

Broward County Public Schools

Palmview Elementary School



2022-23 Schoolwide Improvement Plan

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Palmview Elementary School

2601 NE 1ST AVE, Pompano Beach, FL 33064

[no web address on file]

Demographics

Principal: Robert Gibson

Start Date for this Principal: 9/13/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	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* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (64%) 2018-19: C (52%) 2017-18: C (53%)
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 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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2601 NE 1ST AVE, Pompano Beach, FL 33064

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</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;">97%</p>

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We at Palmview Elementary Environmental Science Magnet School are dedicated to providing a meaningful, quality education where each individual student will achieve to his or her full potential. As positive role models, we will provide a safe, respectful and nurturing environment. We will create increasingly higher expectations, teach academic skills and model socially responsible behavior so that our students will develop and succeed.

Provide the school's vision statement.

Palmview Elementary School's vision is to provide a quality education through high academic standards in a safe environment.

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
Gibson, Robert	Principal	<p>Establish and monitor the school’s mission and goals that are aligned with the District’s mission and goals through active participation on stakeholders’ involvement in the school in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). Demonstrate that student learning is a top priority through leadership actions that build, and support school-based learning systems focused on school success. Work collaborative to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessment. Manage the school operations and facilities in a way that maximizes the use of resources to promote a safe, efficient, legal, and effective learning environment. Lead and manage organization processes for school operations including, but not limited to student discipline, student attendance, school finance and financial reporting and maintenance of the physical plant. In addition, the principal role includes recruiting, retaining, developing, and evaluating an effective and diverse faculty and staff. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. Establish and coordinate procedures for student teacher, parent, and community evaluation of curriculum. Implement and monitor procedures to ensure that the rights of all children and their parents are protected.</p>
Allen, Junoisier	Assistant Principal	<p>Reports directly to the principal. Understands the underlying philosophy for an Elementary School that matches the intellectual, social, emotional, and physical needs of pre-adolescents. Keeps abreast of developments and trends in curriculum and instruction, and provides leadership in determining program direction and improvement to curriculum and instruction at the Elementary School level. Knowledgeable of District policies, local policies, state and federal laws relating to students. Supervises and manages building operations to assure safety and efficiency. Assists in screening, selecting, assigning, supervising and evaluating of certified and educational support staff. Provides effective leadership for efficient operation of Student Services. Supervises and evaluates substitutes assigned to the building. Relates to students with mutual respect while carrying out a positive and effective discipline policy. Assists in coordinating the assignment of student teachers within the building including orientation of the student teachers, working with supervising teachers, and working with the university supervisors. Develops master schedules and calendars, which maximize the achievement of program objectives. Assists in the planning, scheduling and supervision of student activities. Monitors teaching and learning as directed by the principal (including observing classroom instruction and analyzing student learning data). Participates in the Multi-Tiered System of Supports (MTSS) which is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students. Participates in school improvement planning and implementation. Coordinates, schedules, and supervises building operations as assigned by the principal. Serves as</p>

