

The School District of Palm Beach County

Palm Beach Gardens Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

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

Palm Beach Gardens Elementary School

10060 RIVERSIDE DR, Palm Beach Gardens, FL 33410

<https://pbge.palmbeachschools.org>

Demographics

Principal: Kimberly Evans

Start Date for this Principal: 12/2/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	81%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (82%) 2018-19: A (69%) 2017-18: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

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

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10060 RIVERSIDE DR, Palm Beach Gardens, FL 33410

<https://pbge.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	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the School District of Palm Beach County is to educate, affirm, and inspire each student in an equity-embedded school system. We, the community at Palm Beach Gardens Elementary are committed to providing a safe, positive, and nurturing environment educating all to successfully advance intellectually, socially and emotionally. We will strive to ensure a shared commitment and collective responsibility for the academic success of every student because we want to prepare our students to become high school and college graduates, as well as contributing members of our world.

Provide the school's vision statement.

Palm Beach Gardens Elementary is a welcoming place where teachers and students come together to grow and learn in an enriching learning community. We foster hands-on, real-life instruction in an engaging environment that is clean, safe and orderly that promotes analytical thinking to help ensure student academic and social success.

At Palm Beach Gardens Elementary, a joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued and their physical, emotional, academic, and social needs are met.

Every student at Palm Beach Gardens Elementary School deserves the best instruction that pushes them academically and socially to achieve their highest potential. As a STEAM and Green School of Quality, we will implement hands-on, project-based STEAM based lessons to enrich instruction which will allow students the opportunities to find their passions and spark their creativity.

The School District of Palm Beach County is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish.

The school District of Palm Beach County will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.

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
Pollio, Amanda	Teacher, ESE	<p>The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.</p>
Buckelew, Kimberly	ELL Compliance Specialist	<p>The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist teachers in implementing school based ESOL services. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.</p>
Seren, Marianela	Assistant Principal	<p>As assistant Principal, Mrs. Seren Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Evans, Kimberly	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all</p>

Name	Position Title	Job Duties and Responsibilities
		<p>strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Mrs. Evans must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>

Demographic Information

Principal start date

Monday 12/2/2019, Kimberly Evans

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.*

8

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.*

14

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

652

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

2

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

7

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	109	107	109	104	97	88	0	0	0	0	0	0	0	614
Attendance below 90 percent	0	19	19	20	9	8	0	0	0	0	0	0	0	75
One or more suspensions	0	2	5	1	1	0	0	0	0	0	0	0	0	9
Course failure in ELA	0	9	25	36	18	4	0	0	0	0	0	0	0	92
Course failure in Math	0	8	18	19	12	5	0	0	0	0	0	0	0	62
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	4	3	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	4	13	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	11	5	9	20	3	6	0	0	0	0	0	0	0	54

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	8	20	20	12	9	0	0	0	0	0	0	0	69

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	4	12	5	2	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 9/6/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	90	101	105	102	85	100	0	0	0	0	0	0	0	583
Attendance below 90 percent	0	13	9	4	3	6	0	0	0	0	0	0	0	35
One or more suspensions	0	0	1	1	0	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	23	34	32	23	34	0	0	0	0	0	0	0	146
Course failure in Math	0	12	17	22	19	26	0	0	0	0	0	0	0	96
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	6	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	12	0	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	6	12	17	32	33	31	0	0	0	0	0	0	0	131
FY21 ELA Winter Diag Level 1 & 2	0	0	0	38	32	47	0	0	0	0	0	0	0	117
FY21 Math Winter Diag Level 1 & 2	0	0	0	32	21	45	0	0	0	0	0	0	0	98

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	15	19	21	18	31	0	0	0	0	0	0	0	104

