

Broward County Public Schools

Palm Cove Elementary School



2022-23 Schoolwide Improvement Plan

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Palm Cove Elementary School

11601 WASHINGTON ST, Pembroke Pines, FL 33025

[no web address on file]

Demographics

Principal: Priscille Elie

Start Date for this Principal: 12/11/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: B (60%) 2017-18: C (50%)
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 Broward 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 Cove Elementary School

11601 WASHINGTON ST, Pembroke Pines, FL 33025

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">92%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">89%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	B	B

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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 Palm Cove Elementary is to develop each student's intrinsic ability to learn, think, communicate, and act responsibly in a changing world by providing a comprehensive and balanced instructional program that emphasizes necessary skills and strategies needed for academic success in a safe and secure learning environment.

Provide the school's vision statement.

The best is yet to come.

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
Elie, Priscille	Principal	The Principal will coordinate administrative oversight and plan all phases of instructional leadership for the school including educational programming, administration, budgetary planning, discipline, and counseling services.
Alvarez, Michelle	Assistant Principal	Assists in the planning, scheduling and supervision of student activities. Supervises and evaluates substitutes assigned to the building. Assists in the budget planning process at the building level. Relates to students with mutual respect while carrying out a positive and effective discipline policy.
Harmon, Dominique	Teacher, ESE	Provide the level and frequency of support needed for students based on the Individual Education Plan (IEP). Arrange for alternative classroom and testing accommodations for students with disabilities. Develop and adapt curriculum and testing materials to meet the needs of teachers and students.
Ojeda, Lissy	School Counselor	Observing children and identifying their strengths, problems or areas for improvement. Offering guidance to students, parents and teachers. Monitoring the progress of children with difficulties to observe if improvement is being made.
Valiente, Jennifer	Math Coach	Math Coach's primary role is to coach math teachers to support best practices in using data, provide analysis of school-wide trends in instruction, make recommendations about potential next steps to address areas of need and support teachers with the math curriculum.
Cartwright, Melinda	Other	Is the ESE specialist, conducts staffing, sits on Rtl meetings, assistant and meets with classroom teachers related to students with disabilities.
Zafra, Shaina	Instructional Coach	Supports the reading and math curriculum with students Provides coaching support to classroom teachers

Demographic Information

Principal start date

Wednesday 12/11/2019, Priscille Elie

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

423

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

7

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

5

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	86	71	69	91	81	91	0	0	0	0	0	0	0	489
Attendance below 90 percent	38	29	23	24	22	23	0	0	0	0	0	0	0	159
One or more suspensions	0	0	0	2	6	0	0	0	0	0	0	0	0	8
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	14	18	25	0	0	0	0	0	0	0	57
Level 1 on 2022 statewide FSA Math assessment	0	0	0	14	21	40	0	0	0	0	0	0	0	75
Number of students with a substantial reading deficiency	3	0	3	6	6	6	0	0	0	0	0	0	0	24

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	1	1	1	14	29	37	0	0	0	0	0	0	0	83

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	2	0	9	11	23	0	0	0	0	0	0	0	45
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/1/2022

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	57	60	90	89	80	90	0	0	0	0	0	0	0	466
Attendance below 90 percent	19	21	19	16	23	21	0	0	0	0	0	0	0	119
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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 2019 statewide FSA ELA assessment	0	0	0	0	1	11	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	11	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	8	22	20	32	29	0	0	0	0	0	0	0	111

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	3	2	10	13	17	0	0	0	0	0	0	0	45

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	1	0	10	2	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	57	60	90	89	80	90	0	0	0	0	0	0	0	466
Attendance below 90 percent	19	21	19	16	23	21	0	0	0	0	0	0	0	119
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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 2019 statewide FSA ELA assessment	0	0	0	0	1	11	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	11	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	8	22	20	32	29	0	0	0	0	0	0	0	111

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	3	2	10	13	17	0	0	0	0	0	0	0	45

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	1	0	10	2	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	51%	58%	56%				60%	59%	57%
ELA Learning Gains	60%						71%	60%	58%
ELA Lowest 25th Percentile	50%						73%	54%	53%
Math Achievement	52%	54%	50%				59%	65%	63%
Math Learning Gains	62%						60%	66%	62%
Math Lowest 25th Percentile	44%						49%	53%	51%
Science Achievement	31%	59%	59%				48%	46%	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	57%	60%	-3%	58%	-1%
Cohort Comparison		0%				
04	2022					
	2019	70%	62%	8%	58%	12%
Cohort Comparison		-57%				
05	2022					
	2019	47%	59%	-12%	56%	-9%
Cohort Comparison		-70%				

