

The School District of Palm Beach County

# Marsh Pointe Elementary



## 2022-23 Schoolwide Improvement Plan

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# Marsh Pointe Elementary

12649 IBIIZA DR, Palm Beach Gardens, FL 33418

<https://mpes.palmbeachschools.org>

## Demographics

**Principal: Ryan Scott**

Start Date for this Principal: 5/19/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	26%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: A (74%) 2018-19: A (77%) 2017-18: A (76%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Marsh Pointe Elementary

12649 IBIIZA DR, Palm Beach Gardens, FL 33418

<https://mpes.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	26%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

### 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.**

The faculty and staff of Marsh Pointe Elementary School are committed to providing a safe, positive, and rigorous learning environment that will lay the foundation for future success and help to create ethical, responsible, and productive citizens.

#### **Provide the school's vision statement.**

It is Marsh Pointe's vision to increase student achievement as well as the students' ability to think critically about and apply reasoning and logic skills to solve real-life problems within and between subject areas.

### 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
Scott, Ryan	Principal	Principal- Instructional leader in charge of executing and monitoring personnel, resources, and strategies to ensure all students receive effective standards-based instruction.
Hantman, Lauren	Assistant Principal	Lauren Hantman - Assistant Principal- Instructional leader in charge of executing and monitoring personnel, resources, and strategies to ensure all students receive effective standards-based instruction.
Innerst, Lisa	Teacher, K-12	Fifth-grade chair in charge of ensuring all Fifth-grade teachers are analyzing data to drive instruction. Additionally, she is in charge of supporting the team with lesson planning utilizing targeted strategies and resources to support student learning and achievement.
gallucci, michael	Teacher, K-12	1st grade chair in charge of ensuring all 1st teachers are analyzing data to drive instruction. Additionally, he is in charge of supporting the team with lesson planning utilizing targeted strategies and resources to support student learning and achievement.
Lipscher, Toni	Instructional Media	Coordinates Fine Arts team and academic instruction in relation to The History of the Holocaust, The History of Black and African Americans, The Contributions of Latino and Hispanics, The Contributions of Women, and The Sacrifices of Veterans and Medal of Honor recipients within US History.
Bailes, Kim	Teacher, K-12	Kindergarten grade chair in charge of ensuring all Kindergarten teachers are analyzing data to drive instruction. Additionally, she is in charge of supporting the team with lesson planning utilizing targeted strategies and resources to support student learning and achievement.
LaRock, Suzanne	Teacher, K-12	School-Based Team leader-coordinates MTSS supports for struggles students Supplemental Academic Instructor supports and instruction 1st and 2nd-grade struggling readers.

## Demographic Information

### Principal start date

Wednesday 5/19/2021, Ryan Scott

**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.*

9

**Total number of teacher positions allocated to the school**

58

**Total number of students enrolled at the school**

832

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

1

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

0

### 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	138	135	145	163	137	0	0	0	0	0	0	0	832
Attendance below 90 percent	19	18	19	22	21	24	0	0	0	0	0	0	0	123
One or more suspensions	1	0	0	2	0	2	0	0	0	0	0	0	0	5
Course failure in ELA	2	7	17	7	10	2	0	0	0	0	0	0	0	45
Course failure in Math	1	3	3	3	4	2	0	0	0	0	0	0	0	16
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	4	6	0	0	0	0	0	0	0	13
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	4	14	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	0	2	1	8	7	9	0	0	0	0	0	0	0	27

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	1	3	5	9	9	10	0	0	0	0	0	0	0	37

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	2	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

**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	137	134	136	164	141	136	0	0	0	0	0	0	0	848
Attendance below 90 percent	9	9	10	10	14	7	0	0	0	0	0	0	0	59
One or more suspensions	1	1	1	2	0	3	0	0	0	0	0	0	0	8
Course failure in ELA	11	22	21	10	16	6	0	0	0	0	0	0	0	86
Course failure in Math	1	6	12	9	9	3	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	12	3	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	7	4	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	11	22	21	10	16	6	0	0	0	0	0	0	0	86
FY21 ELA Diag Levels 1 & 2	0	0	0	24	25	24	0	0	0	0	0	0	0	73
FY21 Math Diag Levels 1 & 2	0	0	0	10	17	26	0	0	0	0	0	0	0	53
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	3	9	12	8	15	5	0	0	0	0	0	0	0	52

