

The School District of Palm Beach County

The Conservatory School At North Palm Beach



2022-23 Schoolwide Improvement Plan

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The Conservatory School At North Palm Beach

401 ANCHORAGE DR, North Palm Beach, FL 33408

<https://csnp.palmbeachschools.org>

Demographics

Principal: Derek Schuemann

Start Date for this Principal: 1/20/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-9
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)	91%
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 (64%) 2018-19: A (74%) 2017-18: A (67%)
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

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-9	No	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We inspire our school community through continuous inquiry, empowering all who join us with the skills, courage, optimism, and integrity to pursue their dreams. We seek to empower a diverse range of scholars, artists, and leaders through a unique and rigorous academic and music education. This is a place where the arts are valued and pursued, where children learn to draw, dance, and create music; where ideas are sought and explored. We gather here for the purpose of expanding our young people's notions of justice, broadening their visions of the possible, and creating a culture and habit of perseverance. Ours is a place of play, passion, and purpose.

Provide the school's vision statement.

The Conservatory School envisions a school of inquiry and thought, where ideas are sought and explored. TCS envisions a place where all learners interact and grow, pursuing their dreams with purpose.

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
Schuemann, Derek	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Ms. Napier must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Cartagena, Christopher	Assistant Principal	<p>As assistant Principal, Mr. Cartagena supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. He must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. He also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Biehl, Rachel	Assistant Principal	<p>As assistant Principal, Mrs. Biehl supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists</p>

Name	Position Title	Job Duties and Responsibilities
		with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.

Demographic Information

Principal start date

Thursday 1/20/2022, Derek Schuemann

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.*

6

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.*

24

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

910

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

17

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

22

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	116	111	110	112	110	116	71	84	60	0	0	0	0	890
Attendance below 90 percent	0	33	30	28	9	19	5	4	3	0	0	0	0	131
One or more suspensions	0	1	2	2	1	2	2	5	2	0	0	0	0	17
Course failure in ELA	0	13	34	32	27	34	17	0	1	0	0	0	0	158
Course failure in Math	0	5	17	27	13	14	5	0	2	0	0	0	0	83
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	38	22	14	3	7	0	0	0	0	84
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	28	25	27	9	10	0	0	0	0	100
Number of students with a substantial reading deficiency	0	1	7	16	11	5	0	2	7	0	0	0	0	49

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	9	21	24	34	32	18	3	6	0	0	0	0	147

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	2	3	3	5	3	5	4	2	0	0	0	0	28	
Students retained two or more times	0	0	0	0	1	0	1	1	0	0	0	0	0	3	

Date this data was collected or last updated

Tuesday 10/4/2022

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	99	109	112	114	131	105	84	71	60	0	0	0	0	885
Attendance below 90 percent	0	26	19	11	17	11	5	0	0	0	0	0	0	89
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	3	1	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	36	18	18	0	1	0	0	0	0	0	73
Level 1 on 2019 statewide FSA Math assessment	0	0	0	28	18	24	1	0	1	0	0	0	0	72
Number of students with a substantial reading deficiency	2	5	14	16	12	8	6	2	2	0	0	0	0	67
FY21 ELA Winter Diag Level 1 & 2	0	0	0	85	50	58	24	25	7	0	0	0	0	249
FY21 Math Winter Diag Level 1 & 2	0	0	0	70	46	64	40	23	3	0	0	0	0	246

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	24	15	34	38	30	7	0	4	0	0	0	0	152

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	1	0	0	0	0	0	0	0	0	3
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	99	109	112	114	131	105	84	71	60	0	0	0	0	885
Attendance below 90 percent	0	26	19	11	17	11	5	0	0	0	0	0	0	89
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	3	1	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	36	18	18	0	1	0	0	0	0	0	73
Level 1 on 2019 statewide FSA Math assessment	0	0	0	28	18	24	1	0	1	0	0	0	0	72
Number of students with a substantial reading deficiency	2	5	14	16	12	8	6	2	2	0	0	0	0	67
FY21 ELA Winter Diag Level 1 & 2	0	0	0	85	50	58	24	25	7	0	0	0	0	249
FY21 Math Winter Diag Level 1 & 2	0	0	0	70	46	64	40	23	3	0	0	0	0	246

