

The School District of Palm Beach County

Royal Palm School



2022-23 Ungraded Schoolwide Improvement Plan

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Royal Palm School

6650 LAWRENCE RD, Lantana, FL 33462

<https://rpec.palmbeachschools.org>

Demographics

Principal: Jennifer Corcoran

Start Date for this Principal: 7/26/2019

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Unsatisfactory 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Royal Palm School is to provide students with a quality education designed to meet their individual needs and to reach their maximum potential through personalized learning experiences, facilitated by educators and supported by parents and the community.

Provide the school's vision statement.

Our vision is to create a state of the art facility and program with highly qualified, dedicated, caring staff collaborating to provide a curriculum that empowers students and parents to transition to becoming self advocates for adult life needs.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Royal Palm School is an ESE Center that services students PreK-Transition (ages 3 to 22). Our PreK students have mild disabilities and most will go to a comprehensive school for kindergarten. Our K-12+ students have significant cognitive disabilities. We have the following ESE programs at our school for K-12: Physically Impaired, PMH, TMH, ASD, Dual (behavior), and Transition. All of our students are working on Access Points Standards. We have self-contained ESE classrooms. SLPS, OT, and PT push into the rooms to provide therapy throughout the day. Additionally, we have a Behavior Resource Teacher and team of BIA's that support our students directly who are in need of intensive individualized behavior intervention. We have a Curriculum Coach who supports academic interventions and individualized instruction as well as collaborative planning to meet individual learners needs. We also have two ESE Coordinators who support PK and K12 needs as LEA's who are responsible for overseeing the development and implementation of all student Individualized Education Plans. Finally, we have a large team of non-instructional staff who support directly in the classroom daily to assist with academics, personal care and feeding, transitions, and all other student needs. Through the collaborative effort of this team we work to ensure that all student needs are met here at Royal Palm School.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Corcoran, Jennifer	Principal	As principal of Royal Palm School, Dr. Corcoran, supervises all aspects of the educational program. First and foremost, Dr. Corcoran is the instructional leader of this school. She is responsible for the equitable and appropriate instruction for all students. She is the decision maker in regards to the master schedule, teacher evaluations and supervision, professional development, and hiring new teachers and staff. She is responsible for all budgetary decisions.
Russell, Bryan	Assistant Principal	He is responsible for monitoring instruction and ensuring appropriate strategies are implemented so that all students have equitable access towards learning.
Bongiovi, Mollie	Instructional Coach	She facilitates collaborative planning sessions every couple of weeks with all teams/departments to assist with lesson planning. She creates curriculum documents (i.e. pacing guides, units of study, etc.) she ensure instruction aligns to standards. She also provides professional development and 1:1 coaching to teachers.
Joyner, Georgene	Other	She is the Team Leader for the Fine Arts Team. She ensures implementation of Access Points Standards and appropriate strategies, resources, and assessments to support student learning. She is an instructional leader on campus.
Murray, Paige	Other	She is the Team Leader for the PreK SLPs. She ensures implementation appropriate strategies, resources, and assessments to support student learning and communication. She is an instructional leader on campus.
Stango, Tonina	Other	Ms. Stango is responsible for overseeing the development and implementation of all student Individualized Education Plans and serving as the LEA who conducts all IEP and Child Study Team meetings for students in grades K-12. Additionally she serves as a direct support for parents and caregivers to ensure they have clear understanding of all educational decisions made regarding their child and provides resources and follow up on a regular basis to support all student needs.
Newsome, Joshua	Behavior Specialist	Mr. Newsome is responsible for overseeing the school Behavior Team and collaborating directly with administration, the ESE Coordinators, and the classroom teachers to ensure implementation of all individual behavior intervention plans as well as supplemental plans. Additionally, he provides resources, staff training, parent training, and directly models and supports the teaching of replacement behaviors for students to ensure generalization and promote independence.
Zehnder, Suzanne	Teacher, ESE	She is the Team Leader for the Elementary Team. She ensures implementation of Access Points Standards and appropriate strategies,

Name	Position Title	Job Duties and Responsibilities
		resources, and assessments to support student learning. She is an instructional leader on campus.
Sims, Lakisha	Other	Ms. Sims is responsible for overseeing the development and implementation of all student Individualized Education Plans and serving as the LEA who conducts all IEP and Child Study Team meetings for students in PreK. Additionally she serves as a direct support for parents and caregivers to ensure they have clear understanding of all educational decisions made regarding their child and provides resources and follow up on a regular basis to support all student needs.
Roenbeck, Corey	Teacher, ESE	She is the Team Leader for the Transition Team. She ensures implementation of Access Points Standards and appropriate strategies, resources, and assessments to support student learning. She is an instructional leader on campus.
Manto, Toni	Teacher, ESE	She is the Team Leader for the Middle School Team. She ensures implementation of Access Points Standards and appropriate strategies, resources, and assessments to support student learning. She is an instructional leader on campus.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information**Principal start date**

Friday 7/26/2019, Jennifer Corcoran

Total number of students enrolled at the school.