Name	Position Title	Job Duties and Responsibilities
		<p>the building principal in the absence of the principal. Performs other job-related duties as may be assigned by the principal.</p>
<p>Adderley, Renea</p>	<p>Instructional Coach</p>	<p>The Instructional Coach helps reflect on instruction and collaborate with teachers, encourage positive change in the school culture and promote the use of data analysis to inform teaching practice. The Instructional Coach facilitates family night academic events such as Literacy and Science nights. The Instructional Coach coordinates Student Recognition programs (AR, i-Ready, etc...). He/she creates systems of intervention to provide students with additional time and support for learning (pull out, push in). In addition to creating a schedule and coordinating student interventions and enrichment. Models reading or mathematical strategies in classrooms, evaluate academic needs within various subject areas and collaborate with teachers and administrators. He/she uses assessment data to improve instruction, and problem solve. Collaborates with the school's Leadership Team and other constituent groups to determine the school's strengths and needs for improvement in the area of ELA and math in order to improve students' reading, writing, and math skills.</p>
<p>Duverneau, Emmanuel</p>	<p>Instructional Coach</p>	<p>The Instructional Coach helps reflect on instruction and collaborate with teachers, encourage positive change in the school culture and promote the use of data analysis to inform teaching practice. The Instructional Coach facilitates family night academic events such as Literacy and Science nights. The Instructional Coach coordinates Student Recognition programs (AR, i-Ready, etc...). He/she creates systems of intervention to provide students with additional time and support for learning (pull out, push in). In addition to creating a schedule and coordinating student interventions and enrichment. Models reading or mathematical strategies in classrooms, evaluate academic needs within various subject areas and collaborate with teachers and administrators. He/she uses assessment data to improve instruction, and problem solve. Collaborates with the school's Leadership Team and other constituent groups to determine the school's strengths and needs for improvement in the area of ELA and math in order to improve students' reading, writing, and math skills.</p>
<p>Perez, Linda</p>	<p>Instructional Coach</p>	<p>The Instructional Coach helps reflect on instruction and collaborate with teachers, encourage positive change in the school culture and promote the use of data analysis to inform teaching practice. The Instructional Coach facilitates family night academic events such as Literacy and Science nights. The Instructional Coach coordinates Student Recognition programs (AR, i-Ready, etc...). He/she creates systems of intervention to provide students with additional time and support for learning (pull out, push in). In addition to creating a schedule and coordinating student interventions and enrichment. Models reading or mathematical strategies in classrooms, evaluate academic needs within various subject areas and collaborate with teachers and administrators. He/she uses assessment data to improve instruction, and problem solve. Collaborates with the school's Leadership</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Team and other constituent groups to determine the school’s strengths and needs for improvement in the area of ELA and math in order to improve students’ reading, writing, and math skills.</p>
<p>Green, Joline</p>	<p>Other</p>	<p>As the Exceptional Student Education (ESE) Specialist is responsible for providing support to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems. The ESE Specialist facilitates school-wide training on and support for the MTSS process, coordinates monthly MTSS progress monitoring meetings, and monitors the implementation of MTSS-related interventions. The ESE Specialist also facilitates enrollment and transition of new ESE students and assures appropriate placement and support for ESE students. Monitors academic progress of ESE students and conferences with students as needed. The ESE Specialist ensures that students' IEP accommodations are followed, and she also provides services to our gifted students.</p>
<p>Standifer, Shayla</p>	<p>School Counselor</p>	<p>Palmview Elementary school counselor provide academic support, help students begin the career exploration process, educate students about self-awareness and self-esteem, teach problem-solving and conflict resolution skills, provide individual and small group counseling services and make referrals to outside services. Our school counselor meets with parents and consults with external parties, such as child protective services or other social services agencies. The school counselor implements and coordinator school-wide initiatives such as Student of the Month Breakfast, Student of the Week, quarterly Award Assemblies, Kids of Character Program, Anti-Bullying Program, Red Ribbon Week, After-School Clubs and the Panda Credit School-Wide Positive Behavior Reinforcement Program.</p>

Demographic Information

Principal start date

Tuesday 9/13/2022, Robert Gibson

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

1

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

4

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

531

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

3

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

2

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	90	88	91	98	100	94	0	0	0	0	0	0	0	561
Attendance below 90 percent	27	21	25	22	24	23	0	0	0	0	0	0	0	142
One or more suspensions	0	0	3	2	10	9	0	0	0	0	0	0	0	24
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	29	29	21	0	0	0	0	0	0	0	79
Level 1 on 2022 statewide FSA Math assessment	0	0	0	15	23	23	0	0	0	0	0	0	0	61
Number of students with a substantial reading deficiency	0	0	7	3	3	2	0	0	0	0	0	0	0	15

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	1	6	15	38	28	0	0	0	0	0	0	0	88

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	1	3	4	7	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/2/2022

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	88	85	81	94	99	83	0	0	0	0	0	0	0	530
Attendance below 90 percent	30	38	31	40	37	48	0	0	0	0	0	0	0	224
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	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 2019 statewide FSA ELA assessment	0	0	0	0	4	24	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	18	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	2	2	32	12	12	0	0	0	0	0	0	0	60

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	1	21	10	23	0	0	0	0	0	0	0	61

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	4	0	2	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	88	85	81	94	99	83	0	0	0	0	0	0	0	530
Attendance below 90 percent	30	38	31	40	37	48	0	0	0	0	0	0	0	224
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	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 2019 statewide FSA ELA assessment	0	0	0	0	4	24	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	18	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	2	2	32	12	12	0	0	0	0	0	0	0	60

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	1	21	10	23	0	0	0	0	0	0	0	61

