

The School District of Palm Beach County

# Lake Park Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Lake Park Elementary School

410 3RD ST, Lake Park, FL 33403

<https://lpe.palmbeachschools.org>

## Demographics

**Principal: Carlos Castro**

Start Date for this Principal: 5/16/2022

<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>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<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* Black/African American Students Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: C (53%) 2018-19: A (63%) 2017-18: B (60%)
<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>	ATSI
* 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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## Lake Park Elementary School

410 3RD ST, Lake Park, FL 33403

<https://lpe.palmbeachschools.org>

### School Demographics

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

### School Grades History

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

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

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

Lake Park Elementary School is committed to providing an equitable, high-quality educational experience so each student reaches his or her highest potential. Our empathetic staff will support instructional and social emotional needs of all students.

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

Lake Park Elementary School envisions a multicultural community where all learners reach their highest potential and are prepared for the rigor of middle and high school.

### 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
Castro, Carlos	Principal	<p>Vision of Academic Success for All</p> <ol style="list-style-type: none"> <li>1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness.</li> <li>2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it.</li> <li>3. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning.</li> <li>4. Challenges beliefs and practices that interfere with achieving the vision.</li> <li>5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student.</li> <li>6. Serves as the cheerleader, coach, and standard bearer for the vision.</li> <li>7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals.</li> <li>8. Monitors the implementation of effective instruction to meet the needs of all students.</li> <li>9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.</li> </ol> <p>Climate</p> <ol style="list-style-type: none"> <li>10. Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.</li> <li>11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.</li> <li>12. Creates school-wide and team norms and expectations for collective responsibility for student success.</li> <li>13. Develops staff's capacity to collaborate effectively about standards and effective instruction.</li> <li>14. Celebrates success as well as opportunities for growth.</li> <li>15. Eliminates barriers and distractions that interfere with effective teaching and learning.</li> <li>16. Provides a clean, safe, and nurturing school environment.</li> <li>17. Builds a culture of pride, trust, and respect.</li> <li>18. Implements and monitors an effective approach to bullying prevention.</li> <li>19. Aligns new and existing community and parent partnerships.</li> </ol> <p>Cultivating Leadership</p> <ol style="list-style-type: none"> <li>20. Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction.</li> <li>21. Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</li> <li>22. Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards,</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>instructional credibility, and professional respect and trust.</p> <p>23. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</p> <p>24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.</p> <p>25. Provides ongoing coaching with constructive feedback to teacher leaders.</p> <p>26. Implements a comprehensive performance management system.</p> <p>27. Implements rigorous project management, structures, protocols, and processes.</p> <p>Improving Instruction</p> <p>28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>29. Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>30. Provides intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</p> <p>31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.</p> <p>32. Quickly and proactively addresses problems in instruction and student learning.</p> <p>33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p> <p>34. Monitors and improves instruction.</p> <p>35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p> <p>People, Data, and Processes</p> <p>36. Hires and retains highly qualified and effective employees.</p> <p>37. Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>38. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>39. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>40. Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p> <p>41. Reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or diminish those that interfere with instructional leadership.</p> <p>42. Collaborates with peers, staff, and supervisors to clarify priorities for</p>



Name	Position Title	Job Duties and Responsibilities
		<p>student and staff learning.</p> <p>43. Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations, and providing staff development/training opportunities.</p> <p>44. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.</p> <p>45. Maintains appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports.</p> <p>46. Supervises the school's food, transportation, maintenance, facility, and support services.</p> <p>47. Provides effective communications with and seeks input from parents, teachers, students, and the community via systematic processes.</p> <p>48. Coordinates community activities relevant to the school within the school area.</p> <p>49. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies, and administrative directives.</p> <p>50. Implements and monitors career and leadership advancement pathways.</p> <p>51. Monitors systemic customer service.</p> <p>52. Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.</p>
Young, Veronica	Assistant Principal	<p>Vision of Academic Success for All</p> <p>1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness.</p> <p>2. Demonstrates through daily decisions and actions that the school's priority is academic success for every student.</p> <p>3. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals.</p> <p>Climate</p> <p>4. Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.</p> <p>5. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.</p> <p>6. Assists with eliminating barriers and distractions that interfere with effective teaching and learning.</p> <p>7. Ensures the provision of a clean, safe and nurturing school environment.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Cultivating Leadership</p> <p>8. Advocates and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</p> <p>9. Carries out the principal's expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</p> <p>Improving Instruction</p> <p>10. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>11. Communicates clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>12. Quickly and proactively addresses problems in instruction and student learning.</p> <p>People, Data, and Processes</p> <p>18. Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>19. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>20. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p>
Kinne, Diane	Instructional Coach	<p>Learning Team Facilitator (3-5)</p> <p>1. Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with the Florida Standards.</p> <p>2. Functions as expert in mentoring and coaching teachers to build literacy instruction.</p> <p>3. Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators.</p> <p>4. Provides modeling and coaching support for small group instruction.</p> <p>5. Applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process.</p> <p>6. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students.</p> <p>7. Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs.</p> <p>8. Provides side-by-side support at Learning Team Meetings (LTM) or Professional Learning Communities (PLC).</p> <p>9. Facilitates the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each student.</p> <p>10. Guides teachers in effectively using data to make adjustments to</p>

