

The School District of Palm Beach County

Timber Trace Elementary School



2022-23 Schoolwide Improvement Plan

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Timber Trace Elementary School

5200 117TH CT N, Palm Beach Gardens, FL 33418

<https://ttes.palmbeachschools.org>

Demographics

Principal: Kathy Pasquariello

Start Date for this Principal: 1/15/2012

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)	55%
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 (79%) 2018-19: A (73%) 2017-18: A (69%)
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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">55%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">46%</p>

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Timber Trace Elementary School is to provide an education which prepares every child for successful life-long learning and for responsible citizenship. Parents, community, staff and students will share the responsibility of education in a safe climate which facilitates student achievement through active learning, self-esteem and mutual respect.

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

Timber Trace Elementary School staff, parents and community will work together to offer and encourage every student to achieve the academic, technological, social, physical, and emotional skills necessary to reach his or her greatest potential.

The School District of Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Pasquariello, Kathy	Principal	As the principal of the school, Mrs. Pasquariello is responsible for monitoring all instructional, safety and social emotional learning on the school campus.
Jones, Traci	ELL Compliance Specialist	Mrs. Jones is responsible for implementing instruction and strategies for ELL students on campus. She is also responsible for monitoring the progress of all ELL students throughout the year.
Swires, Alyssa	Teacher, ESE	Alyssa Swires is our ESE Coordinator. She facilitates all IEP meetings for students who are identified as ESE. She provides supports to families, teachers and staff on resources as well as strategies to support the wide range of needs of students. She collaborates with our RTI facilitator to support students in need of interventions.
Sierra, Michelle	Teacher, K-12	Michelle Sierra is one of our 3rd grade classroom teachers as well as a one of the third grade team leaders. She collaborates with other teachers to plan and develop lessons for all students in 3rd grade. As a team leader, she assists in decision making for areas that impact the entire school.
Bartlow, Gabriel	Teacher, K-12	As a classroom teacher, Ms. Beattie supports students by providing daily instruction and differentiating her instruction to meet the needs of a wide range of learners.
Folmar, Heather	Assistant Principal	As the assistant principal, Ms. Folmar assists in monitoring the progress of all students. She assists with the SWPBS team in ensuring that all students and staff are safe throughout the day.

Demographic Information

Principal start date

Sunday 1/15/2012, Kathy Pasquariello

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.*

12

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.*

13

Total number of teacher positions allocated to the school

65

Total number of students enrolled at the school

819

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

7

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

3

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	140	134	126	136	148	135	0	0	0	0	0	0	0	819
Attendance below 90 percent	19	26	18	21	19	14	0	0	0	0	0	0	0	117
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA	3	19	22	18	19	7	0	0	0	0	0	0	0	88
Course failure in Math	1	4	8	3	8	2	0	0	0	0	0	0	0	26
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	6	4	0	0	0	0	0	0	0	18
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	6	9	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	3	9	7	4	5	10	0	0	0	0	0	0	0	38

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	3	11	9	12	13	8	0	0	0	0	0	0	0	56

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	4	5	9	10	4	0	0	0	0	0	0	0	33
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

Thursday 9/15/2022

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	129	136	130	142	140	152	0	0	0	0	0	0	0	829
Attendance below 90 percent	19	13	16	16	12	16	0	0	0	0	0	0	0	92
One or more suspensions	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	16	24	40	33	41	11	0	0	0	0	0	0	0	165
Course failure in Math	4	8	17	16	18	4	0	0	0	0	0	0	0	67
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	14	5	5	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	18	14	19	0	0	0	0	0	0	0	51
Number of students with a substantial reading deficiency	12	11	22	24	10	11	0	0	0	0	0	0	0	90
FY21 ELA Winter Diag Level 1 & 2	0	0	0	68	76	75	0	0	0	0	0	0	0	219
FY21 Math Winter Diag Level 1 & 2	0	0	0	82	77	76	0	0	0	0	0	0	0	235

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	9	8	21	26	22	13	0	0	0	0	0	0	0	99

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	2	3	6	7	4	2	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	129	136	130	142	140	152	0	0	0	0	0	0	0	829
Attendance below 90 percent	19	13	16	16	12	16	0	0	0	0	0	0	0	92
One or more suspensions	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	16	24	40	33	41	11	0	0	0	0	0	0	0	165
Course failure in Math	4	8	17	16	18	4	0	0	0	0	0	0	0	67
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	14	5	5	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	18	14	19	0	0	0	0	0	0	0	51
Number of students with a substantial reading deficiency	12	11	22	24	10	11	0	0	0	0	0	0	0	90
FY21 ELA Winter Diag Level 1 & 2	0	0	0	68	76	75	0	0	0	0	0	0	0	219
FY21 Math Winter Diag Level 1 & 2	0	0	0	82	77	76	0	0	0	0	0	0	0	235

