7	0	0	0	0	0	0	0	53
One or more suspensions	0	1	1	1	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	24	35	60	40	32	0	0	0	0	0	0	0	191
Course failure in Math	0	13	18	39	26	23	0	0	0	0	0	0	0	119
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	25	24	11	0	0	0	0	0	0	0	60
Level 1 on 2019 statewide FSA Math assessment	0	0	0	22	32	18	0	0	0	0	0	0	0	72
Number of students with a substantial reading deficiency	1	9	8	7	10	16	0	0	0	0	0	0	0	51
FY21 ELA Winter Diag Level 1 & 2	0	0	0	64	49	51	0	0	0	0	0	0	0	164
FY21 Math Winter Diag Level 1 & 2	0	0	0	41	46	55	0	0	0	0	0	0	0	142

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	15	20	38	29	31	0	0	0	0	0	0	0	133

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	0	2	7	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	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	105	114	105	136	128	106	0	0	0	0	0	0	0	694
Attendance below 90 percent	0	11	11	14	10	7	0	0	0	0	0	0	0	53
One or more suspensions	0	1	1	1	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	24	35	60	40	32	0	0	0	0	0	0	0	191
Course failure in Math	0	13	18	39	26	23	0	0	0	0	0	0	0	119
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	25	24	11	0	0	0	0	0	0	0	60
Level 1 on 2019 statewide FSA Math assessment	0	0	0	22	32	18	0	0	0	0	0	0	0	72
Number of students with a substantial reading deficiency	1	9	8	7	10	16	0	0	0	0	0	0	0	51
FY21 ELA Winter Diag Level 1 & 2	0	0	0	64	49	51	0	0	0	0	0	0	0	164
FY21 Math Winter Diag Level 1 & 2	0	0	0	41	46	55	0	0	0	0	0	0	0	142

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	15	20	38	29	31	0	0	0	0	0	0	0	133

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	0	2	7	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	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	63%	59%	56%				67%	58%	57%
ELA Learning Gains	66%						65%	63%	58%
ELA Lowest 25th Percentile	55%						65%	56%	53%
Math Achievement	61%	53%	50%				73%	68%	63%
Math Learning Gains	60%						63%	68%	62%
Math Lowest 25th Percentile	48%						51%	59%	51%
Science Achievement	57%	59%	59%				64%	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	68%	54%	14%	58%	10%
Cohort Comparison		0%				
04	2022					
	2019	61%	62%	-1%	58%	3%
Cohort Comparison		-68%				
05	2022					
	2019	67%	59%	8%	56%	11%
Cohort Comparison		-61%				

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	72%	65%	7%	62%	10%
Cohort Comparison		0%				
04	2022					
	2019	59%	67%	-8%	64%	-5%
Cohort Comparison		-72%				
05	2022					
	2019	69%	65%	4%	60%	9%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	63%	51%	12%	53%	10%

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	34	57	55	24	51	50	28				
ELL	34	49	42	40	49	35	24				
ASN	75	90		81	80						
BLK	38	69		38	77						
HSP	45	51	40	45	47	32	39				
WHT	74	71	68	70	64	61	71				
FRL	50	61	50	46	58	38	47				
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	30	63	50	25	38	24	37				
ELL	44	50	29	37	21	23	31				
ASN	86			90			90				
BLK	31			25							
HSP	52	54	30	42	25	21	38				
WHT	78	68	33	71	64	43	72				
FRL	52	51	27	45	29	28	38				
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	29	63	73	50	58	47	38				
ELL	38	51	64	51	61	59	29				
ASN	78			83							
BLK	50	52		58	41		73				
HSP	50	53	61	61	64	61	43				
MUL	65	87		50	27						
WHT	78	73	76	82	68	56	77				
FRL	53	60	63	61	56	48	51				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI

ESSA Federal Index	
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	456
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	42
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	
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Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
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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	
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Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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Federal Index - Black/African American Students	56
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	
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Federal Index - Hispanic Students	43
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	68
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	49
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?

% of ELA achievement decreased 5% to 63%, Science achievement has decreased by 7% from 2019 to 57%,

ELL students decreased ELA proficiency by 10% to 34% and Hispanic students decreased ELA proficiency by 7% to 45%.

Based on these data trends our focus will be on increasing achievement levels and continuing intensive support for L25 students. There will be a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of the standards in all content areas. We will specifically focus on our ESSA identified subgroups; ELL; who will receive strategic instruction through a variety of ways such as technology, small group, tutorials, data chats and student monitoring.

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

Based on this data our focus will be to increase ELA achievement in addition to focusing on the needs of our ELL students. If we do not support these areas, we are increasing the learning gaps and students' improvement journey. When we focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners, especially our ESSA identified subgroup of ELL students. The ELL students have shown increase in learning gains especially the L25 who increased by 13% and our Hispanic students increased by 10%. However, we need to continue to close the gap and provide scaffolds and access to the on grade level curriculum in order to achieve proficiency.