Name	Position Title	Job Duties and Responsibilities
		instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.
Segal, Erica	Instructional Coach	<p>Learning Team Facilitator (K-2)</p> <ol style="list-style-type: none"> <li>1. Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Best Standards (new).</li> <li>2. Functions as expert in mentoring and coaching teachers to build literacy instruction.</li> <li>3. Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators.</li> <li>4. Provides modeling and coaching support for small group instruction.</li> <li>5. Applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process.</li> <li>6. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students.</li> <li>7. Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs.</li> <li>8. Provides side-by-side support at Learning Team Meetings (LTM) or Professional Learning Communities (PLC).</li> <li>9. Facilitates the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each student.</li> <li>10. Guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</li> </ol>
Ehlers, Lisa	Curriculum Resource Teacher	<ol style="list-style-type: none"> <li>1. Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school.</li> <li>2. Participates as an active member with other faculty and staff.</li> <li>3. Participates in personal professional growth activities focused on the acquisition of new and improved skills and knowledge.</li> <li>4. Diagnoses and analyzes student progress and programs for the purpose of providing appropriate instruction based on the developmental stages of students.</li> <li>5. Utilizes a variety of instructional techniques to meet the individual needs of students.</li> <li>6. Utilizes technology and current research in instruction.</li> <li>7. Utilizes classroom management techniques conducive to an effective classroom climate.</li> <li>8. Shows sensitivity to students, parents, and the community and promotes student self-esteem.</li> <li>9. Maintains contact with parents through parent-teacher conferences, telephone, or written communications.</li> </ol>

Name	Position Title	Job Duties and Responsibilities
Jackson, Hope	School Counselor	<ol style="list-style-type: none"> <li>1. Implements the comprehensive school counseling program as outlined in the Palm Beach County School District's Professional Counselor plan</li> <li>2. Acts as an advocate for all students</li> <li>3. Works in collaboration with other stakeholders in narrowing the achievement gap</li> <li>4. Provides professional leadership to establish a culture conducive to learning</li> <li>5. Counsels individual and/or small groups of students with academic, career and personal/social concerns</li> <li>6. Assists students in developing a plan for achieving educational, career and personal/social goals</li> <li>7. Consults with a variety of school-based teams to facilitate appropriate placement decisions to enhance student achievement, which includes but is not limited to exceptional student staffing, 504 determination meetings, and Child Study team meetings</li> <li>8. Confers with classroom teachers, administration, support staff, community agencies and parents regarding students and their needs</li> <li>9. Provides support to teachers in the delivery of counseling program-related curriculum</li> <li>10. Coordinates with school and community agencies to broaden students' resources</li> <li>11. Seeks resources necessary to achieve school goals</li> <li>12. Guides individuals/groups of students through the development of educational plans, career awareness and personal/social growth issues</li> <li>13. Uses data to develop strategies to positively impact students</li> <li>14. Follows the guidelines of the national, state and district standards for professional school counselors</li> </ol>

### Demographic Information

#### Principal start date

Monday 5/16/2022, Carlos Castro

**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.*

8

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

21

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

385

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.

