Pierce Hammock Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Pierce Hammock Elementary School

14255 HAMLIN BLVD, Loxahatchee, FL 33470

https://phes.palmbeachschools.org

Demographics

Principal: Dianne Rivelli Schreiber

Start Date for this Principal: 11/30/2020

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)	57%
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 (72%) 2018-19: A (63%) 2017-18: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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

Pierce Hammock Elementary School

14255 HAMLIN BLVD, Loxahatchee, FL 33470

https://phes.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	57%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

Pierce Hammock Elementary School, in partnership with parents and the community, is committed to impacting the lives of our students. Their potential for academic achievement, leadership, and personal growth will develop within a technologically-enriched learning environment.

Provide the school's vision statement.

In an effort to maintain our official "A" school status from FY19, all subgroups for Pierce Hammock will demonstrate proficiency as set by the State of Florida criteria. Over the course of the school year, all students will demonstrate learning gains as measured on the School Accountability Report.

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
Rivelli-Schreiber, Dianne	Principal	The school principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction.
Mooney, Dr. Edwina	Assistant Principal	The school assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. Provide support to English Language Learners both directly and indirectly in the school environment. The ELL Coordinator will coordinate instructional activities and curriculum, assessment and measurement, documentation, and participate in the programmatic decision making process on behalf of non-proficient English learners.
Aspenwall, Susan	Teacher, K-12	As a 5th grade teacher, she is responsible for preparing lesson plans and educating students at all levels. Her duties include assigning homework, grading tests, and documenting progress. Teachers must be able to instruct in a variety of subjects and reach students with engaging lesson plans
Garcia, Natalie	Teacher, K-12	As a Kindergarten teacher, she is responsible for preparing lesson plans and educating students at all levels. Her duties include assigning homework, grading tests, and documenting progress. Teachers must be able to instruct in a variety of subjects and reach students with engaging lesson plans
Deeds, Anne	Teacher, K-12	As a 2nd grade teacher, she is responsible for preparing lesson plans and educating students at all levels. Her duties include assigning homework, grading tests, and documenting progress. Teachers must be able to instruct in a variety of subjects and reach students with engaging lesson plans
Chirinsky, Yaumari	Teacher, K-12	As a 3rd grade teacher, she is responsible for preparing lesson plans and educating students at all levels. Her duties include assigning homework, grading tests, and documenting progress. Teachers must be able to instruct in a variety of subjects and reach students with engaging lesson plans
King, Barbara	Teacher, K-12	As a 4th grade teacher, she is responsible for preparing lesson plans and educating students at all levels. Her duties include assigning homework, grading tests, and documenting progress. Teachers must be able to instruct in a variety of subjects and reach students with engaging lesson plans

Name	Position Title	Job Duties and Responsibilities
Myers, Cindy	Teacher, ESE	The ESE Coordinator maintains Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/or facilitates IEP Team meetings, IEP annual reviews and 3-year evaluations for a caseload of students with disabilities. The ESE Coordinator works with the ESE Instructors to assist in providing information to students, parents and General Education Instructors on how to appropriately implement a student's IEP in the educational environment. The ESE Coordinator assists in acting as a liaison between the ESE Department and teachers as well as students and their families.
Bowers, Rhonda		The Behavioral health professional is responsible for providing direction and counsel to individuals who are dealing with behavioral health challenges. She assists in increasing public awareness on topics that will improve mental and physical health. The BHP also is responsible for facilitating classroom management training to help address behavioral or emotional issues among students.
Breland, Sean	Teacher, K-12	Serves the role of the primary contact to ensure students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42.

Demographic Information

Principal start date
Monday 11/30/2020, Dianne Rivelli Schreiber

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.*
3

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
32

Total number of students enrolled at the school
462

Identify the number of instructional staff who left the school during the 2021-22 school year.
5

Identify the number of instructional staff who joined the school during the 2022-23 school year.
4

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	62	84	80	79	69	86	0	0	0	0	0	0	0	460
Attendance below 90 percent	0	14	15	12	12	21	0	0	0	0	0	0	0	74
One or more suspensions	0	3	5	2	2	2	0	0	0	0	0	0	0	14
Course failure in ELA	0	2	6	5	10	4	0	0	0	0	0	0	0	27
Course failure in Math	0	5	1	4	8	5	0	0	0	0	0	0	0	23
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	5	10	0	0	0	0	0	0	0	17
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	20	9	9	10	7	12	0	0	0	0	0	0	0	67

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	5	6	6	10	9	0	0	0	0	0	0	0	36