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	4	0	2	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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%				54%	59%	57%
ELA Learning Gains	74%						54%	60%	58%
ELA Lowest 25th Percentile	64%						52%	54%	53%
Math Achievement	59%	54%	50%				59%	65%	63%
Math Learning Gains	86%						57%	66%	62%
Math Lowest 25th Percentile	83%						65%	53%	51%
Science Achievement	31%	59%	59%				25%	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	50%	60%	-10%	58%	-8%
Cohort Comparison		0%				
04	2022					
	2019	54%	62%	-8%	58%	-4%
Cohort Comparison		-50%				
05	2022					
	2019	43%	59%	-16%	56%	-13%
Cohort Comparison		-54%				

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	59%	65%	-6%	62%	-3%
Cohort Comparison		0%				
04	2022					
	2019	62%	67%	-5%	64%	-2%
Cohort Comparison		-59%				
05	2022					
	2019	49%	64%	-15%	60%	-11%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	23%	49%	-26%	53%	-30%
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	27	67	59	39	87	79	14				
ELL	49	73	67	57	88	88	27				
BLK	53	72	60	58	85	76	34				
HSP	42	71	62	62	88	88	27				
WHT	64			55							
FRL	53	75	66	58	87	85	29				
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	21	31		14	23		10				
ELL	41	49	23	22	17	21	32				
BLK	48	52	38	22	19	20	23				
HSP	31	47		26	22		44				
FRL	42	53	33	24	24	29	26				
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	25	59	56	25	48	50					
ELL	45	47	58	55	59	78	16				
BLK	54	58	53	56	57	63	26				
HSP	45	40		66	52	64	17				
FRL	53	54	51	59	57	62	26				

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	62
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	50
Total Points Earned for the Federal Index	498
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51

Students With Disabilities	
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	62
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	61
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	62
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	60
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	63
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?

There was an upward trend in ELA, Math and Science data across grade levels and sub-groups. For the 2021 - 2022 school year we saw our greatest increases in our lowest 25th percentile learning gains from 30% to 64% in ELA and 21% to 81% in Math. In our English Language Learners subgroup within the Lowest 25%, we saw an increase in ELA from 23% to 67% and Math an increase of 21% to 88%. In our Student with Disability subgroup within the overall achievement, there was an increase in ELA of 21% to 27% and in Math 14% to 39%.

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

Based on last year's data, our school's lowest performance was science. In 2021, our student proficiency results were 27% with marginal growth to 31% in 2022. Within our subgroups, Students with Disability increased from 10% to 14% whereas English Language Learners decreased from 32% to 27%. Student's lack of academic vocabulary was a major contributor to this decline.

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

This may be attributed to lack of professional learning development for teachers and students unable to read and comprehend text complexity. Our new actions will include the following: professional development in balanced literacy, small group instruction, anchor charts, science centers made simple and teaching science to support literacy.

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

Based off progress monitoring and 2022 state assessments in comparison to 2021 state assessment data, Math showed the most improvement. Overall, Math achievement rose 24% to 59% in proficiency. Math learning gains rose from 20% to 86%. Math lowest 25% percentile rose from 21% to 83%.

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

Instructional practices that were used to provide targeted learning to help increase ELA and Math goal will include Graphic Organizers, Activate Prior Knowledge, Incorporate Technology, Flexible Small Group Instruction, Visual Aid, Think-A-Loud, Accountable Talk, Chunking and Scaffolding. Supplemental Tier 2 ELA instructional practice and resources include small group instruction facilitated by the homeroom teacher 3 times per week using Journeys Write in Reader, Journeys Toolkit, Phonics for Reading, Foundations, Quick Reads, Leveled Readers, iReady and Leveled Literacy Intervention (LLI). Supplemental Tier 3 instructional practice and resources include small group instruction facilitated by the homeroom teacher daily using Journeys Write in Reader, Journeys Toolkit, Phonics for Reading, Foundations, Quick Reads, Leveled Readers, iReady and Leveled Literacy Intervention (LLI). Supplemental Tier 2 and 3 Math instructional practice and resources include small group instruction facilitated by the homeroom teacher 3 times per week using Go Math Strategic, Reteach and Intensive Resources, iReady program and Support Coach Resource. SWD instructional practice and resources include small group instruction, chunking and scaffolding facilitated by the ESE Support Facilitator based on IEP using Journeys Toolkit, Phonics for Reading, and Foundations.