5

### Demographic Data

### Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	50	71	60	66	68	50	0	0	0	0	0	0	0	365
Attendance below 90 percent	0	25	19	14	17	13	0	0	0	0	0	0	0	88
One or more suspensions	0	1	1	6	2	3	0	0	0	0	0	0	0	13
Course failure in ELA	0	13	39	17	22	18	0	0	0	0	0	0	0	109
Course failure in Math	0	11	29	20	8	9	0	0	0	0	0	0	0	77
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	20	11	0	0	0	0	0	0	0	37
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	5	10	0	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	0	0	12	13	11	1	0	0	0	0	0	0	0	37

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	31	16	20	18	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	0	0	6	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	

Date this data was collected or last updated

Wednesday 7/27/2022

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	62	53	62	56	65	61	0	0	0	0	0	0	0	359
Attendance below 90 percent	0	13	8	18	7	12	0	0	0	0	0	0	0	58
One or more suspensions	0	1	1	1	3	3	0	0	0	0	0	0	0	9
Course failure in ELA	27	35	42	32	43	29	0	0	0	0	0	0	0	208
Course failure in Math	15	19	38	24	35	31	0	0	0	0	0	0	0	162
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	19	8	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	10	8	0	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	0	8	15	12	6	12	0	0	0	0	0	0	0	53
FY21 ELA Winter Diag Level 1 & 2	0	0	0	34	29	29	0	0	0	0	0	0	0	92
FY21 Math Winter Diag Level 1 & 2	0	0	0	23	30	30	0	0	0	0	0	0	0	83
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	0	18	22	42	17	33	0	0	0	0	0	0	0	132

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	8	1	6	0	0	0	0	0	0	0	15
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	62	53	62	56	65	61	0	0	0	0	0	0	0	359
Attendance below 90 percent	0	13	8	18	7	12	0	0	0	0	0	0	0	58
One or more suspensions	0	1	1	1	3	3	0	0	0	0	0	0	0	9
Course failure in ELA	27	35	42	32	43	29	0	0	0	0	0	0	0	208
Course failure in Math	15	19	38	24	35	31	0	0	0	0	0	0	0	162
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	19	8	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	10	8	0	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	0	8	15	12	6	12	0	0	0	0	0	0	0	53
FY21 ELA Winter Diag Level 1 & 2	0	0	0	34	29	29	0	0	0	0	0	0	0	92
FY21 Math Winter Diag Level 1 & 2	0	0	0	23	30	30	0	0	0	0	0	0	0	83
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	0	18	22	42	17	33	0	0	0	0	0	0	0	132

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	8	1	6	0	0	0	0	0	0	0	15
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	53%	59%	56%				52%	58%	57%
ELA Learning Gains	59%						67%	63%	58%
ELA Lowest 25th Percentile	48%						65%	56%	53%
Math Achievement	61%	53%	50%				75%	68%	63%
Math Learning Gains	67%						74%	68%	62%
Math Lowest 25th Percentile	54%						76%	59%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	32%	59%	59%				35%	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	45%	54%	-9%	58%	-13%
Cohort Comparison		0%				
04	2022					
	2019	61%	62%	-1%	58%	3%
Cohort Comparison		-45%				
05	2022					
	2019	48%	59%	-11%	56%	-8%
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	86%	65%	21%	62%	24%
Cohort Comparison		0%				
04	2022					
	2019	66%	67%	-1%	64%	2%
Cohort Comparison		-86%				
05	2022					
	2019	58%	65%	-7%	60%	-2%
Cohort Comparison		-66%				



SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	51%	-18%	53%	-20%
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	24	40	33	52	63						
ELL	50	60		58	80		38				
BLK	53	61	52	60	63	48	31				
HSP	59			65							
FRL	52	58	48	61	68	54	29				
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	35			31							
ELL	67	77		58	35		42				
BLK	62	69	50	54	31	36	34				
FRL	62	70	50	55	30	33	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	36	61		45	57	58					
ELL	54	69	62	75	66	55	31				
BLK	52	70	66	75	74	73	27				
HSP	50			70							
FRL	53	69	67	75	74	75	34				

### 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
OVERALL Federal Index – All Students	51
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	30

ESSA Federal Index	
Total Points Earned for the Federal Index	404
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
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	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
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?