**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	4	5	2	1	1	0	0	0	0	0	0	0	13
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	114	138	135	145	163	137	0	0	0	0	0	0	0	832
Attendance below 90 percent	9	9	10	10	14	7	0	0	0	0	0	0	0	59
One or more suspensions	1	1	1	2	0	3	0	0	0	0	0	0	0	8
Course failure in ELA	11	22	21	10	16	6	0	0	0	0	0	0	0	86
Course failure in Math	1	6	12	9	9	3	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	12	3	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	7	4	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	11	22	21	10	16	6	0	0	0	0	0	0	0	86
FY21 ELA Diag Levels 1 \$ 2	0	0	0	24	25	24	0	0	0	0	0	0	0	73
FY21 Math Diag Levels 1 \$ 2	0	0	0	10	17	26	0	0	0	0	0	0	0	53
	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### 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	3	9	12	8	15	5	0	0	0	0	0	0	0	52

#### 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	4	5	2	1	1	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

## Part II: Needs Assessment/Analysis

### School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	85%	59%	56%				87%	58%	57%
ELA Learning Gains	75%						69%	63%	58%
ELA Lowest 25th Percentile	62%						68%	56%	53%
Math Achievement	89%	53%	50%				93%	68%	63%
Math Learning Gains	70%						73%	68%	62%
Math Lowest 25th Percentile	73%						77%	59%	51%
Science Achievement	65%	59%	59%				71%	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	89%	54%	35%	58%	31%
Cohort Comparison		0%				
04	2022					
	2019	85%	62%	23%	58%	27%
Cohort Comparison		-89%				
05	2022					
	2019	85%	59%	26%	56%	29%
Cohort Comparison		-85%				

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	96%	65%	31%	62%	34%
Cohort Comparison		0%				
04	2022					
	2019	90%	67%	23%	64%	26%
Cohort Comparison		-96%				
05	2022					
	2019	89%	65%	24%	60%	29%
Cohort Comparison		-90%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	70%	51%	19%	53%	17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

### Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	54	52	43	64	57	62	21				
ELL	66	65		83	71		55				
ASN	100	82		100	76						
BLK	50	60		63	60						
HSP	74	72	56	82	74	74	66				
MUL	83	75		83	63						
WHT	89	76	62	92	70	73	64				
FRL	73	71	71	81	74	82	50				
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	54			59							
ELL	73			91							
ASN	93			97							
BLK	63			56							
HSP	79	73		86	60		56				
MUL	87			83							
WHT	86	80	68	87	57	46	71				
FRL	78	74		78	44	36	66				
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	64	56	69	81	70	73	45				
ELL	58	55		83	82						
ASN	89	43		94	86						
BLK	81			94							
HSP	78	69	71	93	76	82	65				
MUL	88	64		94	73						
WHT	89	72	73	93	71	74	68				
FRL	70	63	68	86	69	70	58				

### ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	75
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	84
Total Points Earned for the Federal Index	603
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
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	71
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	90
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	58
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	72

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	76
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	75
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	72
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Our ELA proficiency dipped slightly from 87% to 85% from FY19 to FY22; however, our ELA gains increased from 69% to 75% in FY22. In addition, our ELA L25 gains decreased from 68% to 62% in FY22. Overall, our math proficiency decreased from 93% in FY19 to 89% in FY22. Our math gains also decreased from 73% to 70% in FY22, and our math L25 gains decreased from 77% to 73%. In addition, our science proficiency decreased from 71% in FY21 to 65% in FY22. Based on this data trend, our focus will be to increase ELA, math, and science achievement.

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

Based on this data trend, our focus will be to increase learning gains and achievement for grades 3-5 in addition to focusing on the needs of our students with disabilities and English language learners. MPE

utilizes data from statewide FAST assessments, Unit assessments, iReady, Reflex math, and Penda Science. Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:

Grades K-2 we will use iReady and FAST assessments for Fall, Winter & Spring

In grades 3-5 we will use iReady and FAST assessments for Fall, Winter and Spring

iReady: Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.

Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

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

Due to COVID and returning to in-person instruction, there were many gaps in learning that needed to be filled. This year, teachers will work collaboratively in PLCs to identify, instruct and remediate any lingering deficiencies.

All in person learning has resumed which will enable MPE to target the students illustrated in the data previously shared in this school improvement plan in order to provide targeted remediation in order to close the gaps between students who were virtual and those that came to school in FY20.

A renewed focus on the text, talk, and tasks, which will be addressed in grade level and subject area PLCs. We work on aligning the "3Ts" so that students are working in grade level text, completing tasks that are aligned to the rigor of the standards, and using the academic language needed to talk about what they are reading. We will also integrate reading, writing and content area instruction so that students have multiple opportunities across a variety of text types to practice good reading behaviors in both non-fiction and literary text.