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	2	0	0	0	0	0	0	0	0	0	2
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
Monday 9/12/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	81	79	71	59	75	82	0	0	0	0	0	0	0	447
Attendance below 90 percent	0	5	10	6	6	6	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	13	4	8	23	18	0	0	0	0	0	0	0	66
Course failure in Math	0	4	6	6	13	19	0	0	0	0	0	0	0	48
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	11	6	7	10	16	20	0	0	0	0	0	0	0	70
FY21 ELA Winter Diag Level 1 & 2	0	0	0	24	23	26	0	0	0	0	0	0	0	73
FY21 Math Winter Diag Level 1 & 2	0	0	0	11	28	25	0	0	0	0	0	0	0	64

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	7	4	7	14	16	0	0	0	0	0	0	0	48

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	3	1	0	1	3	5	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	81	79	71	59	75	82	0	0	0	0	0	0	0	447
Attendance below 90 percent	0	5	10	6	6	6	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	13	4	8	23	18	0	0	0	0	0	0	0	66
Course failure in Math	0	4	6	6	13	19	0	0	0	0	0	0	0	48
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	11	6	7	10	16	20	0	0	0	0	0	0	0	70
FY21 ELA Winter Diag Level 1 & 2	0	0	0	24	23	26	0	0	0	0	0	0	0	73
FY21 Math Winter Diag Level 1 & 2	0	0	0	11	28	25	0	0	0	0	0	0	0	64

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	7	4	7	14	16	0	0	0	0	0	0	0	48

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	3	1	0	1	3	5	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	84%	59%	56%				72%	58%	57%
ELA Learning Gains	80%						71%	63%	58%
ELA Lowest 25th Percentile	68%						53%	56%	53%
Math Achievement	77%	53%	50%				74%	68%	63%
Math Learning Gains	74%						61%	68%	62%
Math Lowest 25th Percentile	55%						50%	59%	51%
Science Achievement	69%	59%	59%				62%	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	71%	54%	17%	58%	13%
Cohort Comparison		0%				
04	2022					
	2019	74%	62%	12%	58%	16%
Cohort Comparison		-71%				
05	2022					
	2019	68%	59%	9%	56%	12%
Cohort Comparison		-74%				

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	75%	65%	10%	62%	13%
Cohort Comparison		0%				
04	2022					
	2019	83%	67%	16%	64%	19%
Cohort Comparison		-75%				
05	2022					
	2019	66%	65%	1%	60%	6%
Cohort Comparison		-83%				

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

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

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	67	74	57	52	66	50	36				
ELL	67	80		67	80						
ASN	90			90							
BLK	65	71		53	93		46				
HSP	81	81		74	81		63				
MUL	81	92		75	73						
WHT	89	78	64	82	69	33	82				
FRL	77	79	65	64	74	56	53				
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	59	64		59	57		47				
ELL	46			38							
BLK	57	64		44	43		43				
HSP	63	50		58	38		31				
MUL	57			46							
WHT	83	80		83	67		74				
FRL	60	45	33	56	35	33	45				
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	49	63	57	60	60	56	33				
ELL	55			45							
BLK	60	65		71	53		45				
HSP	70	59		68	62		57				
WHT	76	76	69	77	60	48	67				
FRL	68	73	45	70	62	56	58				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	72

ESSA Federal Index	
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	
Total Points Earned for the Federal Index	507
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	57
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	74
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	76
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	80
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	71
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	67
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?

FSA School Data FY19 to FY22
ELA FY19 72% FY22 84% +12
ELA Learning gains FY19 67% FY22 80% +13
ELA L25 FY19 53% FY22 68% +15
Math FY19 74% FY22 77% +3
Math Learning Gains FY19 61% FY22 74% +13
Math L25 FY19 50% FY22 55% +5
Science FY19 62% FY22 69% +7

FY22 Winter Diag. VS. FSA22 results shows percent proficient:
ELA: +12 points
Math: +8 points
Science: +14

By grade level we see the following percentage proficient for Fall FY23:

FY22 FSA ELA
Third: 89% +12 points
Fourth: 77% +7 points
Fifth: 84% +14 points

FY22 FSA Math
Third: 83% +3 points
Fourth: 60% +11 points
Fifth: 76% +11 points
Sixth: 100% No change

iReady ELA
K 90% on or above grade level
1 80% on or above grade level
2 69% on or above grade level
3 88% on or above grade level
4 72% on or above grade level
5 66% on or above grade level

iReady Math
K 78% on or above grade level
1 75% on or above grade level
2 60% on or above grade level
3 80% on or above grade level
4 75% on or above grade level
5 participates in SuccessMaker for Adaptive Tech in Math