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	2	2	5	0	0	0	0	0	0	0	0	0	9
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	90	101	105	102	85	100	0	0	0	0	0	0	0	583
Attendance below 90 percent	0	13	9	4	3	6	0	0	0	0	0	0	0	35
One or more suspensions	0	0	1	1	0	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	23	34	32	23	34	0	0	0	0	0	0	0	146
Course failure in Math	0	12	17	22	19	26	0	0	0	0	0	0	0	96
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	6	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	12	0	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	6	12	17	32	33	31	0	0	0	0	0	0	0	131
FY21 ELA Winter Diag Level 1 & 2	0	0	0	38	32	47	0	0	0	0	0	0	0	117
FY21 Math Winter Diag Level 1 & 2	0	0	0	32	21	45	0	0	0	0	0	0	0	98

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	15	19	21	18	31	0	0	0	0	0	0	0	104

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	2	2	5	0	0	0	0	0	0	0	0	0	9
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	78%	59%	56%				72%	58%	57%
ELA Learning Gains	83%						68%	63%	58%
ELA Lowest 25th Percentile	80%						59%	56%	53%
Math Achievement	84%	53%	50%				81%	68%	63%
Math Learning Gains	87%						71%	68%	62%
Math Lowest 25th Percentile	86%						67%	59%	51%
Science Achievement	77%	59%	59%				65%	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	67%	54%	13%	58%	9%
Cohort Comparison		0%				
04	2022					
	2019	78%	62%	16%	58%	20%
Cohort Comparison		-67%				
05	2022					
	2019	70%	59%	11%	56%	14%
Cohort Comparison		-78%				

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	74%	65%	9%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	84%	67%	17%	64%	20%
Cohort Comparison		-74%				
05	2022					
	2019	81%	65%	16%	60%	21%
Cohort Comparison		-84%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	64%	51%	13%	53%	11%

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	49	71	65	68	82	86	50				
ELL	59	88	85	69	78						
ASN	83	81		100	94						
BLK	63	81	75	67	74	76	52				
HSP	78	91		83	88		76				
MUL	85	82		100	100						
WHT	87	83	90	91	92	100	88				
FRL	71	85	83	80	84	82	75				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	44	58	60	48	58	59	39				
ELL	33	70		49	90		25				
ASN	71			83							
BLK	50	53	43	39	23	38	27				
HSP	65	55		67	65		48				
MUL	87			73							
WHT	75	73		81	51		69				
FRL	60	57	52	59	43	55	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	59	69	72	65	76	76	40				
ELL	38	61	55	44	88						
ASN	67	73		94	96		56				
BLK	55	49	38	64	61	50	39				
HSP	71	69	50	76	83	60	59				
MUL	81	88		86	71						
WHT	82	75	73	88	65	79	82				
FRL	64	64	51	73	72	64	56				

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	78
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	57
Total Points Earned for the Federal Index	621
Total Components for the Federal Index	8
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	65
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	73
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	66
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	79

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	92
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	90
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	76
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?

FY22 Winter Diag. VS. FSA22 results shows:

ELA:

3rd grade: 53% to 69%, an increase of 16% points

4th grade: 58% to 80%, an increase of 22% points

5th grade: 67% to 81%, an increase of 14% points

Math:

3rd grade: 53% to 82%, an increase of 29% points

4th grade: 43% to 82%, an increase of 39% points

5th grade: 47% to 87%, an increase of 40% points

Science: A gain of 19% points

Based on this data trend, our focus will be to continue to increase learning gains and achievement. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas.

We will specifically focus on our ESSA identified subgroups; Black/African American students and SWD students; who will receive strategic, targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. If we are unsuccessful in addressing skill deficits and standard acquisition, then students will not pass their graduation-required assessments and not graduate from High School in a timely manner.

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 grade 3 in addition to focusing on the needs of our SWD. If we do not support these concerns, we are increasing the learning gaps. When we focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners, especially our ESSA identified subgroups Black/African American students and SWD students.

Two potential areas of concern are the number of 3rd grade level 1 students on the statewide assessment in ELA as well as the number of students with a substantial reading deficiency. iReady data results, K-5, indicate significant numbers of students were scoring below grade level in pre-reading skills (phonemic awareness, phonics, and vocabulary). To address this problem, high-level research-based guided reading texts are provided for teachers to implement rigorous standards-based instruction using the three Core Actions (reading text, talking about the text and completing a task around the text/standard). Targeted support will be provided for all struggling learners with focus on our Black/African American students and SWD students. Progress monitoring of student achievement using formative assessment data will occur, with follow up action planning to address area(s) of deficiency. Teacher data chats scheduled by administration after analyzing student data. Implementation of small group differentiated instruction will occur to address the needs of our diverse learners.

