# Palm Beach Public School



# 2022-23 Schoolwide Improvement Plan

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# Palm Beach Public School

### 239 COCOANUT ROW, Palm Beach, FL 33480

### https://pbp.palmbeachschools.org

## Demographics

## Principal: Christie Schwab

Start Date for this Principal: 7/1/2014

| | |
|---|---|
| **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 Hispanic Students White Students Economically Disadvantaged Students |
| **School Grades History** | 2021-22: A (69%) 2018-19: A (73%) 2017-18: A (72%) |
| **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** | ATSI |
| * 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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# Palm Beach Public School

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## School Demographics

| **School Type and Grades Served**<br>(per MSID File) | **2021-22 Title I School** | **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) |
|---|---|---|
| Elementary School<br>PK-5 | No | 57% |

| **Primary Service Type**<br>(per MSID File) | **Charter School** | **2018-19 Minority Rate**<br>(Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 44% |

## School Grades History

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

## School Board Approval

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## SIP Authority

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

The mission of the School District of Palm Beach County is to educate, affirm, and inspire each student in an equity-embedded school system.

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

The School District of Palm Beach County is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish. The School District of Palm Beach County will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.
A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued, and their physical, emotional, academic, and social needs are met.

### 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 |
|---|---|---|
| Schwab, Christie | Principal | As Principal of Palm Beach Public, Christie Schwab manages all aspects of the educational program. First and foremost, Ms. Schwab is the instructional leader of the school. Ms Schwab is responsible for the equitable instruction of all students. She is the decision maker in regards to the master schedule, teacher evaluations and supervision, curriculum council, Palm Beach Model of Instruction, professional development, professional learning community coordination, hiring new teachers and school improvement activities. Ms. Schwab also manages and supervises the business side of this school. Ms. Schwab is also responsible for all budgetary decisions and contracts. Additional responsibilities for Ms. Schwab are listed below.<br>*Assistant Principal supervision<br>* Deliberate practice for all instructional staff<br>* Discipline referral monitor<br>* Employee Building Council<br>* Marzano framework activities<br>* School Advisory Council<br>* School Safety<br>*School/ Community Facilitation<br>*Supervision of Orchestral Strings Choice Program |
| Schmitz, Mary | Assistant Principal | Mrs. Schmitz serves as the assistant principal at Palm Beach Public. As assistant principal, Mrs. Schmitz works closely with the principal to lead the instruction of all students. She evaluates teachers and provides feedback during daily walkthroughs as well as using the Palm Beach Focused Model of Instruction. Mrs. Schmitz develops schedules and oversees instructional material usage and orders. She coordinates transportation for students and is responsible for discipline. Mrs. Schmitz oversees the Arts and Tutorial program offered to students in grades three through five. |
| Bicksler, Rebekah | School Counselor | Rebekah Bicksler serves as guidance counselor at Palm Beach Public. Ms. Bicksler is responsible for managing all cases for the School Based Team. She works with teachers with the referral process and ensures the interventions are being implemented with fidelity. Ms. Bicksler is also the leader of the Schoolwide Positive Behavior System. In this role, she leads her team to develop, implement and monitor the behavior matrix. She develops rewards for students to encourage positive behavior. Ms. Bicksler also heads the Character Education program at Palm Beach Public. Guidance classes for all students are led by Ms. Bicksler. She also pulls individual students and small groups to work on intrapersonal skills, social skills, behavior issues, and students experiencing family crises. |
| Bueno, Claudia | ELL Compliance Specialist | Ms. Claudia Bueno serves as ESOL Contact. She actively participates in School Based Team meetings. This will include reviewing student referrals, analyzing student data, and problem solving. The ESOL Contact will also collaborate with general education teachers to create goals and interventions for individual students. She will also assist with interventions for Tier ii and Tier |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | iii students. Ms. Bueno also serves as the test coordinator for the WIDA assessments. |
| Judge, Katie | Teacher, K-12 | As a classroom teacher and member of the Professional Development Team, Ms. Judge supports faculty with technology. She maintains the Reading Resource room, was a member of the Ben Carson Reading Room team, and assists administration with technical and academic support. |