FY 19 FSA vs FY21 Winter Diagnostic, vs FSA 22 Results Shows (in proficiency):

ELA:

3rd Grade: 45% to 47.1% (+2.1) to 53% (+5.9)

4th Grade: 61% to 56.4% (-4.6) to 55.1% (-1.3%)

5th Grade: 48% to 59.3% (+11.3) to 51.7% (-7.6%)

Math:

3rd Grade: 86% to 51.4% (-35.4) to 71.4% (+20)

4th Grade: 66% to 63% (-3) to 67.3% (+4.3%)

5th Grade: 72% to 44.1% (-28.1) to 44.8% (+.7%)

Science:

5th Grade 35% to 32% (-3%)

Our school's focus will be to maintain our overall ELA proficiency performance and focus on 4th and 5th Grade students' progress throughout the school year due to a trend in declining performance in ELA skills from 4th to 5th Grade, monitor closely all our ESSA identified subgroups, with a keen focus on SWD (with an SY 22 overall performance below 41%) to ensure they are receiving support with their

current grade level skills/standards as well as supplemental support such as small differentiation grouping, iReady Reading, and tutorial.

Next area of focus will be to address inconsistent performance in Math proficiency from 3rd to 5th Grade on the FSA and Diagnostic. It shows a continuous decline in proficiency from 3rd Grade to 5th Grade over the past 3 years. It is vital that our 4th and 5th Grade Math teachers maintain our students' proficiency performance. Collaboration will be encouraged with vertical planning among 3rd - 5th. Math instruction is consistent from 3rd- 5th Grade, with consistent use of SuccessMaker and i-Ready Math (adaptive technology).

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

The two potential areas of concern are ELA and Science. In ELA, 47% of our 3-5 Grade students are reading below grade level, scoring below Level 3 (Proficiency). In Science there is a steady decline in performance, in SY 21 our 5th graders were 37% proficient and in SY22 we declined 5%, scoring only 32% proficient among the Florida Science Standards.

Intervention Support is included in the school's master schedule for K-5. All students that have a performance level showing 1 year or more below in Reading and Math will receive additional supplemental support each day. The small group instructional model is used to target students' deficiency areas. ELA Resource Teachers also provide an extra layer of support by working with the targeted low 25% performing students, by Pushing In, during the intermediate reading. In Grades 3-5, we are using Leveled Literacy Intervention (LLI) which targets various reading skills. Easy CBM is a progress monitoring tool that is used to track students' progress. In Science, all grade-level science instruction will be monitored to ensure the foundational skill are being taught prior to students reaching 5th Grade. 3rd - 5th Grade science class will be provided a supplemental standards-based science resource, Penda. This digital resource fosters and accelerates mastery of science concepts.

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

SY21 our school offered Covid Learning Option Hybrid Teaching/Learning, which allowed some students to participate virtually or in-person learning. This presented some challenges for teachers in providing differentiated instruction with ELA and Math content areas. Most of our 3rd graders were in 1st Grade during the SY21 and 4th graders were in 2nd Grade in SY21, which were the grade levels designed for students to master their foundational skills in reading. This has created learning gaps in students' reading mastery. For most, science assessments, students are expected to read, comprehend and apply the science concepts.

To address the problems in ELA, we have implemented a whole-school intervention block that targets students who are reading one year or more below grade level. This is offered at the same time period each day, so additional instructional resources teachers will be available to offer support. We will also utilize the iReady Platform (adaptive technology) to target reading deficiency. Teachers will monitor students' performance on this platform and assign lessons that scaffold current standards. Also, in 3rd - 5th grades two certified teachers will provide small group instruction during the 90-120 Minute Literacy Block in order to reinforce reading skills/standards.

Intervention Support is included in the school's master schedule for K-5. All students that have a performance level showing 1 year or more below in Reading and Math will receive additional supplemental support each day.

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

According to our SY22 FSA Math data, overall 3rd and 4th-grade students made the most improvement. There was a 15% increase in proficiency compared to SY21.

FY Winter Diagnostic vs FSA 22 Results Shows (in proficiency):

Math:

3rd Grade 51.4% to 71.4% (+20%)

4th Grade 53% to 50% (-3%)

5th Grade 51% to 66.7% (+15%)

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

Smaller class sizes.

Teacher expertise.

Regular disaggregation of data.

Regular monitoring of data and realignment of strategies.

Use of the MTSS RtI process to help lower achieving students accelerate.

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

A continuous focus on differentiation with PD is aligned to accomplishing this. Students must learn on their level with teaching aligned to their needs. Regular PD and PLCs must focus on continuous improvement and acceleration of students' achievement in reading. Technology will continue to be infused into teaching to make learning even more relevant to students and hands-on. Primary will also infuse a double-down approach for a portion of the reading block. Teacher expertise will be determined and paired with other teachers to build maximum capacity. Grades K- 5 will focus on NEW BEST standards with most PLCs and PDD times focused on building capacity. Continued focus on reducing absenteeism along with a focus on our SwPBS plan to decrease student behavior and increase student achievement.