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

Based off progress monitoring and 2022 state assessments, our ELA gains showed the most improvement with an increase from 69% to 75% from FY19 to FY22.

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

Focused, in-person instruction using both whole and small group instructional models. The use of small groups and iReady reading also made a significant impact on increased student achievement as teachers incorporated differentiated instruction based on student needs. Also, teachers ensured all students were engaged in teaching and learning that resulted in academic excellence. This was done by providing complex texts, rigorous tasks, and talk (higher-order thinking and discussions) in each lesson.

Common planning/PLCs, differentiated small group instruction, data disaggregation to plan instruction. We focused on the use of multiple sources of data from various formative assessments to create small reading groups which were skill based in order to provide additional instruction to students who were struggling with various concepts. Teachers also did individual data chats with all students to go over where they were and to set goals for students as it related to their strengths and weaknesses.

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

Teachers will utilize small group instruction, bimonthly PLCs to collaborate and plan for student achievement, and accelerate student learning using innovating and differentiated approaches. Focused PLCs with PLC leaders trained by District staff, leaders trained by grade level and/or subject area. Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies aligned to grade level standards and scaffolding in place to support students who are not yet performing at their grade level. Marsh Pointe will continue to implement one of the largest AMP programs in PBC.

ESSER funds will be used to implement a tutorial to provide additional instruction and remediation in reading in order to close the gaps and accelerate process of closing the gaps that our students may be facing. Groups will be formed by using data from the 2022 Fall iReady diagnostics and FAST assessments, focusing on specific skills. Students will receive instruction in the skills that show a deficit on those exams.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Our school has purchased the PENDA science program to supplement science instruction in grades 3-5. In addition, our district science specialist will deliver a PD in October to all staff. Our district literacy specialist will also attend PLCs and support teachers with data analysis and planning.

PLC Leader training, school-based professional development/learning, Benchmark PD from District specialist. These will focus on collaborative planning and data analysis to support highly focused standards-based instruction. PDs will be offered by the District and teachers will take part in these trainings, especially 3-5 teachers who will be implementing a new reading series. MPE will also get substitutes for groups of teachers throughout the year so that they can have 3 hour planning cycles with their peers.

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

We will continue to train PLC teacher-leaders to facilitate PLCs with their grade levels. Sustain PLCs as we implement Benchmark in grades K-5, frequent monitoring of fidelity to the series. We will continue to implement small group differentiated instruction across ELA and math classrooms using data to drive the formation of groups and target areas identified for remediation. We will also continue to develop teacher leaders so that they can have a greater academic impact upon their grade level. We will do this by providing continued PLC leader training for all team leaders throughout the school year so that they hone their skills as PLC "experts."

**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 ELA

### Area of Focus Description and Rationale:

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

Continue to exceed the district goal of reading on grade level by third grade to 75% & ensure high school readiness. Increase proficiency in ELA (FY19-87%). Using 2019 FSA data these are the critical areas for improvement.

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

Increase proficiency to 90% or greater in all grade levels on FSA on FY23 FAST.

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

Teachers will plan targeted lessons to remediate and enrich students on skills and strategies in ELA, monitored by administration. Weekly classroom visits of ELA block by administration to ensure follow-through of standards for the reading block and small group instruction. Bi-weekly monitoring by administration of student ELA data (FSQ/ USA/iReady/RRR) Targeted monitoring by administration of students in iii. Conduct individual data chats with teachers. Monitor the fidelity of implementation based on the ELA Benchmark units and accompanying assessments. PLCs will also be monitored to ensure that they further this goal.

**Person responsible for monitoring outcome:**

Ryan Scott (ryan.scott@palmbeachschools.org)

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

Marsh Pointe will utilize the following evidence-based strategies: Students will keep reading response journals to respond/analyze/and reflect learning to ELA standards. Providing intervention for all students below grade level in reading for grades K-5. Teachers will deliver differentiated instruction to students while convening small groups. Differentiated Small-Group Instruction

During professional development days, our staff participates in professional development sessions focused on the Marzano elements, with a special emphasis on our areas of focus. Teachers examine the protocols associated with each element and share best practices around each of them. Teachers present their ideas and take-aways to the staff and share suggestions with each others. Teachers also have opportunities to participate in Learning Walks, in which teachers visit multiple teachers in various grade levels to look for ideas and evidence of the Marzano elements in practice. Teachers take notes and also share feedback with each other.