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

Standards based instruction will continue to be a primary focus during instructional planning sessions, professional learning communities and data chats with students and teachers. Resources and strategies aligned to grade level standards and scaffolding in place to support students who are not yet performing at their grade level. Targeted afterschool tutorial program will continue to increase student success. Strategic placement of students in classrooms to receive increased support from ELL and ESE resource teachers. Careful planning of master schedule to allow ESE and ELL resource teachers extended time in classrooms as well as opportunities for WIN support during the intervention block. Ensuring achievement and learning gains for ESSA categorized subgroup; ELL: Students in this subgroup will be closely monitored throughout the year for progress. ELL resources schedules have been adjusted to provide more support for our ELL learners during core instruction as well as WIN times.

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

Students in the ELA L25 had an increase of 22% in learning gains to 55%
Students in the MATH L25 had an increase of 19% in learning gains to 48%

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

Developed a robust tutorial program targeted to the specific needs of approximately 115 1st-5th grade students- Teachers tailored the instruction to be responsive to data as well as individual student needs. Schoolwide monitoring of WIN (what I need) instruction as well as data chats 3 times per year with all teachers. Each teacher received a WIN binder to document intervention and provide other valuable resources. Data chats allowed us to monitor the progress of all students and provide interventions/ enrichment as needed in a more timely manner.

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

ELA and Math Continuum - During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lessons using vetted resources

and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies included but not limited to GO-To Strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning to improve instructional capacity. District literacy support specialist will provide in person PD and support to 3rd-5th grade teachers for each unit. Teachers will also participate in the district math cadres to strengthen instructional practices and capacity. Teachers are encouraged to share best practice implementation student achievement as well as close the achievement gap.

Increase Grade 5 science achievement to previous level- Science education equips students with fundamental skills to navigate the subject throughout school and beyond. Skills in measurement and comparison not only contribute to science literacy, but also build capacity across the curriculum. Process

skills like observing, investigating, describing, predicting and experimenting are not just vital to scientific thinking, but contribute academic achievement across all content areas. Science also lends itself to new forms of investigation in the classroom. Hands-on learning connects theory and practice while reinforcing practical applications; skills elementary students will refine and add to as they continue their education. The curiosity and creativity they develop will help sustain attention, grit and perseverance to attend to problems and work out solutions.

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/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD.

Teachers will participate in ELA and MATH cadres for each unit provided by the district to deepen their knowledge of the new state standards as well as strengthen their instructional practices.

During the summer and preschool of SY22, teachers received professional development on the BEST standards as well as the new curriculum.

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

Our primary focus will continue to be implementing standards-based instruction and differentiating that instruction by providing small group support. Resources and strategies aligned to grade level standards and scaffolds put in place to support students who are not performing at grade level. Teachers, including resource teachers (ESE, ELL), collaborate to ensure the academic success of our students. As instruction implemented, it is key that the teacher ensures maximum student engagement. Our goal is to ensure the following:

1. Increase Reading Proficiency in Grade 3: Increase proficiency in 3rd grade ELA is one of our priorities. Proficiency decreased by 17% to 53% proficiency. The ESSA subgroup: ELL; were only at 22% proficiency in 3rd grade. Efforts are in place to strengthen reading skills in K-2 so that achievement gaps in reading are closed. ELL and SWD students provided targeted instruction using WIDA data results and iReady results. In addition to these assessments, district formative assessments implemented in grade.
2. All students provided small group instruction with additional teacher support (ESOL and ESE teachers). The goal is to close achievement gaps prior to grade 3.
3. Small Group Differentiated Instruction: Targeted small group instruction using rigorous texts designed to increase learning gains in ELA and Math. Data driven differentiated instruction planned to meet the needs of all students. Ongoing progress monitoring for all students. However, students who fall within our ESSA Subgroups will be specifically monitored for progress and receive additional support by teachers ensuring instruction to support specific needs of students.

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 B.E.S.T. Standards

Area of Focus Description and Rationale: If we focus on standards based instruction to increase ELA and Math proficiency schoolwide, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly to with our District Strategic Plan, Theme A- Goal 1, Academic Excellence and Growth.

Include a rationale that explains how it was identified as a critical need from the data reviewed. If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. The results of our ELA achievement for grades and 5th was the lowest in 3 years with 53% proficiency in 3rd grade and 62% proficiency in 5th grade. Our ESSA identified subgroups ELLS have demonstrated a decline of 17% over the past three years in 3rd grade ELA and 23% in 4th grade. ELA Fifth grade has remained relatively the same over the past three years. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners. ESSA data shows ELLs (40%) do not meet the required federal threshold of 41 percentage points. For science, 5th-grade scores remained the same at 57% from FY21 to FY22. Our ESSA identified subgroups ELLS did increase proficiency by 8% (5% to 13%).

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

By May 2023, ELA and Math achievement will increase by 5% proficiency as measured by the FAST progress monitoring during window 3.