## Demographic Information

**Principal start date**
Tuesday 7/1/2014, Christie Schwab

**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.*
1

**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.*
5

**Total number of teacher positions allocated to the school**
28

**Total number of students enrolled at the school**
369

**Identify the number of instructional staff who left the school during the 2021-22 school year.**
3

**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 | 51 | 67 | 67 | 76 | 65 | 46 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 372 |
| Attendance below 90 percent | 0 | 16 | 14 | 6 | 6 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 |
| One or more suspensions | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Course failure in ELA | 0 | 17 | 20 | 9 | 15 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 |
| Course failure in Math | 0 | 4 | 11 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 8 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 2 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Number of students with a substantial reading deficiency | 7 | 9 | 19 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 10 | 14 | 4 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 |

**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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Date this data was collected or last updated**

Wednesday 8/31/2022

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 62 | 60 | 70 | 72 | 42 | 72 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 378 |
| Attendance below 90 percent | 0 | 6 | 2 | 1 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| One or more suspensions | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in ELA | 0 | 16 | 23 | 14 | 8 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 85 |
| Course failure in Math | 0 | 9 | 15 | 9 | 8 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 11 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 5 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Number of students with a substantial reading deficiency | 0 | 16 | 23 | 14 | 8 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 85 |
| FY21 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 13 | 18 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 |
| FY21 Math Winter Diag Level 1 & 2 | 0 | 0 | 0 | 9 | 24 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56 |

**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 | 11 | 13 | 6 | 7 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50 |

**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 | 1 | 1 | 0 | 0 | 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 | |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 62 | 60 | 70 | 72 | 42 | 72 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 378 |
| Attendance below 90 percent | 0 | 6 | 2 | 1 | 0 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| One or more suspensions | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in ELA | 0 | 16 | 23 | 14 | 8 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 85 |
| Course failure in Math | 0 | 9 | 15 | 9 | 8 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 11 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 5 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Number of students with a substantial reading deficiency | 0 | 16 | 23 | 14 | 8 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 85 |
| FY21 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 13 | 18 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 |
| FY21 Math Winter Diag Level 1 & 2 | 0 | 0 | 0 | 9 | 24 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56 |

**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 | 11 | 13 | 6 | 7 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50 |

**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 | 1 | 1 | 0 | 0 | 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 | |

# Part II: Needs Assessment/Analysis

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

| School Grade Component | 2022 | | | 2021 | | | 2019 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 78% | 59% | 56% | | | | 76% | 58% | 57% |
| ELA Learning Gains | 71% | | | | | | 71% | 63% | 58% |
| ELA Lowest 25th Percentile | 73% | | | | | | 64% | 56% | 53% |
| Math Achievement | 74% | 53% | 50% | | | | 84% | 68% | 63% |
| Math Learning Gains | 66% | | | | | | 80% | 68% | 62% |
| Math Lowest 25th Percentile | 54% | | | | | | 71% | 59% | 51% |
| Science Achievement | 64% | 59% | 59% | | | | 64% | 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 | 66% | 54% | 12% | 58% | 8% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 79% | 62% | 17% | 58% | 21% |
| Cohort Comparison | | -66% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 76% | 59% | 17% | 56% | 20% |
| Cohort Comparison | | -79% | | | | |

| 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 | 79% | 65% | 14% | 62% | 17% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 85% | 67% | 18% | 64% | 21% |
| Cohort Comparison | | -79% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 85% | 65% | 20% | 60% | 25% |
| Cohort Comparison | | -85% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 61% | 51% | 10% | 53% | 8% |