Our 3rd-grade and 4th students will participate in AMP (Accelerated Math Program). This class has been designed to provide rigorous math lessons that will continue to allow students to be challenged academically. The Accelerated Mathematics Plan will compact the 3rd, 4th, and 5th-grade mathematics curriculum into two years.

**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.**

Learning Team Facilitators and the PD Team will base PLCs and PDDs around the strategies listed above to accelerate learning. Teachers will be given ample time to collaborate and examine data and employ strategies. Teachers demonstrating success will be given the opportunity to help others build their own capacity in specific areas. Teacher input will be sought on the needs of PDD.

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

In an effort to create more student-centered classrooms; all classroom teachers are creating more opportunities for students to collaborate/share strategies and their thinking with their peers. We will continue to monitor instructions for evidence of differentiation (remedial and enrichment practices)

Math Acceleration will be offered for 5th Grade students next school (SY24). With the success of its implementation during the SY22(3rd Grade) and SY23 (3rd and 4th Grade), students in 5th grade will be exposed to enrichment math skills and 6th-grade math standards. This will prepare students for advanced math courses in middle school

The master board will be maximizing student needs, especially those of our black and ESE students. Tutorials will be created and implemented based on student deficiencies and areas needed for growth and acceleration. Tutorials will be offered in ELA, Math, and Science. The ESSER grant will provide funds for additional LTF, Math, and an additional SAI position for another year after to accelerate student growth and build teacher capacity.

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

## #1. Instructional Practice specifically relating to Science

**Area of Focus Description and Rationale:**  
Include a rationale that explains how it was identified as a critical need from the data reviewed.

If we focus on clear instructional practice to meet the needs of all our students then we will ensure our students will have a positive learning outcome, increase student achievement and ensure alignment to the District's Strategic Plan. This area of focus aligns directly with our District Strategic Plan to ensure high school readiness.

Our goal is to increase student proficiency rate in Science to at least 42%.

We will analyze and, FSQs, USAs, and diagnostic data to guide our instructional practice.

With professional development, planning, support and coaching we will reach our Science Goal.

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

32%-42% of our students proficient in Science on the SSA.

38%-45% of our ELL students making proficiency in Science on the SSA.

31%-41% of our SWD students making proficiency in Science on the SSA.

In order for us to achieve our desired outcome monitoring will be instrumental.

Monitoring will consist of:

- Analyzing of data

- Classroom walkthroughs

- Data chats with leadership team, teachers, students, and parents

- Monitoring of students through the SBT process

- Student attendance

- Student portfolio

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

**Person responsible for monitoring outcome:**

Carlos Castro

(carlos.castro@palmbeachschools.org)

Science teachers will plan standard-based instruction during collaborative planning and PLC, focusing on the NGSS.

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

Provide students with differentiated small group instruction during the Science block.

Science teachers will utilize hands-on labs.

Instruction for students through digital learning opportunities using adaptive technology (Penda for grades 3-5).

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

1. Science teachers will participate in focused standards based planning through the common planning and PLC cycle. Focusing and on students not mastering standards as well as providing enrichment to those students

mastering standards.

2. Teachers will be provided with ongoing professional development.

3. The use of hands on laboratories provides students with differentiated knowledge of content adding real world experiences.

4. Targeted tutorial for students in the lowest 25%. Students will receive additional remediation and support in addition to the regular school day. Enrichment opportunities will

be provided to students needing such.

5. Small group instruction is effective because the focus is strictly on the needs of the students and being able to see what steps are next for remediation.

The use of hands on laboratories provides students with differentiated knowledge of content adding real world experiences.

Include STEM activities.

### Action Steps to Implement

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

1.

a Detailed schedule is set allowing all teachers to meet regularly for collaboration and detailed standard based planning

b. Review data and create action plan for remediation

c. Review material and make adjustment as needed

#### Person Responsible

Carlos Castro

(carlos.castro@palmbeachschools.org)

2. Provide on-going PD.

a. Teachers will be provide professional development on science small groups

b. On-going support from district science personnel with lesson planning

c. Allow teachers to observe colleagues for best practices

d. Inclusion of Systematic Strategic Planning

#### Person Responsible

Carlos Castro

(carlos.castro@palmbeachschools.org)

3. Increase the use of hands-on science demonstrations and experiments.

a .Research labs tied directly to NGSSS

b. Provide students with lab type assessments

#### Person Responsible

Carlos Castro

(carlos.castro@palmbeachschools.org)

4. Tutorials

a. Target students not meeting academic success and invite to tutorials.

b. Utilize and purchase instructional materials targeting specific areas of weakness.

c. Monitor of tutorial data and create action plan based on needs of students and data.