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

These strategies are research-based and have been shown to increase student and school achievement through a multitude of studies

#### **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.

Infusing Technology into Instruction and utilization of Intervention Programs with fidelity

- A. Students will consistently utilize technology throughout the school year to support remediation and enhancement of their skills.
- B. Teachers will receive professional development during PD days, at workshops and with Trailblazers on various technology programs and strategies.
- C. Teachers will increase their knowledge and use of technology to enhance instruction and assist in data analysis.
- D. Teachers will utilize research-based intervention programs with fidelity to assist in meeting the needs of all students.
- E. Teachers will share their knowledge with peers and act as mentors to support meaningful use of technology and intervention programs throughout the school.
- F. Teachers will participate in PLCs and implement lessons developed through PLCs.

**Person Responsible** Ryan Scott (ryan.scott@palmbeachschools.org)

## #2. Instructional Practice specifically relating to Science

<b>Area of Focus Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>Increase proficiency in science (FY19-71%). Using 2019 FSA data this is a critical area for improvement.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve.</b> <b>This should be a data based, objective outcome.</b>	<p>Increase proficiency to 80% or greater in 5th grade science NGSSS.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>Teachers will plan targeted lessons to remediate and enrich students on skills and strategies in science, monitored by administration. Weekly classroom visits of science block by administration to ensure follow-through of standards for the science block. Monthly monitoring by administration of student science data. Conduct individual data chats with teachers. Monitor the fidelity of implementation based on the science scope and sequence in Blender and accompanying assessments.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Ryan Scott (ryan.scott@palmbeachschools.org)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being implemented</b>	<p>Marsh Pointe will utilize the following evidence-based strategies: Students will keep science journals to respond/analyze/and reflect learning to science standards. Students in 3-5 will utilize Penda science program to reinforce science concepts. Each year, we disaggregate state test scores and yearlong progress data in science to determine our areas of priority for the following school year. Teachers will utilize data from science quizzes and assessments in Performance Matters during PLCs to plan for reteaching and differentiated instruction. In addition, teachers will incorporate StemScopes curriculum and resources to enhance instruction. The district science specialist will also provide professional development to all teachers in K-5.</p>

**for this Area  
of Focus.**

**Rationale for  
Evidence-  
based**

**Strategy:**

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

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

These strategies are research-based and have been shown to increase student and school achievement through a multitude of studies. Penda science allows students to participate in virtual experiments and utilize the scientific method in a variety of ways, which enhances understanding of scientific concepts. The curriculum selected by the district are on state-approved lists and have been shown to increase student achievement.

### **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.

Infusing Technology into Instruction and utilization of Intervention Programs with fidelity

- A. Students will consistently utilize technology throughout the school year to support remediation and enhancement of their skills.
- B. Teachers will receive professional development during PD days.
- C. Teachers will increase their knowledge and use of technology to enhance instruction and assist in data analysis.
- D. Teachers will participate in PLCs and implement lessons developed through PLCs.

**Person**

**Responsible**

Ryan Scott (ryan.scott@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.**

All members of the school staff participate in Professional Learning Communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improve results in instructional practice and student performance. The school Guidance Counselor and Behavioral Health Professional will actively

support students through character education and social-emotional competencies in addition to group or individual counseling of students.

Kindergarten Round-Up, Pre School Open House and classroom visits, ESE contact meets with the sending preschools at transitional meetings, host middle school orientation for feeder middle schools and conduct preliminary screening of all incoming kindergarten students.

Pillars of Effective Instruction: Students are immersed in rigorous task 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 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

Marsh Pointe ES integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures. SwPBSS implements schoolwide positive behavior supports that are designed to capture when children are making good choices and celebrate success through our Panther Pride system. Children are rewarded through a weekly name drawing and are recognized on the morning news.

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

Ryan Scott - Principal - Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.

Lauren Hantman - Assistant Principal - Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, assistant principals can positively influence their school culture with strategies that encourage collaboration.

Kelly Stokkers - Guidance Counselor - Supports a positive culture and environment through lessons the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our councilor ensure students feel safe, welcome, and included.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

Marsh Pointe PTO - Operates with a focus on collaboration, fundraising, recognition, community/business partner support and subsequent funding of school improvement projects (facilities, academics, etc.) They are essential to creating a positive culture at Marsh Pointe with the many things they do for the school, the staff, and the students each year.

Marsh Pointe SAC - Provides MPE with collaborative forum where home/school partnerships are forged, assist in identifying the areas of strength and opportunities for growth, and forum to foster positive relationships between the community and the school.