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

Standards Based Instruction will continue to be a primary focus during 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. Our in school, during the school day tutorial program ensured student participation and success. All teachers, including support teachers collaborated to ensure program success. Schedules adjusted to ensure tutorial days and student participation guaranteed.

Ensuring learning gains and AMP; progress for ESSA categorized sub groups: we'll analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups are monitored for progress. They will receive additional support by teachers ensuring lessons planned are based on the specific needs of the students.

Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during professional development days. Assign key members of Leadership to support the students and build relationships with them to motivate and ensure their

attendance.

We have a School Based Team to review data and provide progress monitoring for all students to have potential to be successful. We want to be certain all our students have the opportunity for success.

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

Math demonstrated an increase in proficiency. Our subgroups demonstrated a significant increase. SWDs Math achievement +20%, Learning Gains +24%, Low 25s had an increase of 27%, from 59% to 86%.

Our black students had an increase of 28% in achievement, 51% in learning gains and the low 25s had an increase of 38%, from 38% to 76%.

ELLs had a 9% growth in achievement and 8% in learning gains. In addition, overall the 4th grade had an increase of 17%.

Actions taken in FY22 to support these improvements were our math tutorial, implementation of Small groups with differentiated instruction, and an increase in collaborative planning by teachers.

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

Within the Core, we focused on the use of formative assessments, teachers are able to consistently monitor student mastery of standards and have the ability to adjust to remediate and conduct small groups based on student need. The teachers kept parents abreast of student achievement and underperformance through parent phone calls and conferences. All teachers held all students to high expectations. Strategic PLCs were implemented to analyze data, monitor student progress, and develop lesson plans to support all student learning.

At Palm Beach Gardens Elementary School, we focused on student achievement, student-learning gains and overall social / emotional growth. We dedicated time to the following priorities to ensure an equitable and equal opportunity for all our students by positively influencing:

- A clear and focused path to success
- Development of time management & AMP; preparedness
- Increased intrinsic motivation
- Self-Measurement progress
- Increased self-confidence and independence
- Enhanced Social-Emotional Learning opportunities

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

1. ELA, Math and Science Continuum - During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies included but not limited to GO-To Strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning as well as lesson study to improve instructional capacity. Professional development opportunities include district support/training, in-school coaching opportunities, and independent study. Teachers are encouraged to share best practice implementation at PLCs and Common Planning as a way of increasing grade level capacity as a whole. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap.

2. Low 25% Learning Gains - If we focus on a positive impact to learning gains by ensuring standards based instruction and effective use of research-based strategies and resources, we will ensure student

learning and improved student achievement towards grade level success and ensure continuous improvement. Early identification of our Low 25% will allow for ample tracking and support to ensure their growth. These students will receive priority for tutoring sessions that include math, ELA, and writing.

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

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups. PLCs continue to be an active part of our school schedule; they receive embedded PD with a focus on Marzano's taxonomy of instruction which includes various high-yield strategies to support student learning through: Identifying similarities and differences. Summarizing and note taking, Reinforcing effort and providing recognition, Homework and practice, Nonlinguistic representations, Cooperative learning, Setting objectives and providing feedback.

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

As an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours. This program is supported by the Department of Early Childhood Education and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

Our primary focus in KG-5th Grade will continue to be implementing standards-based instruction and differentiating that instruction by providing small group support. Resources and strategies aligned to grade level standards and scaffolds put in place to support students who are not performing at grade level. Funding has been set aside to provide extended learning opportunities. After School tutorials will begin in January 2023. Teachers, including resource teachers (ESE, ELL), collaborate weekly to ensure the academic success of our students. As instruction is implemented, it is key that the teacher ensures maximum student engagement. Palm Beach Gardens Elementary goals are to continue to Increase Reading Proficiency in Grade 3 and continuing to implement small Group Differentiated Instruction.