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	24	15	34	38	30	7	0	4	0	0	0	0	152

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year		0	0	0	2	1	0	0	0	0	0	0	0	3
Students retained two or more times		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	62%	52%	55%				70%	56%	61%
ELA Learning Gains	63%						67%	58%	59%
ELA Lowest 25th Percentile	53%						66%	55%	54%
Math Achievement	57%	45%	42%				75%	53%	62%
Math Learning Gains	62%						76%	55%	59%
Math Lowest 25th Percentile	60%						74%	52%	52%
Science Achievement	47%	48%	54%				64%	45%	56%
Social Studies Achievement	86%	57%	59%				99%	75%	78%

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	48%	54%	-6%	58%	-10%
Cohort Comparison		0%				
04	2022					
	2019	69%	62%	7%	58%	11%
Cohort Comparison		-48%				
05	2022					
	2019	52%	59%	-7%	56%	-4%
Cohort Comparison		-69%				
06	2022					
	2019	88%	58%	30%	54%	34%
Cohort Comparison		-52%				
07	2022					
	2019	95%	53%	42%	52%	43%
Cohort Comparison		-88%				
08	2022					
	2019	91%	58%	33%	56%	35%
Cohort Comparison		-95%				

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	61%	65%	-4%	62%	-1%
Cohort Comparison		0%				
04	2022					
	2019	70%	67%	3%	64%	6%
Cohort Comparison		-61%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	43%	65%	-22%	60%	-17%
Cohort Comparison		-70%				
06	2022					
	2019	93%	60%	33%	55%	38%
Cohort Comparison		-43%				
07	2022					
	2019	94%	35%	59%	54%	40%
Cohort Comparison		-93%				
08	2022					
	2019	98%	64%	34%	46%	52%
Cohort Comparison		-94%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	50%	51%	-1%	53%	-3%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-50%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	89%	51%	38%	48%	41%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	72%	27%	71%	28%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	64%	36%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	60%	-60%	57%	-57%

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	28	46	40	30	52	53	25	82			
ELL	35	59	52	32	58	58	14	50			
ASN	77	80		85	90						
BLK	45	53	48	38	52	57	28	88	73		
HSP	60	65	61	58	67	65	46	71	100		
MUL	89	93		79	67						
WHT	78	68	58	75	68	57	66	91	90		
FRL	49	60	51	46	58	56	28	78	84		
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	28	53	52	24	30	29	17				
ELL	33	60	48	27	32	27	24	70			
ASN	73	60		73	30						
BLK	51	59	45	36	32	28	30	67	88		
HSP	62	75	76	48	37	43	59		77		
MUL	75	79		55	43						
WHT	81	74	75	74	52	25	68	81	92		
FRL	53	65	54	41	31	26	37	65	80		
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	37	54	45	44	61	68	20				
ELL	44	67	73	59	75	60	40				
ASN	80			100							

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
BLK	54	57	58	57	66	69	43	100	82		
HSP	67	77	72	77	83	71	74	100	67		
MUL	88	65		92	95						
WHT	86	72	85	88	82	88	89	96	79		
FRL	61	65	66	68	74	74	52	98	72		

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	64
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	58
Total Points Earned for the Federal Index	635
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
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	46
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	83
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	53
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	65
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	82
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	72
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	57
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?

Trends:

We experienced a drop in math scores across grades 5th, 6th-8th as well as HS Alg I and Geo. As well as a decrease in 3rd, 5th and 8th grade ELA.

The drop in scores were the same across demographic groups.

Within our ELL population there was an increase in both ELA and math content areas.

Test scores groups/content areas that were below District averages: 3rd Grade math and ELA, 5th Grade ELA and Math, 6th and 7th Grade math, and 5th Grade Science.

Test scores groups/content areas above District averages: 4th Grade ELA and Math, 6-8th ELA, 7th Civics, and 8th Science.