#### Person Responsible

Diane Kinne

(diane.kinne@palmbeachschools.org)



**#2. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed.

Upon review of the SY 22 ELA FSA performance, our overall achievement performance for 3rd - 5th grade was only 53%. In SY 21 our 3rd - 5th grades proficiency performance was 63%, which is a 10% decrease. On the SY22 ELA Diagnostic, our 3rd - 5th grade students' proficiency performance was an average of 54%; which is a 9% decline in performance compared to SY22 FSA. If we focus on clear instructional practice to meet the needs of all our students then we will ensure our students will have a positive learning outcome, increase student achievement and ensure alignment to the District's Strategic Plan. This area of focus aligns directly with our District Strategic Plan.

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

We intend to reverse this current decline in ELA performance by increasing 3rd - 5th grade reading performance by 5% to meet and/or exceed the State's ELA Proficiency of 55%(SY22).

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

By offering side-by-side instructional coaching and support during weekly planning and bi-weekly Professional Learning Communities (PLC). Frequent classroom walk-throughs to monitor the rigor of questioning, and quality of instruction and to ensure that BEST standards-aligned instructional resources are being used with fidelity.

**Person responsible for monitoring outcome:**

Diane Kinne (diane.kinne@palmbeachschools.org)

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

1. Reallocation of personnel to infuse additional instructional support into the 3rd - 5th Grade Literacy Blocks
2. More precise data analysis of students' weak reading skills, use this data to create more personalized reading instruction during PLCs and common planning.
3. Effectively use the Small Group Double Down Instructional Approach, which focuses on prerequisite standards and reinforces on-grade level reading standards with a certified teacher who is reading endorsed. This instructional approach is used daily during the 90-Minute Literacy Block
4. ELA Instruction will be supplemented with daily reading lessons on iReady, which tailors lessons that pinpoint individual students' reading deficiencies. Teachers will also use Benchmarks Advance intervention resources to address any skills that require remediation.

**Rationale for Evidence-based Strategy:**

1. The use of the Double Down Instructional model will provide additional reading support. The use of Small Group Instruction as a part of the Literacy Block, by lowering the student-teacher ratio so differentiated instruction can be used.
2. A lower student-teacher ratio yields higher achievement, even more so for students

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

who are economically disadvantaged, SWD, and ELL students.

3. Ensure the use of standard-based instruction and high-interest and rigorous supplemental resources that will provide additional instructional support during the Literacy Block.
4. iReady teacher-assigned reading lessons will be provided to reinforce the current reading standards that are taught. This will provide additional practice that students need to become proficient readers. The students will also work daily on additional iReady Reading lessons which are on their individualized learning path. These lessons target students' deficient areas in reading.

### Action Steps to Implement

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

1. Ongoing Progress Monitoring using multiple Data Sources, with a keen focus on the ESSA Subgroups
2. Use multiple data sources to make data-driven decisions when planning for small reading group instruction in reading, such as iReady ELA Online Instructional Report, Local Assessments, Benchmark Advance Unit Standard Assessments (USA's), and F.A.S.T Progress Monitoring Assessment data.
3. More opportunities to collaborate during Professional Learning Communities and Common Planning; to share best practices.
4. Double Down Instructional Model during Literacy Block will focus on differentiated instruction that will target students' needs.

**Person Responsible**

Diane Kinne (diane.kinne@palmbeachschools.org)

### Double Down Instructional Model

During the 90 Minute Literacy Block, Double Down Instructional Model is used to help reinforce various reading standards. This is conducted in small group rotations. Students are taught the core reading standard with their Reading Teacher, then they rotate to their Double Down Teacher who reinforces the standard/skill that was taught by their reading teacher. Double Down Teachers are either certified teachers or trained academic tutors. The Benchmark Advance Literacy Curriculum is used. In the last rotation, students have the opportunity to practice the previously taught standard independently, and/or they will work on iReady online (adaptive technology), which targets students' reading deficiencies. Students rotate to all three reading stations (groups), for 60 minutes of their 90-Minute Literacy Block. Students' progress is monitored and those who need additional support receive supplemental reading lessons during Intervention. LLI, Voyager, and FCRR resources are used as intervention materials.