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 proficiency, increase learning gains, and achievement for grade 3 in addition to focusing on the needs of our students with disabilities and ELL students. If we do not address these concerns, we are increasing the learning gaps, and students' timeline to meet grade level standards. When we focus on literacy in all content areas, along with examining and applying the new B.E.S.T. across all grade levels, we will meet the needs of all learners in ELA, math, and science especially our identified ESSA subgroups, SWD and ELL. At the same time, scaffolding instruction and support will meet the rigor needed for those to reach and exceed proficiency goals in all academic subjects.

The attendance rate has been and will continue to be a monitored piece that is an important variable, because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to not be involved and part of the school community. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT. We will be implementing school wide initiatives as well as following state and district truancy guidelines for students that are missing more
than 10% of school. At Pierce Hammock we develop student engagement and participation towards 100% attendance through various programs.

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

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. In addition, they sent home progress reports that parents had to sign. All teachers held all students to high expectations. Strategic PLCs implemented to analyze data, monitor student progress, and develop lessons plans to support all student learning.

At Pierce Hammock, we will now focus on new actions towards an increase of student achievement, student-learning gains and overall social / emotional growth. We will dedicate 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 using the B.E.S.T. Standards
- Development of time management & preparedness
- Self-Measurement progress
- Increased self-confidence and independence
- Enhanced Social-Emotional Learning opportunities

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

Reporting categories in math show student strengths in Numbers and Operations (Fractions and Base Ten) and Measurement, Data, and Geometry. Our focus will be to increase learning gains in math. Reporting Categories show a need for a focus on Statistics and Probability, The Number System, Expressions and Equations, and Functions.

Our data trends show that a focus on literacy that includes remediation of standards and foundational skills is necessary to continue a positive RTI and intervention. At the same time, examining and applying the new B.E.S.T. across all grade levels is a priority for instructional staff. Scaffolding instruction that meets the full intent and rigor of the new standards in all content areas is a priority. We will specifically focus on our lowest 25% (L25). These students will receive strategic targeted support through various modes of instruction, including technology, small group, tutorials, data chats & student monitoring. If we are unsuccessful in addressing skill deficits and standard acquisition, then students in 3rd may not pass the FAST assessments and progress to fourth grade.

Our before & after school tutorial program ensured student participation and success with incentives and hands on learning. The Leadership Team was assigned to support the students and build relationships with them to motivate and ensure their attendance. Data chats were regularly held with students in the lowest 30%. PLC's were regularly scheduled. It is important to note that third grade met with the most fidelity and had the highest ELA and math proficiency percentages.

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. In addition, they sent home progress reports that parents had to sign. All teachers held all students to high expectations. Strategic PLCs implemented to analyze data, monitor student progress, and develop lessons plans to support all student learning.

At Pierce Hammock, we will now focus on new actions towards an increase of student achievement, student-learning gains and overall social / emotional growth. We will dedicate 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 using the B.E.S.T. Standards
- Development of time management & preparedness

- 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?

Increasing students learning gains in Literacy allows our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self-image. Assign key members of Leadership to support the students and build relationships with them to motivate and ensure their attendance. We have School Based Teams to review data and provide progress monitoring for all students to have potential to be successful.

Increasing students learning gains in Math leads to students being successful analytical thinkers and have better reasoning abilities. Ensuring learning gains and access to the Accelerated Math Program (AMP) allow for opportunities to meet and exceed grade level standards. It is important to monitor progress for ESSA categorized sub groups. Students who fall within our ESSA subgroups will continue to be monitored for progress. As needed, they will receive additional support by teachers ensuring lessons planned are based on the specific needs of the students.

There is a need to re-focus in science with an emphasis on implementation of content and deeper understanding. We need to provide additional support to help with achievement in this content area including but not limited to mentoring, tutorials, focused teacher planning/collaboration; professional development to ensure we meet the needs of all of our students in an equitable and accessible manner. Science needs to be a focus in grades K-5.

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 focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science.

PLCs continue to be an active part of our school schedule; they receive embedded PD. Instruction on the understanding of the various levels of learning and the application of learning. Teachers will focus on various high-yield strategies to support student learning through: Differentiated Instruction, Targeted Interventions, Student Engagement, Benchmark Unit planning with Curriculum Resources, B.E.S.T. Standards, Data Collection, Tracking & Analysis, State & Local Assessments (FAST, iReady), positive classroom environments & PBS

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

Our primary focus will continue to be implementing standards-based instruction and differentiating 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. Tutorials will be set-up in late Fall for K-3 and Winter for 3rd-5th. 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.