| 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 | 17 | 50 | 55 | 29 | 39 | 27 | 17 | | | | |
| ELL | 48 | 68 | 68 | 41 | 50 | 43 | 11 | | | | |
| HSP | 61 | 74 | 68 | 57 | 55 | 50 | 29 | | | | |
| WHT | 89 | 68 | | 86 | 75 | | 81 | | | | |
| FRL | 59 | 69 | 75 | 55 | 53 | 41 | 38 | | | | |
| **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 | 37 | 71 | | 26 | 36 | 40 | 25 | | | | |
| ELL | 44 | 76 | 73 | 53 | 62 | 50 | 26 | | | | |
| HSP | 57 | 75 | 64 | 58 | 57 | 50 | 35 | | | | |
| WHT | 87 | 72 | | 80 | 44 | | 73 | | | | |
| FRL | 58 | 67 | 54 | 53 | 47 | 25 | 38 | | | | |
| **2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 56 | 50 | | 56 | 83 | | 58 | | | | |
| ELL | 52 | 73 | 60 | 69 | 82 | 73 | 22 | | | | |
| HSP | 60 | 65 | 60 | 75 | 79 | 74 | 33 | | | | |
| WHT | 90 | 75 | | 91 | 75 | | 86 | | | | |
| FRL | 61 | 69 | 58 | 76 | 80 | 68 | 47 | | | | |

## ESSA Data Review

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

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | ATSI |
| OVERALL Federal Index – All Students | 71 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 85 |
| Total Points Earned for the Federal Index | 565 |

| ESSA Federal Index | |
|---|---|
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 39 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| **English Language Learners** | |
| Federal Index - English Language Learners | 52 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| **Native American Students** | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| **Asian Students** | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 60 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| **Multiracial Students** | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |

| Multiracial Students | |
|---|---|
| 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 | 80 |
| 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 | 59 |
| 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?**

The core content area of ELA shows an increase in grades 3&4 with a slight decrease in Grade 5.

FSA data comparing 2019 to 2022 shows the following increases in ELA and subgroups:
3rd grade proficiency increased 8.82%
4th grade proficiency increased 3.76%

White students remained the same at 89% proficiency
Black students proficiency increased 11.1%
Hispanic students proficiency increased 5.1%
Multi-Ethnic students proficiency increased 12.5%

FSA data comparing 2019 to 2022 shows the following decrease in ELA:
5th grade proficiency dropped 1.52%
SWD students proficiency decreased 34.8%
Asian students proficiency decreased 50.0%

The core content area of math shows a decrease in grade levels 3-5 as well as in every subgroup.
FSA data comparing 2019 to 2022 shows the following decreases in Math proficiency and subgroups:
3rd grade proficiency decreased 1.61%
4th grade proficiency decreased 17.95%

5th grade proficiency decreased 20.33%

SWD proficiency decreased 26.1%
White students proficiency decreased 4.3%
Black students proficiency decreased 22.2%
Hispanic students proficiency decreased 15.1%
Asian students proficiency decreased 50%

i-Ready percent of students with improved placement data in math for FY22:
K- 60%
1st-45%
2nd-47%
3rd-67%
4th-66%
5th-45%

i-Ready percent of students with improved placement data in Reading for FY22:
K- 85%
1st-68%
2nd-66%
3rd-62%
4th-51%
5th-55%

NGSSS date from 2019 to 2022 shows the core content of science proficiency increasing 1.6% in grade 5.

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

Based on the data components, math proficiency shows the greatest need for improvement.

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

Students being at home during the pandemic and having to learn math virtually was extremely challenging. There are clear gaps in the math standards and in foundational skills that are obvious with all students. Being a small school, we struggle with having ample math teachers to support our AMP program. Teachers that have to teach math instruction to two grade levels in one hour find it impossible to manage. The Afterschool Arts Tutorial Program that runs January-April was a challenge last year due to a shortage of bus drivers in the school district and no driver to drive students home after school hours. Teachers lack the motivation to tutor.

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

Based on the data components, ELA proficiency shows the most improvement.

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

Teachers have grown tremendously with the use of small group instruction. The support of the SAI, ESE and ESOL teacher helps with reading gains. The strong phonics instruction occuring in grades K-2 has increased reading proficiency for students in grades 3-5. We utilize the i-Ready technology platform.