**Person Responsible**

Veronica Young (veronica.young@palmbeachschools.org)

### #3. ESSA Subgroup specifically relating to Students with Disabilities

#### Area of Focus Description and Rationale:

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

Based on SY 22 FSA's overall performance in ELA, Math, and Science our SWD performed below the Federal Index (41%) to 34%. If we focus on clear instructional practice to meet the needs of all our students then we will ensure our students will have a positive learning outcome, increase student achievement and ensure alignment to the District's Strategic Plan. This area of focus aligns directly with our District Strategic Plan.

#### Measurable Outcome:

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

Our goal for SY23 will be to increase the SWD proficiency rate by 10% to an average of 44% proficiency performance.

#### Monitoring:

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

In order for us to achieve our desired outcome monitoring will be instrumental.

Monitoring will consist of:

- Analyzing of data for SWD during PLCs
- Classroom walkthroughs and observe how our SWD are being supported
- Data chats with ESE Resource Teachers monthly about SWD performance
- Monitoring of SWD through the SBT process

#### Person responsible for monitoring outcome:

Diane Kinne (diane.kinne@palmbeachschools.org)

#### Evidence-based Strategy:

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

1. The S.P.I.R.E Intervention program will be the supplemental resource that will be used with ALL struggling readers, not only SWDs.
2. Differentiated instruction will be the core strategy that will be used to meet the needs of SWD/ESE students.
3. Teachers of SWD students will be trained on how to analyze the IEP and the student's goals, accommodations, and strategies that would meet the student's academic needs.

#### Rationale for Evidence-based Strategy:

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

1. SPIRE Intervention resource will be used during small group lessons
2. Benchmark Advance Intervention resources will also be used to address students' grade level BEST Standards for reading and math.
3. ESE Resource Teachers will attend PLC and/or Common Planning to assist classroom teachers with implementing students' accommodations and using effective instructional strategies to meet SWD's academic needs.

#### Action Steps to Implement

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

1. Differentiated instruction will be the core strategy that will be used to meet the needs of SWD/ESE students. SWD will be given small group instruction with curriculum on their individual level during the reading block. They will receive Shared and Guided Reading methods in small group instruction. Benchmarks Leveled Readers based on the student's instructional reading level; while maintaining

alignment to the grade level BEST reading standards.

2. ESE teachers will push in daily to the general education classroom to administer their IEP goals and collect data. Data will be uploaded weekly into the district's EDplan portal. The reports will identify who is on track or at risk for meeting their individual educational goals.

3. ESE teachers will be using a variety of district approved researched-based interventions. These interventions will come from Benchmarks, Savvas, Voyager, and S.P.I.R.E. Lessons will be administered in small groups and data will be collected.

**Person Responsible**

Veronica Young (veronica.young@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

N/A

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

N/A

**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)**

N/A

**Grades 3-5: Measureable Outcome(s)**

N/A

**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.

N/A

**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?

N/A

### 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?

N/A

### 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

N/A

## 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.

Lake Park Elementary School is committed to involving all stakeholders in shared decision-making and keeping parents updated on their child's academic progress. We strive to communicate effectively the school and district policies and provide virtual learning support all while educating parents on how to provide support at home.

#### Striving to Make a More Culturally Accepting Environment

In alignment with the District Strategic plan and with the goal to increase academic instruction of all students. It is vital that students are immersed in rigorous tasks encompassing the full intent of the Florida B.E.S.T. standards include the content required by FL state statute 1003.42. We strive in continuing to



develop a single school culture of excellence in academics, behavior, and climate with an appreciation of multicultural diversity in alignment with S.B. policy 2.09 with a focus on the instruction that builds the social and emotional relationships among students, teachers, and staff. The following lessons will be infused into our Language Arts and Social Studies lessons. Our teachers and students will focus on the following:

\*History of Holocaust- Students will learn what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity.

\*African American Studies- The students will learn 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.

\*Study of Hispanics and women in the US- Students will learn about notable contributions.