287

Total number of teacher positions allocated to the school.

60

Number of teachers with professional teaching certificates?

36

Number of teachers with temporary teaching certificates?

11

Number of teachers with ESE certification?

40

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

12

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

7

Demographic Data

Early Warning Systems

2022-23

The number of students by 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	0	0	1	9	15	10	13	13	14	15	12	11	72	185	
Attendance below 90 percent	0	0	0	5	9	3	6	2	5	6	8	8	32	84	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	0	1	0	7	2	3	0	0	0	0	1	0	14

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	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	0	

Date this data was collected or last updated

Monday 8/15/2022

2021-22 - Updated

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	5	10	7	7	13	13	9	9	8	16	7	29	133
One or more suspensions	0	0	1	0	0	0	0	0	0	1	0	0	0	2
Course failure in ELA	0	6	7	1	1	10	0	0	0	0	0	0	0	25
Course failure in Math	0	6	6	1	1	10	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	6	7	1	1	10	0	0	0	0	0	0	0	25

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	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	

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		52%	55%					56%	61%
ELA Learning Gains								58%	59%
ELA Lowest 25th Percentile								55%	54%
Math Achievement		45%	42%					53%	62%
Math Learning Gains								55%	59%
Math Lowest 25th Percentile								52%	52%
Science Achievement		48%	54%					45%	56%
Social Studies Achievement		57%	59%					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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
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					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	6	38		6	27		9	10		88	
BLK	8	41		5	32		18				
HSP		50			25					100	
WHT	9			18			9				
FRL	6	38		6	27		9	10		87	
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	3	19	23	3	25	50		3		80	
BLK	3	24			24						
HSP		19			33						
WHT	10			20							
FRL	3	19	23	3	25	50		3		69	
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	4	18	21	4	31	53	11	16		7	
ELL											
BLK	3	26			34		8				
HSP	3	15	15	2	27	40		13			
WHT	5	12		12	33						
FRL	4	22	31	4	33	55	11	17			

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI

ESSA Federal Index	
OVERALL Federal Index – All Students	23
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	184
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	21
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
Hispanic Students	
Federal Index - Hispanic Students	25
Hispanic Students Subgroup Below 41% in the Current Year?	YES

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	3
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	12
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	3
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	23
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

Last year, K-12 teachers progress monitored weekly on targeted ELA standards. Leadership Team and Curriculum Coach supported classroom instruction via informal and formal classroom walks, provided feedback, and model best practices and strategies. The Leadership Team and teachers created weekly formative assessments. Data was reviewed and used to develop intervention groups. Data review lead to an increased focus on targeted small group instruction. In addition, the strategic focus was placed on foundational skills. The Master Board was altered to enable whole group, small group, foundational skill groups, and 1:1 instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

Our students showed the most improvement in ELA learning gains and increased by 23 points. Additionally, we increased by 9 points overall in total points for school rating. Last year, we built intervention time within the master board for all classes K-12. Additionally, the Curriculum Coach provided small group and 1:1 intervention groups focused on ELA standards and skills.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Math is the greatest need of improvement. We need to increase learning gains for all subgroups specifically focusing on our ESSA Identified subgroups. FSAA data was used to make this decision. There was a drop in Math Learning gains from 2019 to 2022 by 4 percentage points. Additional support and focus are needed on best practices and strategies to ensure connectivity with math concepts.

What trends emerge across grade levels, subgroups and core content areas?

All grade levels and subgroups need to improve proficiency in all core content areas. Targeted small group instruction, progress monitoring, strategic planning of targeted instruction, and intervention has led to increasing student learning gains. We have found that over-reliance on whole group instruction and technology has prevented the use of manipulatives and hands-on learning which has negatively impacted students' grasp of content.

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

To accelerate learning, the following practices will continue in ELA and will be implemented within math. Leadership Team and Curriculum Coach support classroom instruction via informal and formal classroom walks, provide feedback, and model best practices and strategies. The Leadership Team and teachers will create weekly formative assessments. Data will be reviewed and used to develop intervention groups. Data review will lead to an increased focus on targeted small group instruction. In addition, the strategic focus will place on foundational skills. The Master Board will be created to enable whole group, small group, foundational skill groups, and 1:1 instruction will be supported through the use of hands on instruction.

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

PLCs will be scheduled regularly to focus on best practices/instructional practices to meet the needs of the students as well as review data to make adjustments to instruction. In addition, coaching and model of best practices will be provided throughout the year. Leadership Team and teachers will assist in the development of progress monitoring tools.