Teachers monitor instructional minutes and passing rates with the program to increase student achievement. Remediation with students in Tier 2 and Tier 3 with progress monitoring is contributing to the increase in reading proficiency.

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

*Small group instruction in all core subjects is necessary to meet individual needs.
*Weekly science labs will be completed in fifth grade.
*In math, students must show their work and master math fact fluency.
*Trimester math goals will be set for all students in grades K-5. A reward is given to students that reach their math goal at the end of each trimester.
*Math notebooks will be mandatory for students in grades 3-5.
*Daily number talks implemented at the beginning of each lesson.
*PBVS is being utilized to instruct the AMP 5 students.
*Heritage language dictionaries will be available to ELL students for all subject areas.
*Math manipulatives will be utilized in grades K-5.
*Explicit math vocabulary will be taught and used.
*Math homework will be assigned Monday - Thursday.
*Third grade students are all enrolled in the AMP program to enrich students.

**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.**

The Professional Development Team will work on small group instruction and math rotations during SY23.
All math teachers are able to participate in the district math cadre which will provide planning and instructional tips. Teachers have the opportunity to observe master teachers during the school day. Common planning is scheduled for every Wednesday year round as well as bimonthly PLC's.

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

*Math cadre is available for all math teachers is available this school year.
*Math notebooks and folders will be purchased for homerooms in need of notebooks so students can reference math lessons taught all year.
*Small group instruction in math.
*Instruction of B.E.S.T. standards in math with common planning and professional learning communities.

**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 Math | |
|---|---|
| **Area of Focus Description and Rationale:**<br>**Include a rationale that explains how it was identified as a critical need from the data reviewed.** | FSA Math proficiency from 2019 to 2022 showed a decrease of 9.36%.<br>The percent of students with improved placement data using i-Ready math showed below 67% across all grade levels.<br>Participation in trimester math goal incentives decreased 18% from 2019 to 2022. |
| **Measurable Outcome:**<br>**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | Students will increase math proficiency from i-Ready math diagnostic 1 to i-Ready math diagnostic 3 in grades K-2:<br>Kindergarten-65%<br>First-65%<br>Second-55%<br><br>Students will increase math proficiency from Progress Monitoring 1 to Progress Monitoring 3 in grades 3-5:<br>Third- 36%<br>Fourth- 30%<br>Fifth- 30%<br>Sixth- 13% |
| **Monitoring:**<br>**Describe how this Area of Focus will be monitored for the desired outcome.** | Weekly iReady minutes and lessons passed will be monitored.<br>B.E.S.T. standards instruction will be observed during daily classroom walkthroughs.<br>FSQ and USA data will be monitored. |
| **Person responsible for monitoring outcome:** | Christie Schwab (christie.schwab@palmbeachschools.org) |
| **Evidence-based Strategy:**<br>**Describe the evidence-based strategy being implemented for this Area of Focus.** | 1. Incorporate small group instruction to support differentiated instruction.<br>2. Use of classroom support and Fine Arts teachers to assist students with math instruction.<br>3. Professional Learning Community and Professional Development will ensure teachers collaborate and share best practices and methodologies. PD will support the development of teacher expertise and instructional strategies.<br>4. Teachers will be encouraged to attend math cadre meetings. |
| **Rationale for Evidence-based Strategy:**<br>**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** | Incorporating daily small group instruction will allow teachers to focus on strategy groups to improve specific areas of weakness. Fine Arts, Resource Teachers and Administration are able to work with individual students to improve specific skills. Since the B.E.S.T. standards and Progress Monitoring are new to all faculty, professional development and district resources will assist teachers with the new standards and assessments.<br>PLC's allow teachers and administrators 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.

1. Incorporate small group instruction during the daily math block.
2. Teachers will create B.E.S.T. standards based lesson plans and follow SDPBC Blender lessons.
3.Teachers will implement the use of math notebooks in grades 3-5.
4. Teachers will ensure each student completes 45 minutes weekly in i-Ready with a 70% pass rate.
5. Math fluency facts will be practiced daily in all grade levels.