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

Based on the most recent assessments, the greatest need for improvement is in 5th and 7th grade Math as well as 3rd and 8th grade ELA.

The greatest decrease in elementary was within 5th grade math where there was a decrease of 12% from FY21-FY22 with a 9% proficiency rate. In secondary, 7th grade math showed the greatest decrease of 7% in FY22 but a total decrease of 66% from FY19.

Additionally, 3rd grade ELA is in need of improvement. 58% of 3rd grade students did not meet proficiency on the 2022 FSA administration. This is a 21% decrease from our 2021 FSA ELA scores in 3rd grade.

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

A contributing factor to the decrease in math was online learning in FY21 due to the pandemic. It was difficult

for many students to understand specific strategies and skills while learning online, not being able to have the benefit of in class instruction to get all of their needs met resulting in significant learning loss over a period of 2 years.

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

We had the most improvement in 4th grade ELA and 7th grade Civics. In FY22, 4th grade FSA ELA proficiency is 66% which is an increase of 18%. We also showed an improvement in 7th grade FSA Civics--from

72% to 86% which is an increase of 14% from FY21- FY22. Additionally, in K-2 our total student populations

increased ELA proficiency by 43% for K, 21% for 1st, and 23% for 2nd as measured by iReady diagnostic

assessments from window 1 to window 3.

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

Factors that contributed to improvement in 4th grade ELA are: targeted skills small group instruction; identifying L25 students to receive additional support through the SBT process; and PLCs

and strategic planning based on data and student needs; face to face instruction. Additionally, grade levels created and implemented use of specific test-taking strategies, as well as test-taking as a genre.

Factors that contributed to improvement in 7th grade Civics are: targeted skills small group instruction; face to face learning; hands on learning; opportunities for collaboration and peer work.

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

Overall, in order to accelerate learning, we will continue to hold PLCs to review achievement data in depth and ensure data-informed instructional planning. This work will be highly targeted by student individual need. Instruction on test taking strategies will take place at the start of the year, so students can practice using the strategies in a variety of problems, tasks, and scenarios. Our teachers are also participating in cross grade level, content specific planning for ELA and Mathematics monthly (grades 3rd-8th).

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.

1. Sharing best practices: sharing specific practices for content instruction at PLCs. Time will be allocated at each grade level PLC to share best practices for specific Math and ELA instruction.
2. Teacher Tuesday/observations in master teacher classrooms. Teachers will be given an opportunity to observe best practices in action in a master math/ELA teacher's classroom. Debrief and planning will take place after observations. Peer observation and feedback will provide the learning teacher to try new strategies and receive peer feedback.
3. Math excellence in teaching will be shared across grade levels in The Colab Math team. The Colab Math team consists of teachers and administrators from grades 3-8. The Colab Math team will be responsible for determining such across-the-campus practices such as consistent test taking strategies, math journal building and use, incorporating arts and projects into the math classroom.

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

Continued tutorial for students in mathematics and additional teacher math resources. Continued tracking of student attendance by the school's Wellness Team.

Areas of Focus

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

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#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>The greatest decrease in elementary was within 5th grade math where there was a decrease of 12% from FY21-FY22 with a 9% proficiency rate.</p> <p>In secondary, 7th grade math showed the greatest decrease of 7% in FY22 but a total decrease of 66% from FY19.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Increase number of students at expectation by at least 20% for students taking the grade 5 PM3 assessment. Increase number of students at expectation with a goal of 50% proficiency in the area of mathematics for grade 7.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<ol style="list-style-type: none"> 1. Interim assessments - set up testing calendar and track progress monthly on all District interim assessments. 2. Add tutorial for students not meeting expectations, add Math Lab class for middle school students not meeting expectation. 3. Planning / PLC - biweekly planning 4. Classroom walk-through 5. Progress Monitoring
Person responsible for monitoring outcome:	<p>Christopher Cartagena (christopher.cartagena@palmbeachschools.org)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<ol style="list-style-type: none"> 1. Small group instruction in classroom, tutorial, and math labs 2. Extended instruction through tutorial, math labs 3. Collegial planning at PLC and with regional support for 5th grade math teachers.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	<ol style="list-style-type: none"> 1. Tracking of interim assessments allows for quick review, reteach for students who are struggling. 2. PLC planning allows for sharing of best practices, also using the expertise of math resource teachers beyond the school site. 3. Extended learning opportunities allow students to practice with support in tutorial and math lab settings.
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.	
<p>Implementing a calendar of instructional Focus</p> <p>Implementing a calendar of interim assessments</p> <p>PLC - sharing of best instructional practices.</p> <p>Master schedule: providing scheduled support for 6-8 students in math lab classes.</p> <p>Tutorials: recruit master math teachers to provide small group tutorial for grades 5-8 by November 2022.</p>	
Person Responsible	<p>Christopher Cartagena (christopher.cartagena@palmbeachschools.org)</p>
<p>Provide extended instruction via tutorials</p> <p>PLC calendar development and coverage</p> <p>Reviewing interim assessment results</p> <p>Creation of the Colab 3-8 Math Team</p>	
Person Responsible	<p>Derek Schuemann (derek.schuemann@palmbeachschools.org)</p>