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Due to student population and their individual needs, differentiation would provide support and personalized instruction to reach the full potential and meet their individual goals. Our instructional priority is to use trends in student data and work samples to identify learning needs in order to adjust instruction.

Our ESSA Data show us the following percentage by subgroup:

White: ELA Ach - 9 Math Ach - 18

Hispanic: ELA Ach - 0 ELA Gain - 50 Math Ach - 0 Math Gain - 25

Black: ELA Ach - 8 ELA Gain - 41 Math Ach -5 Math Gain - 32

FRL/ED: ELA Ach -6 ELA Gain - 38 Math Ach -6 Math Gain - 27

SWD: ELA Ach -6 ELA Gain - 38 Math Ach -6 Math Gain - 27

Our students showed the most improvement in ELA learning gains and increased by 23 points. Additionally, we increased by 9 points overall in total points for school rating. Last year, we built intervention time within the master board for all classes K-12. Additionally, the Curriculum Coach provided small group and 1:1 intervention groups focused on ELA standards and skills.

Math is the greatest need of improvement. We need to increase learning gains for all subgroups specifically focusing on our ESSA Identified subgroups. FSAA data was used to make this decision. There was a drop in Math Learning gains from 2019 to 2022 by 4 percentage points. Additional support and focus are needed on best practices and strategies to ensure connectivity with math concepts.

During FY22 this was our School Rating data:
ELA Gains: 42

FY22 ESSA Data:

White: ELA Ach - 9

Hispanic: ELA Ach - 0 ELA Gain - 50

Black: ELA Ach - 8 ELA Gain - 41

FRL/ED: ELA Ach -6 ELA Gain - 38

SWD: ELA Ach -6 ELA Gain - 38

Measurable Outcome:

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

White: increase ELA gains to 50

Hispanic: increase ELA gains to 60

Black: increase ELA gains to 50

FRL/ED: increase ELA gains to 50

SWD: increase ELA gains to 50

During FY22 this was our School Rating data:
Math Gains: 28

FY22 ESSA Data:

White: Math Ach - 18

Hispanic: Math Ach - 0 Math Gain - 25

Black: Math Ach -5 Math Gain - 32

FRL/ED: Math Ach -6 Math Gain - 27

SWD: Math Ach -6 Math Gain - 27

White: increase Math gains to 50
 Hispanic: increase Math gains to 40
 Black: increase Math gains to 35
 FRL/ED: increase Math gains to 40
 SWD: increase Math gains to 40

Monitoring:

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

Monitoring will occur through classroom walks, lesson plan reviews, informal and formal observations, and students' progress during Collaborative Planning Sessions.

Person responsible for monitoring outcome:

Jennifer Corcoran (jennifer.corcoran.2@palmbeachschools.org)

Evidence-based Strategy:

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

1. Collaborative Planning Sessions - Collaborative planning sessions occur with Curriculum Coach and teacher grade band teams to discuss and plan for standards based instruction, and share resources.
2. Morning Learning Sessions - Morning Learning Sessions for non-instructional and instructional staff on selected topics to include related services, collaboration, positive behavior reinforcement, and communication needs among others are offered monthly to ensure consistency implementation by all staff.
3. Alignment of Instruction to Standards: Teachers will continue to utilize the curriculum and resources provided in order to ensure appropriate standards-based instruction is provided. Curriculum resources will continue to be shared with staff through meetings and school newsletter.
4. Progress Monitoring - Teachers will progress monitor weekly for ELA and Math

Royal Palm School is an ESE Center School. All students fall within the ESSA subgroups of SWD and FRL/ED. The following strategies will ensure the support and learning for all.

Rationale for Evidence-based Strategy:

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

1. Collaborative Planning Sessions - Collaborative planning sessions led by the Curriculum coach focused on standards-based instruction, curriculum and resources, and assessment allow teachers opportunities to plan to meet all individual students' needs, collaborate, and receive specific support as needed. The rationale and criteria for selecting this strategy is due to the need for consistency across teacher teams in aligning instruction and curriculum to meet the needs of all learners particularly due to the unique individual needs of our students.

2. Morning Learning Sessions - Both non-instructional and instructional staff requested additional training on select topics given the diverse needs of the school population to ensure cross-training among non-instructional staff and consistency among instructional staff. A needs

assessment was conducted by the administrative team to ensure staff needs were met during Morning Learning Sessions

3. Alignment of Instruction to Standards: Appropriate curriculum aligned to standards will ensure students are taught the standards efficiently.

4. Progress Monitoring in ELA and Math: Teachers will continue to administer assessments in FSAA format and progress monitor students. This will enable students to be familiar with the format of the test.