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	9	8	21	26	22	13	0	0	0	0	0	0	0	99

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	2	3	6	7	4	2	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	83%	59%	56%				78%	58%	57%
ELA Learning Gains	81%						70%	63%	58%
ELA Lowest 25th Percentile	68%						61%	56%	53%
Math Achievement	83%	53%	50%				85%	68%	63%
Math Learning Gains	84%						79%	68%	62%
Math Lowest 25th Percentile	72%						69%	59%	51%
Science Achievement	79%	59%	59%				69%	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	76%	54%	22%	58%	18%
Cohort Comparison		0%				
04	2022					
	2019	75%	62%	13%	58%	17%
Cohort Comparison		-76%				
05	2022					
	2019	79%	59%	20%	56%	23%
Cohort Comparison		-75%				

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	88%	65%	23%	62%	26%
Cohort Comparison		0%				
04	2022					
	2019	85%	67%	18%	64%	21%
Cohort Comparison		-88%				
05	2022					
	2019	84%	65%	19%	60%	24%
Cohort Comparison		-85%				

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

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

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	57	63	53	63	75	65	40				
ELL	71	76	61	69	84	64	64				
ASN	83	83		95	86		92				
BLK	63	82	67	74	81		58				
HSP	77	82	71	71	81	70	74				
MUL	91	80		91	87						
WHT	89	80	77	88	87	69	85				
FRL	77	77	61	79	80	70	71				
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	56	64	57	56	39	29	34				
ELL	62	58		64	63		45				
ASN	82	65		90	71		68				
BLK	59	75		50	33		58				
HSP	71	72	64	68	58		58				
MUL	78			78							
WHT	86	85	73	81	54	40	73				
FRL	73	68	60	66	41	26	51				
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	60	49	50	63	62	61	43				
ELL	67	71	65	78	79	63	60				
ASN	93	82		95	96		79				
BLK	75	63	64	77	83	86	53				
HSP	75	71	63	84	80	72	54				
MUL	72	71		84	76						
WHT	78	68	50	85	75	54	75				
FRL	71	66	69	77	76	74	53				

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	79
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	79
Total Points Earned for the Federal Index	629
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	59
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	71
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	85
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	71
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	75

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	87
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	82
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	74
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?

In the area of Reading, all grade levels 3-5 went up on the Florida Standards Assessment. FY 19 3rd-75 % to FY 22 78%, 4th grade 75%-85%, 5th grade 79%-86%.

In the area of Math Timber Trace went up in all grade levels on the Florida Standards Assessment. FY 19 3rd- 87 % to FY 22 79%, 4th 85% to 86% and 5th 83% to 83% .

Science scores on the Florida Standards Assessment went up from 69% to 79%

Reading achievement for students with disabilities went up from 60 % in FY 19 to 57% in FY 22, English language learners went from FY 19 67% to 71% Black students went from 75% to 63%

Based on this data trend our focus will be to diminish course failure and 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; ELL and SWD students; who

will receive strategic, be targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring.

Our in school, during the school day tutorial program ensured student participation and success. All teachers, including elective teachers collaborated to ensure program success. Schedules adjusted to include tutorial days and ensure student participation.

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

Based on the data from FY22, we will focus on the area of 3rd grade Reading as well as learning in the area of reading and math. Our 3rd grade proficiency scores went up from 69% to 78%, but we want to increase our proficiency to align with our 4th and 5th graders to 82%.

As always, our learning gains will be our top focus for our Lower 25 students. We went from 61% in FY 19 to 68% in FY 22 in Lower 25 Reading and made a significant increase in Lower 25 for math from 69% to 72%, but want to continue to grow those numbers by at least 5%

The attendance rate is important 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 be involved. 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 district initiatives as well as setting up plans for students that are missing more than 10% of school days. At Timber Trace we develop student engagement and participation towards 100%

attendance through various incentives and recognition.

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

Focusing on individual student growth is one of our most important factors for our school. As a school we were pleased with the proficiency gains at each grade level but want to ensure that each individual student make a minimum of a years growth each year. We will continue to have administration and teacher data chats to review the individual student data to monitor for growth and progress each trimester.

Teachers will continue to meet with families as they monitor student growth in their classrooms as well as individual student data chats for teachers and students.

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 elective teachers collaborated to ensure program success.

Schedules

adjusted to ensure tutorial days and student participation guaranteed.

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 provided during staff meetings and on professional development days.