#2. Instructional Practice specifically relating to ELA

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

Based on FY22 FSA data, we will focus on improvement for 3rd and 8th grade ELA due to proficiency decreases across these populations. 3rd grade ELA is in need of improvement. 58% of 3rd grade students did not meet proficiency on the 2022 FSA administration. This is a 21% decrease from our 2021 FSA ELA scores in 3rd grade. 8th Grade ELA had a decrease of 20% from 87% proficiency in FY21 to 67% in FY22.

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

Attendance during the testing window: Spring FY23 PM3
 Working toward increasing proficiency:
 1. In order to prepare for increasing the number of students achieving proficiency, we will offer tutorial for ELA in 3rd and 8th grade beginning in November 2022.
 2. Test taking strategies will be taught in alignment with test specs beginning in November 2022.
 3. PLC planning will center around students who are struggling to meet proficiency.
 4. PM3 assessment in Spring FY23.

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

Monitoring will be done utilizing:
 1. iReady scores for Fall FY23, proficiency in categories and grade level indicator for 3rd grade
 2. Interim assessments for grade 3 and 8 (FSQ and USA)
 3. Progress monitoring throughout window 1, 2, and 3.
 4. Tutorial attendance monitoring.

Person responsible for monitoring outcome:

Derek Schuemann (derek.schuemann@palmbeachschools.org)

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

1. Explicit instruction in ELA test taking strategies beginning in November 2022.
 2. Utilizing data from interim assessments in order to provide targeted small group instruction.

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

When teachers understand exactly where student weaknesses are, they can provide tutorial and small group instruction as needed by each individual student. Additional time in instruction, provided via tutorials, supports student growth in ELA. Student attendance at tutorial sessions is required for student growth in ELA.

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. Create a calendar of interim assessments and clearly communicate this requirement to 3rd and 8th grade ELA teachers.
2. Create a document to share student scores to be utilized at PLC/planning.
3. Colab ELA with grades 3-8 monthly.

Person Responsible

Rachel Biehl (rachel.biehl@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.

The Conservatory School integrates Single School Culture by sharing our Triple Crown of Respect, Responsibility, and Service and communicating these expectations to parents via student protocols and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures.

The Conservatory School Middle School also has a House System that is supported by the point system in order for students to work together to create a fun and healthy competitive spirit amongst the Houses in order to promote a stronger middle school culture. Points are collected throughout the year by each student, counting toward their overall House's score, to help determine the champions at the end of the year. This incentive program involves everyone in the school. Teachers, custodial staff, cafeteria staff, office staff, and/or anyone on staff at the school can award points. Students can earn points for things including good character, academic excellence, school spirit, outstanding performance, effort, teamwork, humility, compassion, and responsibility. The four houses we have at the Conservatory School are based on values represented by our focus on music and are Crescendo (House of Uplifting/Patience/Perseverance), Forte (House of Strength/Integrity), Unison (House of Togetherness), and Legato (House of Compassion/Kindness).

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.

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

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 collaboratio

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.

School Counselor: 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)