Pierce Hammock has been awarded two GoTeach! Classroom Grants. These grants will help us achieve our SIP goals and ensure our proficiency and learning gains continue to increase in ELA. For K-2

students we will host six Make and Take Parent/Child Literacy Nights. For students in third, fourth, and fifth grade we will host Reading Is Better When We Do It Together Parent /Child Read Aloud Nights for our striving readers. These nights will support literacy and family engagement between home and school.

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

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	If we focus on standards-based instruction to increase proficiency and learning gains in school-wide ELA then we will increase student achievement and ensure alignment to the District's Strategic Plan. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the B.E.S.T. Standards and intended learning as they are new especially to 3rd-5th grade. The results of our ELA low 25% and overall ELA learning gains compared to the FSA scores from SY22 with the scores from SY19 show us that there's great progress being made in these areas, however a concern is the change in standards for FY23. The ELA school- wide learning gains showed an increase of 11%, and the learning gains of ELA Low 25% showed an increase of 15%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	87% of the students in K-5th grade will demonstrate grade level proficiency on the 2023 Spring iReady Reading evaluation. This is a 5% increase from 2022 FSA.
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 adapting 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. Our goal is to monitor for implementation and for impact. At Pierce Hammock, we strategically plan for a variety of monitoring techniques: Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Roster Reviews, Data Chats, Formal Observations, Professional Learning Communities (PLCs) attendance/participation, all Formative/Summative Assessments and Technology
Person responsible for monitoring outcome:	Dianne Rivelli-Schreiber (dianne.rivelli-schreiber@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being	Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product. FAST tutoring programs to ensure learning supplemented with additional resources and teacher support. 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.

implemented for this Area of Focus.

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

1. Incorporate small group instruction utilizing 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 the State Assessment.
2. Students who participate in the FAST tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. 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.
4. Make and Take Parent/Child Literacy Nights will support literacy and family engagement between home and school. Family Engagement is parent-teacher collaboration to drive student learning and achievement.

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

Incorporate Small group instruction: Students will be assessed using formative data during mini lessons as well as the USA's in ELA. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA courses relying on resources in Benchmark. Teachers will analyze student data to determine strengths and weaknesses in content area. Teachers will meet daily with students in small group during stations in the ELA block to ensure all students are supported at their ability level. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. Teachers develop ongoing formative assessments to track student learning and adjust instruction. Monitoring will occur through the review of lesson plans, conducting teacher data chats, and review of assessment matrix.

Person Responsible   Dianne Rivelli-Schreiber (dianne.rivelli-schreiber@palmbeachschools.org)

FAST Tutorials: Analyze student data to determine students for tutorial groups and the support necessary. Choose research-based supplemental materials and resources to during tutorials. Analyze teacher classroom data to determine who will be tutors. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials. Students will be selected and grouped for pullout tutorials, afterschool and FY22 FSA, FSQs, USAs and Winter Diagnostics; and ESSA identified subgroups: Black, ELL, and SWD.

Person Responsible   Edwina Mooney (edwina.mooney@palmbeachschools.org)

Make and Take Parent/Child Literacy Nights: K-2 Parents and their child will attend a monthly event six times during the school year to develop relationships between families and learn ways to help their child learn to read and build on their strengths and weaknesses. Families will share their
expertise and support, build relationships between families, and learn and practice together in
our school as a part of a learning community. Due to new literacy standards and curriculum, it
is important to build the capacity of families to effectively participate in supporting their child's
grade level literacy learning goals. The process would entail gathering materials and to supply a family pack of tools for making the activities and extending literacy learning at home. The Florida Center for Reading
Research would be where most of the activities would be selected.

Person Responsible Cindy Myers (cindy.myers@palmbeachschools.org)

Reading Is Better When We Do It Together Grades 3-5 Parent /Child Read Aloud Nights: This project will target striving readers in grades three, four, and five. We will include standards based literacy strategies to build parent capacity towards supporting their children's literacy learning. Reading aloud to a child increases vocabulary and comprehension and gives access to more complex text. When they read to themselves and come to similar vocabulary they will have an easier time understanding what they read independently. Comprehension will increase. Student achievement will improve. The project will bring parents and their children together to read age appropriate books from the Sunshine State Young Readers Book List.