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

We will utilize high effect size strategies during instruction, including, but not limited to graphic organizers, reciprocal teaching, and cooperative learning. We will also provide ongoing professional development to improve teachers' instructional practice, teacher ability to implement Balanced Literacy, increase teachers' knowledge of Florida BEST Standards, enhance their ability to use data to drive instruction in order to prepare students to be college and career ready. Doing so, teachers will be able to teach students strategies in the areas of needs specifically oral language, fluency, phonics, phonemic awareness, vocabulary, and comprehension.

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

The professional development opportunities that are our teachers and leaders will participate in are the following in ELA Critical Content area of phonological awareness, phonics, vocabulary, reading fluency and reading comprehension. In Math, the teachers will attend Critical Content area of algebraic reasoning, number sense and operations, and Effective Small Group Instruction. In Science, teachers will attend Elementary Science in Plant Life and Weather and Climate.

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

To ensure sustainability of improvement, the academic coaches will provide lesson planning, implementation, and reflection. Also, modeling and Professional Learning Communities based on needs. An additional service to detect early warning academic risks is through our Multi-Tier Systems of Support (MTSS). The team is responsible for monitoring student progress and making instructional decisions based on data. After a number of data points, the leadership team determines whether the intervention(s) the students receive is effectively closing the gap. If it is determined that the intervention is not closing gap, the team adjusts the intensity, the frequency, the duration or the intervention. This includes explicit instruction that follows a developmental reading continuum including instruction with comprehension, vocabulary, phonics, phonemic awareness, fluency, speaking, listening, and writing. Students will receive intensive intervention outside the reading block on a daily basis during the dedicated intervention block.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to 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 the FSA scores, ELA will be our main focus to increase student achievement. We will utilize high effect size strategies during instruction, including, but not limited to graphic organizers, reciprocal teaching, and cooperative learning. We will also provide ongoing professional development to improve teachers' instructional practice, teacher ability to implement Balanced Literacy, increase teachers' knowledge of Florida Standards, enhance their ability to use data to drive instruction in order to prepare students to be college and career ready. Doing so, teachers will be able to teach students strategies in the areas of needs specifically oral language, fluency, phonics, phonemic awareness, vocabulary, and comprehension.

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

For the 2022 - 2023 school year we would like to see our lowest 25th percentile increase learning gains from 51% to 65% in ELA. We would also like to see our SWD students increase in achievement from 21% to 60% in the areas of ELA and Math.

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

FAST Progress Monitoring #1 identifies students' academic baseline. FAST Progress Monitoring 1 and 2 identifies students' academic progress from the beginning, middle to the end of the year. In addition, formative assessments such as Benchmark Unit Assessments, which are administered monthly, i-Ready Diagnostic, which is administered three times a year, and Benchmark Assessment System (BAS), which is administered three times a year to assess students' mastery of specific skills. Summative Assessments such as Florida Assessment of Student Thinking (FAST) and Benchmark Advance Post Test are designed to assess mastery of the grade level content.

Person responsible for monitoring outcome:

Robert Gibson (robert.gibson@browardschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being

Instructional practices that will be used to provide targeted learning to help increase ELA goal will include Graphic Organizers, Activate Prior Knowledge, Incorporate Technology, Flexible Small Group Instruction, Visual Aid, Think-A-Loud, Accountable Talk, Chunking and Scaffolding. Supplemental Tier 2 instructional practice and resources include small group instruction facilitated by the homeroom teacher 3 times per week using Benchmark Advance Intervention, Phonics for Reading, Foundations, Quick Reads, Leveled Readers, iReady and Leveled Literacy Intervention (LLI). Supplemental Tier 3 instructional practice and resources include small group instruction facilitated by the homeroom teacher daily

implemented for this Area of Focus.

using Benchmark Advance Intervention, Phonics for Reading, Foundations, Quick Reads, Leveled Readers, iReady and Leveled Literacy Intervention (LLI). SWD instructional practice and resources include small group instruction, chunking and scaffolding facilitated by the ESE Support Facilitator based on IEP using Phonics for Reading, and Foundations.