**Person Responsible**     Mary Schmitz (mary.schmitz@palmbeachschools.org)

| #2. ESSA Subgroup specifically relating to Students with Disabilities | |
|---|---|
| **Area of Focus Description and Rationale:**<br>**Include a rationale that explains how it was identified as a critical need from the data reviewed.** | SWD ESSA subgroup decreased 34.8% in FSA ELA from 2019 to 2022 in grades 3-5.<br>SWD ESSA subgroup decreased 26.1% in FSA Math from 2019 to 2022 in grades 3-5.<br>SWD ESSA subgroup scored an averagbe of 86% in I-Ready reading in FY 20, 90% in FY21, and 84% in FY22.<br>SWD ESSA subgroup scored an averagbe of 52% in FY21 in I-Ready math in FY21, and 91% in FY22. (No data available for FY20 as the school was using a different platform at that time). |
| **Measurable Outcome:**<br>**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | Using Progress Monitoring 1 as a baseline (14%), SWD ESSA subgroup in ELA will increase 26% on Progress Monitoring 3 in grades 3-5.<br>Using Progress Monitoring 1 as a baseline (0%), SWD ESSA subgroup in Math will increase 30% on Progress Monitoring 3 in grades 3-5.<br>Using I-Ready data as a baseline (56% average of K-2 SWD students in reading), SWD ESSA subgroup will increase 20% to an average of 76% proficient.<br>Using I-Ready data as a baseline (41% average of K-2 SWD students in math), SWD ESSA subgroup will increase 20% to an average of 61% proficient. |
| **Monitoring:**<br>**Describe how this Area of Focus will be monitored for the desired outcome.** | Weekly iReady minutes and lessons passed will be monitored.<br>B.E.S.T. standards instruction will be observed during daily classroom walkthroughs.<br>Benchmark Unit Assessments, PBPA's, FSQ's and USA data will be monitored. |
| **Person responsible for monitoring outcome:** | Mary Schmitz (mary.schmitz@palmbeachschools.org) |
| **Evidence-based Strategy:**<br>**Describe the evidence-based strategy being implemented for this Area of Focus.** | 1. Incorporate small group instruction to support differentiated instruction.<br>2. Professional Learning Community and Professional Development will ensure teachers collaborate and share best practices and methodologies. PD will support the development of teacher expertise and instructional strategies.<br>3. Teachers will be encouraged to attend math and literacy cadres.<br>4. The ESE teacher will use SPIRE to support ESE students needing phonics remediation.<br>5. ESE and homeroom teacher will use research based interventions during iii time to enhance phonics and early literacy skills for K-2.<br>6, ESE students will be invited to after school tutorial program from January - April. |
| **Rationale for Evidence-based Strategy:**<br>**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** | Incorporating daily small group instruction will allow teachers to focus on strategy groups to improve specific areas of weakness.<br>PLC's allow teachers and administration an opportunity to collaborate, analyze data and to make decisions to improve student achievement and progress.<br>District cadre participation allows teachers to meet with district |

specialists to increase their subject area knowledge and improve pedagogy.
ESE teacher has been trained to use SPIRE to increase early literacy skills with the ESE students in reading.
Researched based programs have been effective to work on early literacy skills with K-2 students.
The after school tutorial program offers small group instruction for students needing remediation in ELA, Math, and Science.

### 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 daily small group instruction for both ELA and math.
2. Teachers will create small rotations to ensure all students are supported at their instructional level.
3. Teachers will create standards based lesson plans utilizing Benchmark Advance, and Envision resources as well as following SDPBC Blender lessons.
4. Teachers will use differentiated instructional strategies to remediate and drive instruction for the SWD subgroup.
5. Homeroom teachers will collaborate with the ESE teacher to review IEP's and ensure strategies are in place to help students reach their academic goals.
6. New ESE contact will review IEPs with ESE teacher to ensure goals are accurate and achievable.