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

The Florida Standards Assessment science scores went from 69.6% in FY19 to 79% in FY 22. Lower 25 in Math gains went from 69% to 72%. It was a whole school approach to supporting our 5th grade students in the area of science. Timber Trace was also recognized as one of only three schools in the district to have met Prior Year Growth in ELA and as well as math for the last five years!!

In ELA students in grade 3 scored 77% proficient along with grade 4 at 85% and grade 5 at 84%/ In math students in grade 3 were 79% proficiency in math with 4th grade at 86 % and 5th grade at 83%. Our students taking 6th grade math performed at 100% proficient.

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

In the area of science we took a full school approach to supporting our 5th grade students. Our Fine arts team focused on lessons and instruction on the Fair Games benchmarks during their lessons.

The Generation Genius program was purchased to support students and teachers with videos of hands on science experiments.

Lessons in the science lab were aligned with the 5th grade team. Our science teacher supported students in the 5th grade lab by focusing on 3-4 Fair games benchmark lessons.

A 5th Grade science lab was created to focus the 3-5 standards. The 5th grade teachers were able to focus on the labs for 5th grade standards while the science and Fine Arts team focused on the Fair games benchmarks.

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

Team planning and data analysis will take place during the Professional Learning Community for each grade level.

- a. Additional planning time will be provided to teachers in grade 3-5 during full day planning sessions where subs will be provided to teachers to plan to support the new ELA standards and materials. Students will be assessed using USA's and FSQ's in both Math and Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.
- b. Teachers will analyze student data to determine strengths and weaknesses in content area.
- c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities.
- d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
- e. Teachers develop ongoing formative assessments to track student learning and adjust instruction.
- f. Monitoring will occur through the review of lesson plans, conducting teacher data chats, and review of teachers schedules.

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.

Teachers receive professional development in both reading and math on accelerating learning for students. In the area of reading students have access to a wide range of text to support accelerated reading on higher levels as well as supports for teachers to identify ways to increase the thinking of our readers. In math teachers attend monthly training at the math cadre to meet the needs of our Accelerated Math Plan students who are participating in a higher math curriculum. Students in grade 3 work on grade 3-4 math, students in grade 4 work on grades 4 and 5 and students in grades 5 work on grades 6-7 math standards.

During Professional Development/Professional Learning Communities, teachers will engage in deep, focused

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

During the summer of FY22, the teachers will receive PD to focus on the new math and Literacy standards.

Teachers will receive PD on the mental process students experience when learning. Instruction on the

understanding of the various levels of learning and the application of learning. Through monthly cadre meetings teachers will receive the most up to date training on the new standards and the strategies to support instruction.

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

Our primary focus will continue to be implementing standards-based instruction and differentiating that instruction by providing small group support. Resources and strategies aligned to grade level standards and scaffolds put in place to support students who are not performing at grade level.

1. Increase Reading Proficiency in Grade 3: Continuing to Increase proficiency in 3rd grade ELA is one of our priorities.
2. All students provided small group instruction with additional teacher support (academic tutors, ESOL and ESE teachers) in grades 1-5. The goal is to close achievement gaps prior to entering grade 3. Extended learning opportunities provided for students performing below grade level in grades 2 and 3.
3. Small Group Differentiated Instruction: Targeted small group instruction using rigorous texts designed to increase learning gains in ELA and Math. Data driven differentiated instruction planned to meet the needs of all students. Ongoing progress monitoring for all students. However, students who fall within our ESSA Subgroups will be specifically monitored for progress and receive additional support by teachers ensuring instruction to support specific needs of students.
4. Literacy Across All Content Areas: Effective literacy skills enable student to analyze and think about content leading to a better understanding of concepts. During common planning and PLCs, teachers will plan implementation of ELA standards as they plan instruction in all content areas.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

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

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

Based on the data from FY 22, we will focus on the area of 3rd grade ELA as well as learning in the area of reading and math. Our 3rd grade proficiency scores went up from 69% to 78% but we want to increase our proficiency to align with our 4th and 5th graders to 82%. As always, our learning gains will be our top focus for our L 25 students. We went from 70% to 68% in L 25 ELA and made a significant increase in L25 for math from 41 to 72 but want to continue to grow those numbers by at least 5% . Focusing on individual student growth is one of our most important factors for our school. As a school we were pleased with the proficiency gains at each grade level but want to ensure that each individual student make a minimum of a years growth each year. We will continue to have admin and teacher data chats to review the individual student data to monitor for growth and progress each trimester. Teachers will continue to meet with families as they monitor student growth in their classrooms. To assist us in improving in this area we will provide team planning and data analysis will take place during the PLC for each grade level.