Person Responsible Cindy Myers (cindy.myers@palmbeachschools.org)

#2. Instructional Practice specifically relating to Math	
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 and learning gains in school-wide MATH then we will increase student achievement and ensure alignment to the District's Strategic Plan. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the B.E.S.T. Standards and intended learning as they are new especially to 3rd-5th grade. The results of our Math low 25% and overall Math learning gains compared to the FSA scores from SY22 with the scores from SY19 show us that there's great progress being made in these areas, however a concern is the change in standards for FY23. The Math school- wide learning gains showed an increase of 7%, and the learning gains of ELA Low 25% showed an increase of 5%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	82% of the students in K-5th grade will demonstrate grade level proficiency on the 2023 Spring iReady Math evaluation. This is a 5% increase from 2022 FSA.
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 adapting 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. Our goal is to monitor for implementation and for impact. At Pierce Hammock, we strategically plan for a variety of monitoring techniques: Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Roster Reviews, Data Chats, Formal Observations, Professional Learning Communities (PLCs) attendance/participation, all Formative/Summative Assessments and Technology
Person responsible for monitoring outcome:	Dianne Rivelli-Schreiber (dianne.rivelli-schreiber@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being	Incorporate small group instruction to support students learning at their ability with a variety of tasks, process, and product. FAST tutoring programs to ensure learning supplemented with additional resources and teacher support. 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.

implemented for this Area of Focus.

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

1. Incorporate small group instruction utilizing 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 the State Assessment.
2. Students who participate in the FAST tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. 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.

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.

Adaptive Technology iReady Program: Provide teachers with professional development to ensure appropriate use of adaptive technology. Teachers will develop a rotational schedule to ensure all students have access to technology.

Person Responsible Cindy Myers (cindy.myers@palmbeachschools.org)

PLC's/Professional Development: Development of a PLC schedule to include all content area teachers & resource teachers. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs of the students academic instruction.

Person Responsible Dianne Rivelli-Schreiber (dianne.rivelli-schreiber@palmbeachschools.org)

Cross grade level PLC's between math teachers to understand the new B.E.S.T. Standards in math and the crosswalk between grade levels. The PLC's will focus on standards and daily instruction to ensure common vocabulary and strategies across grade levels.

Person Responsible Susan Aspenwall (susan.aspenwall@palmbeachschools.org)

The math contact will attend the Math Cadres and report to all math teachers information received from these district meetings. Resources and attachments will be shared.

Person Responsible Yaumari Chirinsky (yaumari.chirinsky@palmbeachschools.org)

#3. 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 standards-based instruction to increase proficiency and learning gains in SCIENCE then we will increase student achievement and ensure alignment to the District's Strategic Plan. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the Next Generation Science Standards. The results of our overall Science proficiency compared to the SSA scores from SY22 with the scores from SY19 show us that there's great progress being made in this academic area. The school-wide science proficiency increased by 7% for outcomes at 69%, however still not aligning with the proficiency in ELA (82%) & Math (77%)
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	74% of the students in 5th grade will demonstrate proficiency on the 2023 Statewide Science Assessment (SSA). This is a 5% increase from 2022 SSA.
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 adapting 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. Our goal is to monitor for implementation and for impact. At Pierce Hammock, we strategically plan for a variety of monitoring techniques: Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Roster Reviews, Data Chats, Formal Observations, Professional Learning Communities (PLCs) attendance/participation, all Formative/Summative Assessments and Technology
Person responsible for monitoring outcome:	Dianne Rivelli-Schreiber (dianne.rivelli-schreiber@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being	Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product. Science teachers will incorporate the use of technology-based program (Generation Science). 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.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Generation Science has aided in significantly increasing student achievement when the programs used with fidelity. 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.

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.

Provide teachers with professional development to ensure appropriate use of adaptive technology. Teachers will engage students in small group instruction based on adaptive technology results.

Person Responsible   Dianne Rivelli-Schreiber (dianne.rivelli-schreiber@palmbeachschools.org)

PLC's/Professional Development: Development of a PLC schedule to include time for teachers to appropriately plan for science instruction, hands-on experiments, and alignment of Generation Science. The PLCs/PD sessions will focus on data analysis and effective instruction based on the students' response to instruction..

Person Responsible   Dianne Rivelli-Schreiber (dianne.rivelli-schreiber@palmbeachschools.org)

Teachers in K-5 will instruct and support classroom, group, and/or individual science projects. Using the Scientific Method, K-2 teachers will model and conduct a class project for submission to the PHES Science Fair. 3-5 teachers will model a class science fair project and assign students to complete a science project for submission to the PHES Science Fair. The project will be individual or in a group. Teachers will break the steps up into chunks to allow time for coaching and teacher support prior to completion.