**Person Responsible**          Christie Schwab (christie.schwab@palmbeachschools.org)

## Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

### Describe how the school addresses building a positive school culture and environment.

Social emotional learning plays a key role throughout the school day. All classes begin with a Morning Meeting during which students are able to express their feelings, practice conversational and social skills, and make connections with teachers and classmates. Students follow the Schoolwide Positive Behavior System of SOAR: Scholarly, Organized, Achieving, and Respectful. Palm Beach Public was awarded Model School Status for its Schoolwide Positive Behavior System. All students have the opportunity to earn "SOAR" tickets that are drawn on Fridays during the morning announcements for prizes. These tickets are given by classroom teachers, fine arts teachers, administrators, and cafeteria staff to recognize and reward positive behavior.
Monitoring attendance, including late drop offs and early dismissals, by the guidance counselor, administration, and Behavioral Health Professional, is key to academic success. Students with attendance issues are monitored through School Based Team.

Faculty members lead the staff in Social Emotional learning activities and initiatives. The guidance

counselor and Behavioral Health Professional are available to all staff for emotional well-being check-ins. Families are encouraged to discuss issues that may pertain to their child or family with the guidance counselor, teachers, administrators, and Behavioral Health Professional.

ESOL families participate in a "Picnic in the Park" held at Howard Park to build community. At this event, students and families receive gently used books and clothes and enjoy a picnic provided by local restaurants. The families are invited to a "Shopping Day" to choose household items, clothes, books, etc that have been donated by faculty and families. Faculty and staff attend and host these events.
ESOL families participate in two "ESOL Nights" during which students and families are taught basic computer skills, how to fill out forms, and are taught how to check out books from the city library by a bilingual visiting librarian.

Parents and families are invited to two "Movie on the Lawn" nights throughout the year sponsored by PTA. Each month, families are invited to a "Bike to School Day." Families meet and teachers, parents, and students bike across the bridge to school.

This year's school theme is "Reach for the Stars." Students are reminded of this theme throughout the school day as well as by visual images of the theme posted throughout the campus.
Palm Beach Public was awarded a grant at the end of FY21 through the RISE (Resilience in School Environment) Initiative. This Initiative prompted our wellness coordinator and SEL coordinator to lead a new project called the Zen Den. This relaxing, calm space is utilized by teachers and offers a place for them to enjoy a quiet, peaceful environment. Parents contributed funds to assist with the furnishings for the room. Building on this initiative, teachers are incorporating "Calming Corners" in their rooms where students can go and relax when feeling stressed or anxious. Books, soft items to hold, stress balls, and art materials are in this area for students to use.

At Palm Beach Public, we instill citizenship through our Safety Patrols. This group's main duty is to ensure the safety of students on campus. These fifth grade students hold posts in the morning and afternoon to assist students in moving about the campus safely, during arrival and dismissal.

A Ben Carson Reading Room has been sponsored by parents and will be in place for the FY23 school year. Dr. and Mrs. Carson will attend the ribbon cutting ceremony in October, and will speak to the faculty and students during a schoolwide assembly. This project has been organized by a group of faculty members and will serve as a quiet place for students, families, and staff to quietly participate in the joy of reading.

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

Principal and Assistant Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. The principal and assistant principal conduct daily walkthroughs of each classroom to monitor instruction as well as allow all students to see their administrators each day.

School Counselor and Behavioral Health Professional: Supports a positive culture and environment through the guidance lessons taught to classes. Through small group interactions and experiences for students, our school counselor ensures students feel safe, welcome, and included.

Teachers: Incorporate the SwPBS throughout all aspects of the day which brings our students together in a safe, positive supportive learning environment.

Community business partners invest time, talent, and finances to assist with ongoing projects such as Math trimester awards, painting classrooms, Ben carson Room, and rewards from administration.

In addition, as stipulated within Florida Statute & Policy 2.09 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:

(a) 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.

(b) 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.

(c) Women's Contribution 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.

(d) 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.