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

We will increase the percentage of students making learning gains in Math by 5% in SY23, in ELA an increase of 5% for all subgroups.

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” of the model, 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” of the model, 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.

We will continue to have admin and teacher data chats to review the individual student data to monitor for growth and progress each trimester. Teachers will continue to meet with families as they monitor student growth in their classrooms. The review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments, and Technology will be monitored and supported by key members of the leadership team.

Person responsible for monitoring outcome:

Kathy Pasquariello (kathy.pasquariello@palmbeachschools.org)

Evidence-based

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.

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

2. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. 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.
- 4.

**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 FSA.
2. Students who participate in the FSA 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. Increase in Student Engagement: Student engagement is another area of focus. To facilitate active participation in the learning process, teachers must plan and employ engagement strategies. Professional development planned to assist teachers in the implementation of engagement strategies. Ongoing implementation of engagement strategies modeled and explained during PLC meetings to demonstrate their effectiveness.

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

Person Responsible

Kathy Pasquariello (kathy.pasquariello@palmbeachschools.org)

2. Tutorials:
 - a. Analyze student data to determine students for tutorial groups and the support necessary.
 - b. Choose research-based supplemental materials and resources to 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 tutorials and after school based on academics results

from FY21 FSA, FSQs, USAs, and FAST.

f. Monitored by Assistant Principal through the review of data, lesson plans, and conducting observational walks.

Person Responsible Heather Folmar (heather.folmar@palmbeachschools.org)

3. PLC's/Professional Development:

- a. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
- b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
- c. Monitored by Assistant Principal through the review of teacher schedules of student rotations, usage/ progress

Person Responsible Heather Folmar (heather.folmar@palmbeachschools.org)

4. Increase in Student Engagement: Student engagement is another area of focus. To facilitate active participation in the learning process, teachers must plan and employ engagement strategies. Professional development planned to assist teachers in the implementation of engagement strategies. Ongoing implementation of engagement strategies modeled and explained during PLC meetings to demonstrate their effectiveness.

Person Responsible [no one identified]

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 via student protocols, and monitoring SwPBS through data. Our SWPBS Team completed a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We also have parent/family multicultural nights.

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 Safe, Respectful, and responsible student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year.

We continue to maintain a single school culture through PBIS quarterly celebrations as well as advisory sessions that discuss applicable topics based on school culture/climate and mental health. We also are implementing the mental health lessons mandated by the state of Florida utilizing lessons which are delivered to the students from the Guidance Counselor during Character Education.

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.

Single School Culture for Academics and Behavior and implementing our Universal Guidelines for Success, Single School Culture Student Expectation are presented during Grade Level Assemblies, SwPBS, Family Curriculum and Education Nights, Family Workshops, and SAC meetings. The effectiveness of these efforts on student achievement and student discipline are monitored using data from Performance Matters and the Educational Data Warehouse.

Additional resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness. Our 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. A co-located counselor is located full-time on campus, behavioral health specialist, and case manager. These staff and programs work in concert to prevent the use of alcohol, tobacco, drugs, and foster a safe, drug free learning environment supporting student wellness, student achievement, and appreciation for diversity.

Teaming is leveraged across all school staff to ensure the effective implementation of school initiatives and other programs, including weekly PLCs, weekly Administrative Collaboration, monthly Instructional Leadership Team meetings, monthly Wellness / Safety Meetings - to name a few.

Monitoring of attendance, including late drop-offs and early pick-ups by our teachers, the councilors, and the SBT is key to building a positive culture. To address the issue, 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.

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success students, receive brag tags, certificates, individual reward tickets, and incentives. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to teachers throughout the year for going above and beyond.

In FY22, we will incorporate a Calming Room run by our Behavior Health Professional where students will have the opportunity to relieve stress and learn strategies to support social/emotional concerns. All students participate and learn SEL strategies during the fine arts rotation from a specially trained teacher in SEL.

TES implements multiple measures of analyzing school-wide data that drives the RTI process. Student assessments include but are not limited to FLICKERS, Diagnostics, Performance Matters Assessments, Florida Standards Assessments, iReady district diagnostics, and RRR. The annual test administered for ELL students is

Academics:

Collaborative Planning Communities (PLCs) occur every week per grade level. Grade level teachers meet with the SSCC, academic coaches and administration to discuss and analyze data, modify instruction, and create standards based learning goal scales. Student work and best practices are shared and analyzed. Grade levels meet for Common Planning. Teams create goals and plans based on standards, domains, units of study, and big ideas. It is then determined how all subject areas can be incorporated into the subject being taught.

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.

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

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the

foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

Section IV 1003.42 Mandatory Curriculum & Content (add in section A or B)

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 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. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.