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	60%	65%	-5%	62%	-2%
Cohort Comparison		0%				
04	2022					
	2019	65%	67%	-2%	64%	1%
Cohort Comparison		-60%				
05	2022					
	2019	45%	64%	-19%	60%	-15%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	43%	49%	-6%	53%	-10%
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	24	44	50	39	50	30	15				
ELL	47	46	30	56	60		36				
BLK	44	59	55	43	62	42	26				
HSP	63	63		61	59		40				
WHT	70										
FRL	46	60	61	47	60	47	27				
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	33	25		23	21		11				
ELL	29	18		23	18		36				
BLK	45	36	31	20	13	8	22				
HSP	55	33		33	11		33				
WHT	36			45							
FRL	44	35	38	22	13	9	16				
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	30	65	78	36	59	62	19				
ELL	48	73	75	56	76	71	43				
BLK	57	68	76	56	56	44	47				
HSP	61	73	70	61	61	53	45				
WHT	70			80							
FRL	60	71	71	59	60	46	46				

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	52
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	62
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	36
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	48
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	47
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	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
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	70
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	51
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 trends that emerged across the grade levels and core content areas is that Math is a much weaker area than Reading. Students in grade 3 were at or above the district's standard for students meeting proficiency in ELA and Math. Students in 4th and 5th grade scored below t proficiency level in ELA and Math. ELL student subgroup scored below 50% in ELA. SWD student subgroup scored below 50% in ELA and Math.

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

Based on the 2022 FSA state assessment and the the core subject area that is the greatest need for improvement is Math.

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

The factors that contributed to this need for improvement were inconsistent use of manipulatives in the classroom and lack of standards based centers and consistent small group intervention in the classrooms.

The new actions that are being taking to address this need are the inclusion of Math pull out groups for the lowest 25% subgroup, more professional development in the area of math centers, how to use manipulatives and small groups for classroom teachers.

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

Based on the 2022 FSA state assessment, the core subject area that showed the most improvement is Reading learning gains along with the lowest 25% subgroup in ELA and Math.

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

There were several factors for this improvement and new actions that contributed to the increase in overall performance, lowest 25%, and learning gains. Additional Reading pull out groups were created by the instructional coaches for the lowest 25% students and an after school FSA camp was implemented for the bubble students. Additional classroom resources and professional development was provided to all classroom teachers and instructional coaches in the area of Reading. All of these factors contributed to the overall increase in scores across the area of Reading. 2-ESSER Coaches who supported students in the lowest quartile.

New actions we took in this area include 3rd grade Math pull out in each class of the lowest 25%, ESSER Coaches supporting students in lowest quartile and regular data chats to monitor student assessment results.

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

In order to accelerate learning in all areas, students will need to be grouped and targeted for pull out and small group instruction based on specific areas of need. Data will be recorded weekly and analyzed during quarterly data chats.

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

Professional development will be provided in both the areas of Reading and Math to classroom teachers and instructional coaches. The focus of the professional development in Math are standards based centers and use of manipulatives. The focus of the professional development in Reading are standards based interventions for the lowest 25% students and standards based centers. Ongoing professional development in Reading with the new Benchmark reading series and the Math with the new enVision math series. Professional development on the F.A.S.T. state assessment and the components of the test.

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

The additional services that will be implemented are for students in both the areas of Reading and Math at Palm Cove are pull out groups with instructional coaches and ESSER Coaches, push in for identified SWD subgroup by the ESE Facilitator, after school curriculum camp, and math fluency center.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

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

The area of Math was identified as a critical need based on the 2022 FAST PM 1 Math scores. Palm Cove students who were in grades 3-5 scored a 7% proficiency.

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

By May 2023, 55% of students will be proficient as measured by the MATH FAST PM 3.

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

The students in grades 3-5 will be monitored through monthly data chats, daily resource intervention groups with instructional coaches, and the FAST math progress monitoring assessments.

Person responsible for monitoring outcome:

Priscille Elie (priscille.elie@browardschools.com)

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

The main strategy being implemented with students in grades 3-5 is through standards aligned instruction with core teachers and with instructional coaches in push in/pull out groups.

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

This strategy was implemented with specific students in order to increase proficiency on the Math FAST PM 3. The data is based on the information collected from the Math FAST PM 1. The resources used for selecting this strategy is standards based instruction and daily resource intervention groups with instructional coaches.

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. Leadership team to collect, monitor, and analyze student data to identify areas of gaps pertaining to standards. Based on this information teachers will receive professional learning training in house and from the Elementary Learning Department.
2. Based on areas of weakness, the leadership team will collaborate with teachers to implement research based strategies and interventions needed to address areas of weakness continue to develop strengths.
3. Data from Savvas, FAST/Star, and teacher observations will be used to drive instruction and monitor student achievement and gains.

Person Responsible

Shaina Zafra (shaina.zafra@browardschools.com)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

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

The area of Math was identified as a critical need based on the 2022 FAST PM 1 Math scores. Palm Cove students who were in grades 3-5 scored a 7% proficiency.

Measurable Outcome:

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

By May 2023 58% of our students will be proficient on the Math FAST Assessment.

Monitoring:

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

The students in the lowest quartile will be monitored through monthly data chats, daily resource intervention groups with instructional coaches, and Math progress monitoring assessments.

Person responsible for monitoring outcome:

Priscille Elie (priscille.elie@browardschools.com)

Evidence-based Strategy:

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

The main strategy being implemented with student subgroups is through standards aligned instruction in push-in/pull-out groups with support from instructional coaches.