Areas of Focus

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

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#1. Instructional Practice specifically relating to Standards-aligned Instruction

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 standards-based instruction to increase proficiency in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & AMP growth.

Our first instructional priority is to deliver content, concept, or skill that is aligned to the benchmark and intended learning. Although ESSA data shows Black/African American students and ELLs subgroups meet the required federal threshold of 41 percentage points, they are still underperforming the rest of the subgroups. Data indicates we need to review what is being taught, how it's being taught, and make decisions to make the changes necessary to support all learners. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.

Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard. Ensuring teachers receive the adequate training and supports towards great instruction will lead towards positive learning gains & improvements school wide.

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

Student Learning Outcomes:

By February 23, we will increase the overall percentage of students earning level 3 or above on the ELA Progress Monitoring by 43% bringing us to 82%. We will increase the low 25% learning gains to 88%.

By May 2023, Palm Beach Gardens Elementary school will attempt to increase the percentage of ESSA students' achievement levels in both reading and math.

Teacher Practice Outcomes:

By February of 2023, 50% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring specific focus on the "you do", to ensure students can independently work on tasks to demonstrate understanding of the standard.

By May 2023, 90% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring specific focus on the "you do", to ensure students can independently work on tasks to demonstrate understanding of the standard.

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adaptation of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Palm Beach Gardens Elementary School, we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/ reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology

The monitoring will be supported by key members of the leadership team:

Assistant Principals-support content and grade levels

Kimberly Buckelew-SBT coordinator-Monitor student progress

Person responsible for monitoring outcome:

Kimberly Evans (kimberly.evans@palmbeachschools.org)

Evidence-based

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

1. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.
2. Incorporate and monitor differentiated small group instruction to support students learning at their ability with a variety of tasks, process, and product.
3. ELA and Math tutoring programs to ensure learning supplemented with additional resources and teacher support.

Rationale for Evidence-based

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

1. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.
2. Incorporate small group instruction utilizing iReady data, & USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for state assessments.
3. Students who participate in tutoring programs have demonstrated an increase in student achievement based on the most recent data from standardized testing.

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. PLC's/Professional Development:
 - a. Development of a PLC schedule to include all content area teachers and resource teachers.
 - b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
 - c. AP and district personnel will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
 - d. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.

Person Responsible

Kimberly Evans (kimberly.evans@palmbeachschools.org)

2. Incorporate Small group instruction:

- a. Students will be assessed using USA's and FSQ's in both Math and Language Arts. Teachers will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.
- b. Teachers will analyze student data to determine strengths and weaknesses in the content area.
- c. Teachers will create all small group rotational cycles to ensure all students are supported at their abilities.
- d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

e. Teachers develop ongoing formative assessments to track student learning and make adjustments to instruction.

Person Responsible Kimberly Evans (kimberly.evans@palmbeachschools.org)

3. Tutorials:

a. Analyze student data to determine students for tutorial groups and the support necessary. b. Choose research-based supplemental materials and resources during tutorials.

c. Analyze teacher classroom data to determine who will be tutors.

d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.

e. Students will be selected and grouped for pullout tutorial and afterschool based on the results from FY22 FSA, FSQs, USAs, PM1, and Winter Diagnostics; and ESSA identified subgroups: Black, ELL, and SWD.

Person Responsible Kimberly Evans (kimberly.evans@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.

Palm Beach Gardens Elementary continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. Our school integrates Single School Culture for academics and behavior by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school. Our PBIS universal school guidelines and matrix is evident through specific practices and students will be responsible to abide by the guides to be a Responsible, Respectful, Caring and Safe student.

We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers. Suite 360 is the curriculum that the school district selected to implement the five-hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

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 ESOL Coordinator works in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

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

Safe and Drug Free Schools initiatives such as Red Ribbon Week and other programs that support prevention of violence in and around the school are implemented on an ongoing basis.

The school nurse provides support and nutrition information for those students who have food allergies or have been diagnosed with diabetes.

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

Principal & 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.

School Counselor & Behavior Specialist: Supports a positive culture and environment through the lessons they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our councilors 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)