\*Sacrifices of Veterans serving the country-Students will learn about Veterans on or before Medal of Honor Day, Veterans' Day, and Memorial Day.

#### School-Wide Positive System/Cultivating a Positive Climate

We continue to strive to create a welcoming and nurturing environment. We have an "All Hands-On Deck!" approach that supports and fosters collaboration. Our SwPBS Team has revamped our school-wide expectations, by creating ROARing to Success weekly lessons and activities that can be infused into our Morning Meeting.

SEL lessons will also be a part of our Morning Meeting. Students will be taught coping skills, growth mindset skills, and cooperation strategies. Each day students are reminded of the core expectations of the SwPBS. Students cite this chant at the start of their day: Lake Park Lions are Responsible, Lake Park Lions Own our Actions, Lake Park Lions Achieve our Goals, Lake Park Lions show Respect, Lake Park Lions ROAR!

#### Accessibility for all Families

We encourage all families to attend meetings and events. We strive to provide translated documents and interpreters, childcare, and a variety of family-focused activities. We strive to provide opportunities for all families to be a part of their child's education.

#### Parent and Family Engagement Activities

Based on family input, we will provide the following activities to assist families in understanding the state curriculum and assessment to help families improve their children's academic achievement:

Curriculum/F.A.S.T Night – Parents will be informed of their child's curriculum in grades Pre-K - 5 and how it impacts the district/state assessment students will take throughout the school year.

Parents will also be provided with various learning strategies that can be applied to the reading, writing, math, and science, which are the assessed content areas on F.A.S.T. On Math/ Science Night – Parents and students will gain a greater understanding of how science and math applications apply in real-world experiences.

#### Shared Decision Making

Families will be invited to meetings throughout the school year to receive academic information and provide input on ways the school, families, and students can share responsibility for student success. We will encourage stakeholders to attend the monthly School Advisory Council Meeting, to stay abreast of current activities, student performance,

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

Carlos Castro, Principal- As the school's leader it will be his responsibility to monitor and support the following:

\* Deepen the understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness.

- \*Meet one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it.

- \*Monitor the implementation of cultural competence, equity, and access within the instructional practices at the school center.

- \*Provide effective communications with and seeks input from parents, teachers, students, and the community via systematic processes.

Veronica Young, Assistant Principal- As one of the school's leaders it will be her responsibility to monitor and support the following:

- \*Support professional learning and collaboration amongst teachers and resource staff and facilitates and lead professional learning focused on content, instruction, and pedagogical content knowledge.

- \*Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.

- \*Assists with eliminating barriers and distractions that interfere with effective teaching and learn

- \*Ensure the provision of a clean, safe, and nurturing school environment.

Stacy Fickling, Teacher/SwPBS Team Leader- As the leader of the SwPBS Team it will their responsibility to monitor and support the following:

- \*school-wide expectations, by creating ROARing to Success resources and activities that can be infused into our Morning Meeting

- \* Support teachers and students with coping skill strategies, growth mindset skills, and cooperation strategies.

- \* Assist with managing the Lion's Lair, which is an area that houses various prize items that students can purchase with the Cub Bucks they earn by meeting school-wide expectations

Erica Segal, K-2 Learning Team Facilitator will monitor the following:

- \*Monitor and ensures effective instruction and equitable access to resources necessary for the success of all students.

- \*Guide teachers in effectively using data to make adjustments to instruction, successful alignment and

- \*Facilitate the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each student.

- implementation of school improvement decisions, and development of the school-wide culture.

Diane Kinne, (3-5) Learning Team Facilitator- As a member of the leadership team it will be her responsibility to monitor and support the following:

- \*Provide teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with the Florida Standards.

- \*Practice of the Multi-Tiered System of Support (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process.

- \*Guide teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.

- \* Provide side-by-side support at Learning Team Meetings (LTM) or Professional Learning Communities (PLC).

Hope Jackson, School Counselor (Assist with Implementation)

- \*provide SEL lessons and resources that are a part of our Morning Meeting.

- \*By conferring with classroom teachers, administration, support staff, community agencies, and parents regarding students and their needs

- \*Guides individuals/groups of students through the development of educational plans, career awareness, and personal/social growth issues

- \* Coordinate with school and community agencies to broaden students' resources



Corey Readon, SAC Member and Parent will provide support by

\*Attending SAC Meetings and providing insight into meeting students' and parental needs

\*vote on important items that are presented to the SAC Committee