Rationale for Evidence-based Strategy:

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

This strategy was implemented with specific students to increase proficiency from FAST Progress Monitoring 1 to FAST Progress Monitoring 3. The resources used for selecting this strategy are standards-based instruction Savvas Envision and FAST Progress Monitoring 3.

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. Leadership team to collect, monitor, and analyze student data to identify areas of gaps pertaining to standards. Based on this information teachers will receive professional learning training in house and from the Elementary Learning Department.
2. Based on areas of weakness, the leadership team will collaborate with teachers to implement research based strategies and interventions needed to address areas of weakness continue to develop strengths.
3. Data from Savvas, FAST/Star, and teacher observations will be used to drive instruction and monitor student achievement and gains.

Person Responsible

Jennifer Valiente (jennifer.valiente@browardschools.com)

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

Response to Intervention (RtI), School-wide Intervention Reading block - Benchmark Advance materials to cover all areas of reading instruction. Data driven instruction will drive instructional planning for both RTI as well as core instruction. Both collaborative and individual data chats are routinely held. These data chats lead to discussions about teachers' instructional practices based on students' needs. ELO camps utilize standards based instruction to provide additional academic supports outside of the normal school day.

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

The percentage of students in grades 3-5 scoring below Level 3 on the 2022 statewide, standardized ELA assessment was 51%.

Schoolwide Intervention Reading block - Benchmark Advance materials to cover all areas of reading instruction. Standard based, data driven instruction will drive instructional planning for both RTI as well as core instruction. Both collaborative and individual data chats are routinely held. These data chats lead to discussions about teachers' instructional practices based on students' needs. ESSER resource teacher provides push in/pull out interventions to tier 3 students. ELO camps utilize standards based instruction to provide additional academic supports outside of the normal school day.

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)

KG The percentage of kindergarten students scoring proficient or higher in ELA will increase from 40% to 69% by the end of May 2023 as measured by Star Early Literacy Progress Monitoring 3.

1st The percentage of first grade students scoring proficient or higher in ELA will increase from 30% to 65% by the end of the May 2023 as measured by Star Early Literacy Reading Progress Monitoring.

2nd The percentage of second grade students scoring proficient or higher in ELA will increase from 45% to 50% by the end of May 2023 as measured by Star Early Literacy Reading Progress Monitoring #3.

Grades 3-5: Measureable Outcome(s)

3rd The percentage of third grade students scoring proficient or higher in ELA will increase from 22% to 51% by the end of May 2023 as measured by FAST Progress Monitoring 3.

4th The percentage of fourth grade students scoring proficient or higher in ELA will increase from 25% to 51% by the end of May 2023 as measured by FAST Progress Monitoring 3.

5th The percentage of 5th grade students scoring proficient or higher in ELA will increase from 47% to 51% by the end of May 2023 as measured by Progress Monitoring 3.

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.

The school's area of focus will be monitored through the FAST/STAR assessments. In grades K-5, the formal progress monitoring will occur three times a year, allowing for ongoing monitoring to take place with evaluating impact for the end of the year. Recurring data chats, both individual and collective, allow for a deep dive into the data to regulate and redirect instruction to areas needed.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Elie, Priscille , priscille.elie@browardschools.com

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?

We provide small group instruction with curriculum aligned standards that cover areas of reteach, remediation, and enrichment. Teachers monitor the students' understanding through scaffolded instruction, informal and formal assessments. This evidence-based practice is a promising practice per results and is directly aligned with the district's K-12 Comprehensive Evidence-based Reading Plan. Small groups are directly aligned to the B.E.S.T. ELA Standards and are the guideline for instruction.

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?

Our students' needs are varying across the discipline areas, and within small groups, such needs can be addressed. Ensuring we are aligning to the B.E.S.T. ELA Standards, teachers are able to scaffold instruction in accordance with school-wide goals along with individual student needs.

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
Professional Learning: Weekly Data Teams Professional Learning Communities (PLC) School wide participation in professional development opportunities Team and individual data chats as needed	Elie, Priscille , priscille.elie@browardschools.com
Assessment: FAST Progress Monitoring 1, 2, 3 Informal Assessments - Benchmark Advance, Exit Tickets, Journals Formative & Summative Assessments	Elie, Priscille , priscille.elie@browardschools.com

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.

Palm Cove implements daily SEL (Social Emotional Learning) Mindfulness practices in each classroom. During our morning announcements, our school reviews our FAST expectations for students that include Follow directions, Act responsibility, Show respect, and Think positively. Our school Guidance Counselor coordinates and implements activities for Peace Week, Anti-Bully Month, and Multi Cultural events. All staff is expected to maintain positive student relationships, parent involvement, and positive customer service at all times.

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

Parents are encouraged to provide a supportive home environment, attend parent conferences and school family events. Students are expected to adhere to the FAST expectations and school and classroom rules. Staff is expected to provide students and families with positive customer service, maintain positive student relationships, and establish positive peer relationships. Administration and Support Staff are expected to support the entire staff and maintain positive and professional relationships to ensure that they are able to perform their duties in the school setting.