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. Collaborative Planning Sessions

- Bi-weekly teacher meetings with Curriculum Coach by grade and subject area
- Curriculum Coach will provide direct support relating to planning, resources and implementation of standards-based instruction.
- Teachers will receive ongoing professional development focusing on student learning and achievement
- Monitoring will occur through classroom walks, discussions at team leader meetings, informal conversations with teachers, and alignment of standards from classroom to classroom.

Person Responsible

Jennifer Corcoran (jennifer.corcoran.2@palmbeachschools.org)

2. Morning Learning Sessions

- Develop a schedule to ensure participation from all instructional and non instructional staff
- Implemented a needs assessment to determine staff needs and supports
- Collaboration occurs with district and school based personnel to conduct sessions
- Monitoring of execution of strategies by all staff to support student learning

Person Responsible

Bryan Russell (bryan.russell@palmbeachschools.org)

3. Alignment of Instruction to Standards

- Provide teachers with curriculum resources available
- Share curriculum resources at Team Leader Meetings
- Collaborative planning has been established where teachers meet either one on one or in small group to work directly with the Curriculum Coach to ensure strategic focus and alignment to the standards
- Progress monitoring targeted standards to ensure students acquire necessary knowledge towards FSAA

Person Responsible

Jennifer Corcoran (jennifer.corcoran.2@palmbeachschools.org)

4. Progress monitoring in the same format of FSAA

- Utilize teacher created standards based assessments and adopted ESE Curriculum (format of FSAA)
- Teachers will utilize assessment to data to modify instruction
- Teachers will continue to administer assessments in FSAA format and progress monitor students. This will enable students to be familiar with the format of the test.
- Purchase a tool to support the development of assessments

Person Responsible

Mollie Bongiovi (mollie.bongiovi@palmbeachschools.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41%

N/A

threshold according to the Federal Index.

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Our FY22 data shows our third-grade students were only 38% proficient on the FSAA. This proves that students are entering third grade unprepared for the rigor of the state assessment and standards.

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

Our FY22 data shows our third-grade students had only 38% learning gains on the FSAA and 91 percent scored below a level 3.. By focusing on K-2 ELA, we can support foundational skills that will better prepare them for third grade and beyond. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

We currently do not have any K-2 students.

Grades 3-5: Measureable Outcome(s)

4th Graders will have 45% learning gains on FY23 FSAA ELA and 50% of our 4th graders will be proficient.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

Monitoring will occur throughout our Collaborative Learning Sessions for each grade level. Each team will review teacher created progress monitoring data and/or data from Early Literacy Skills Builder.

We will also review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder

reviews, Student attendance, Data Chats, Formal Observations, Collaborative Learning Sessions attendance/participation, and Technology.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Bongiovi, Mollie, mollie.bongiovi@palmbeachschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.

2. Collaborative Learning Sessions/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.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

1. Incorporate small group instruction utilizing ERSB and ELSB data to meet the students' need for foundational skill practice and to identify areas of weakness for targeted remediation.

2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD.

3. Collaborative Learning Sessions allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Develop a Literacy Leadership Team that consists of the Principal, Assistant Principal, Curriculum Coach, & Elementary Team Leader.	
Develop a plan to monitor the implementation & ensure compliance with the reading plan	Corcoran, Jennifer, jennifer.corcoran.2@palmbeachschools.org
Walkthroughs to weekly monitor and support reading instruction & intervention	
Collaborative Learning Sessions:	
a. Development of a schedule to include all content area teachers and resource teachers.	
b. The Collaborative Learning sessions will focus on data analysis and effective instruction based on the needs	Bongiovi, Mollie, mollie.bongiovi@palmbeachschools.org
c. Instructional coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.	
d. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.	

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

PBIS linked to classroom management strategies

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Through the School wide Positive Behavior Support team, data will be collected through classroom walks and surveys, data will be analyzed relating to supplemental and intensive interventions, as well as universal systems, to inform decision-making and ensure student academic engagement.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

The focus on classroom management through universal guidelines and systems as well as supplemental and intensive intervention will be communicated through ongoing staff trainings, both instructional and non instructional, as well as SAC meetings and an ongoing Parent Training Series.

Describe how implementation will be progress monitored.

Implementation will be progress monitored via the PBS team in monthly meetings as well as the School Leadership team and data will be discussed and disseminated as relevant to faculty and staff at both instructional and non instructional meetings.

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.

Action Step	Person Responsible for Monitoring
1. Review Universal Guidelines with Instructional and Non-Instructional Staff during Preschool	Russell, Bryan, bryan.russell@palmbeachschools.org
2. Provide ongoing training and coaching as needed by the PBS team	Russell, Bryan, bryan.russell@palmbeachschools.org
3. Monitor behavioral data relating to supplemental and intensive intervention	