Person Responsible   Anne Deeds (anne.deeds@palmbeachschools.org)

Tutorials: Analyze 4th and 5th grade student data to determine students for tutorial groups and the support necessary. Choose research-based supplemental materials and resources to during tutorials. Analyze teacher classroom data to determine who will be tutors. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials. Students will be selected and grouped for after school tutorials.

Person Responsible   Dianne Rivelli-Schreiber (dianne.rivelli-schreiber@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

Not a state-identified 20-23 RAISE (HB7011) elementary school.

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

Not a state-identified 20-23 RAISE (HB7011) elementary school.

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)

Not a state-identified 20-23 RAISE (HB7011) elementary school.

Grades 3-5: Measureable Outcome(s)

Not a state-identified 20-23 RAISE (HB7011) elementary school.

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.

Not a state-identified 20-23 RAISE (HB7011) elementary school.

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. §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?

Not a state-identified 20-23 RAISE (HB7011) elementary school.

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?

Not a state-identified 20-23 RAISE (HB7011) elementary school.

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

Not a state-identified 20-23 RAISE (HB7011) elementary school.

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.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents and students. The school monitors SwPBS through data. All faculty has received Threat Assessment Training and District and School Personnel collaborated to ensure equity and safety for all students on and off campus. Additional Guidelines have been implemented along with incentives for meeting student success. 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 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, and Safe student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year. PTO assists with the incentives and volunteers time to manage and promote this system on campus. Character-development program (required K-12) with curriculum that addresses a monthly focus.

The Principal, Assistant Principal, School Counselor, Behavioral Health Professional, and ESE Coordinator continue ongoing training in the area of threat assessment, called CSTG Nav360.

SEL strategies are also incorporated into all parent, family, and community meetings. Each meeting is initiated by an opening ritual to establish a positive and welcoming environment and the meeting concludes with an optimistic closure where participants are encouraged to provide feedback, and reflect on what was shared.

Instruction applicable to appropriate grade levels including but not limited to:
(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.
(h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
(p) Study of Hispanics contributions standards prioritize listing Hispanics of accomplishment, which reflects

the
standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.
(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.
(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.
These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.
Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.
Monitoring of attendance, including late drop-offs and early pick-ups by our teachers, the counselors, and the SBT is key to building a positive culture. The school-based team currently meets to discuss truancy with students and families. When appropriate, attendance contracts are signed and/or a home visit is made. On a daily basis, One Voice is used to call the homes of students that are absent.

We monitor the progress of students on a continuous basis and update our Action Plans during Professional Learning Communities and other professional development opportunities. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and PBS programs. Social Emotional Learning (SEL) program has been established to to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps.

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

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.Teaming is leveraged across all school staff to ensure the effective implementation of school initiatives and other programs, including weekly PLCs, weekly Administrative Collaboration, weekly Leadership Team meetings, monthly Wellness / Safety Meetings - to name a few. "Panthers of the Week" are recognized by the principal each Friday on our Morning Announcements and in our weekly e-newsletter to parents/guardians. Students have the opportunity to earn a ticket for the Principal's 200 Club and earn recognition and rewards throughout the school year. Both programs support our SWPBS: Being Respectful, Being Responsible, and Being Safe.

School Counselor: Supports a positive culture and environment through lessons they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselor ensures students feel safe, welcome, and included. Safe and Drug Free Schools initiatives such as Suite 360 and other programs that support prevention of violence in and around the school are implemented on an ongoing basis.

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) with a Behavior Intervention Plan (BIP).

ESOL Coordinator (Assistant Principal) 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.

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

The PTO volunteered their time to reward students whose names were drawn from a bucket of Panther Paws, tickets earned for being responsible, respectful, and safe.

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.

Pierce Hammock was awarded the Lowe's Grant. This grant was used to provide a Panther Break Room for all K-5 students. The area helps children calm and focus themselves so they can be better prepared for learning and interacting with others. At times it is also used as a reward area when academic or behavior goals are met.

Resources- 2-1-1 is a community helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages. Caring staff will listen to each individual's situation to provide information on available social services, community services and resources that include food assistance, medical clinics, foreclosure prevention, parenting info on developmental concerns (Help Me Grow) & special needs, senior services that include free "Sunshine" daily calls, services for teens and more. Calls are Free, Confidential, and available 24/7. 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.