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through adapting instruction. It is a very important step towards student achievement and school improvement. Monitoring provides teachers and the leadership team the data they need to make timely decisions regarding standards based instruction and differentiated support for all students. Our goal is to monitor for implementation and impact. Jerry Thomas will utilize the following monitoring techniques- Data analysis, classroom walks, data chats, formal observations, professional learning communities attendance/participation, and technology

Person responsible for monitoring outcome:

Kristen King (kristen.king@palmbeachschools.org)

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

1. 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 as well as deepening knowledge of BEST standards.
2. Differentiated small group instruction in ELA and math
3. Instruction based on data following scope and sequence

this Area of Focus.

Rationale for Evidence-based Strategy:

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

1. Professional Learning Community (PLC) Professional Development allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.
2. Incorporate small group instruction utilizing ongoing assessment data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation.

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.

2. Incorporate Small group instruction:
 - a. Students will be assessed using formative and informal assessments in both Math and Language Arts. Teacher will utilize differentiated Instruction strategies and small group instruction in all ELA and Math courses.
 - b. Teachers will analyze student data to determine strengths and weaknesses in content area.
 - c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, ELLS).
 - d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
 - e. Teachers develop ongoing formative assessments to track student learning and adjust instruction.
 - f. Monitoring will occur through the review of lesson plans, conducting teacher data chats, and walkthroughs.

Person Responsible

Kristen King (kristen.king@palmbeachschools.org)

1. Professional Learning Community (PLC)
 - a. On-going PD will be provided to grade level PLC facilitators by district support to strengthen their learning communities and provide coaching support.
 - b. Schedule will be created to allow time for 90 minute grade level PLC bi-weekly for each grade level team including ESE and ELL resource teachers.
 - c. PLCs will focus on analysis of student work, planning or professional development.
 - d. Admin will attend and participate in these communities of learners.

Person Responsible

Rachel Roche (rachel.roche@palmbeachschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

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

NA

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:

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

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

NA

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.

The school utilizes a School-wide Positive Behavior Support System committee in order to streamline our school-wide behavior procedures and expectations. Our SwPBS Team developed a behavior matrix which focuses on being Respectful, Responsible, and Safe and posted expectation posters throughout the school. School-wide Positive Behavior is used to encourage students' academic and behavioral success through Tiger Tickets within the classrooms and Pawsitive Behavior Referrals school-wide. Our school is a Gold Level SwPBS school.

Our School Based Team (SBT) implements multiple measures of analyzing school-wide data that drives the RTI process. Student assessments include but are not limited to FSQs/USAs, Florida's Assessment of Student Thinking, iReady district diagnostics, Oral Reading Records, and ACCESS and WIDA testing for ELL students. The SBT team meets weekly to discuss and monitor students' academic, behavioral, and social progress.

Professional Learning Communities (PLCs) are teacher-led and meet on a continuous basis. Grade level teachers meet together with administration to discuss and analyze data, share best practices, and modify instruction in order to target grade level knowledge goals and essential questions. They also participate in additional professional development opportunities.

Our school highlights multicultural diversity within the curriculum and the arts. Our students participate in various clubs, activities and studies of different cultures. Students study music of different eras and countries and the media center is filled with books related to a variety of cultures. We also have parent/family curriculum and education nights, multicultural nights, SAC meetings, and Parent Teacher Organization meetings and school events.

Safe and Drug Free Schools initiatives such as Red Ribbon Week and other programs that support prevention of violence in and around the school are implemented on an ongoing basis. A School Behavioral Health Professional is located full-time on campus, along with a behavioral health specialist, and school counselors. These staff and programs work to prevent the use of alcohol, tobacco, drugs, and foster a safe learning environment supporting student wellness, student achievement, and appreciation for diversity.

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 Benchmarks for Excellent Student Thinking and content required by Florida State Statute 1003.42. Instruction applicable to appropriate grade levels includes but is 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 be 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. (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.

Students also learn character development, self management strategies, and social behaviors through the Palm Beach County School District's Social Emotional Learning Initiatives. Teachers and school counselors promote these initiatives through morning meetings with students and refocusing kits within classrooms as well as through additional instruction. Social Emotional Learning signature practices are also implemented at all meetings with staff and stakeholders.

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

Administration (Principal/Assistant Principal) can positively influence the school culture through the promotion of collaboration among staff members. They create a positive environment in which teachers can share best practices that are responsive to student needs. The administration also celebrates the successes of their teachers and students.

School Counselors/Behavioral Specialists support a positive culture and environment through the lessons they teach that are unique and different from academic instruction. Through the small group as well as individual interactions and experiences for students, our counselors and specialists ensure students feel safe, welcome, and included. They work with students on social emotional skills they need in order to be successful.

Teachers incorporate the School-wide Positive Behavior Support System into the daily classroom routines and expectations for students. The SwPBS works to improve social, emotional, behavioral and academic outcomes to ensure all students have an equitable and equal opportunity to learn in a positive environment. Teachers also collaborate with their colleagues through Professional Learning Communities (PLCs) and SBT (School Based Team) in order to promote student success and growth within the classroom.

PTO works to foster a sense of pride within the school community and bring families together through PTO led events, workshops, and school beautification projects. Members volunteer their time on campus supporting teachers and staff in the classrooms and by assisting teachers and administration with providing additional learning experiences for students.