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

Palmview Elementary School ensures that Tier 1 Standards-Based classroom instruction is being implemented properly and effectively by use of our school-wide instructional focused calendars aligned with Florida Standards, which are collaboratively created by staff and coaches in all subject areas across each grade level. These calendars are completed prior to the school year and submitted to administration. Learning goals and performance scales are aligned to the Florida Standards are posted, used daily to set purpose for learning and guide teacher instruction. Lesson plans are written in accordance with Florida Standards, collected and reviewed by administration bi-weekly. Monthly, authentic student work aligned with Florida Standards is created by students and displayed to demonstrate mastery of standards. Student progress with each standard is monitored and data is collected through bi-weekly formative assessments and monthly checkpoints. The data is analyzed and discussed decisions are then made in reference to instruction and instructional strategies.

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. Bi-weekly data chats with teachers to ensure student growth
2. Push-ins /pull outs during ELA and math instruction (Specific students based on data will be targeted)
3. Small group (Groups will be flexible to address weak standards or skills)
4. ESE students being pulled out by ESE teachers (One for ELA and one for Math)
5. Extended Learning Opportunities provided to ELA and math lowest 25th percentile.

Person Responsible

Robert Gibson (robert.gibson@browardschools.com)

#2. 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.

According to the 2021-2022 Florida Standards Assessment data, 27% of our students with disabilities were proficient on the FSA English Language Arts assessment. This 2022-2023 school year we would like to see an increase of 13% in ELA for this subgroup. We will utilize the high-yield strategies and resources in inclusion classrooms as well as pull out support by the ESE Facilitator. The expected impact on student's learning and success will be evident with the upward growth on summative and formative assessments.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve.

This should be a data based, objective outcome.

By June 2023, the Students with Disability (SWD) will demonstrate a 40% proficiency as evidenced on the FAST PM3 ELA assessment.

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

FAST Progress Monitoring #1 identifies students' academic baseline. FAST Progress Monitoring 1 and 2 identifies students' academic progress from the beginning, middle to the end of the year. In addition, formative assessments such as Benchmark Unit Assessments, which are administered monthly, i-Ready Diagnostic, which is administered three times a year, and Benchmark Assessment System (BAS), which is administered three times a year to assess students' mastery of specific skills. Summative Assessments such as Florida Assessment of Student Thinking (FAST) and Benchmark Advance Post Test are designed to assess mastery of the grade level content.

Person responsible for monitoring outcome:

Robert Gibson (robert.gibson@browardschools.com)

Evidence-based Strategy:

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

Instructional practices that will be used to provide targeted learning to help increase the SWD goal will include Graphic Organizers, Activate Prior Knowledge, Incorporate Technology, Flexible Small Group Instruction, Visual Aid, Think-A-Loud, Accountable Talk, Chunking and Scaffolding. The instructional practice and resources include small group instruction facilitated by the homeroom teacher and ESE Facilitator daily using Benchmark Advance, Phonics for Reading, Foundations, and Leveled Readers.

Rationale for Evidence-

Palmview Elementary School ensures that classroom instruction for SWD are implemented properly and effectively by use of our school-wide instructional focused

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

calendars aligned with Florida Standards, which are collaboratively created by staff and coaches across each grade level. In addition, the lesson plan must align with the students' annual IEP. The students' progress with each standard is monitored and data is collected through bi-weekly formative assessments and monthly checkpoints. The data is analyzed and discussed in reference to instruction and instructional strategies.

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. Bi-weekly data chats with teachers to ensure student growth
2. Push-ins /pull outs during ELA block
3. Small flexible group with ESE Facilitator to address weak standards or skills
4. Extended Learning Opportunities provided to SWD students in the lowest 25th percentile.

Person Responsible Robert Gibson (robert.gibson@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

Instructional practices that will be used to provide targeted learning to help increase ELA goal will include Graphic Organizers, Activate Prior Knowledge, Incorporate Technology, Flexible Small Group

Instruction, Visual Aid, Think-A-Loud, Accountable Talk, Chunking and Scaffolding.

Supplemental Tier 2 instructional practice and resources include small group instruction facilitated by the homeroom teacher 3 times per week using Benchmark Advance , Phonics for Reading, Foundations, Quick Reads, Leveled Readers, iReady and Leveled Literacy Intervention (LLI). Supplemental Tier 3 instructional practice and resources include small group instruction facilitated by the homeroom teacher daily using Benchmark Advance, Phonics for Reading, Foundations, Quick Reads, Leveled Readers, iReady and Leveled Literacy Intervention (LLI). SWD instructional practice and resources include small group instruction, chunking and scaffolding facilitated by the ESE Support Facilitator based on IEP using Benchmark Advance Intervention, Phonics for Reading, and Foundations.

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

Instructional practices that will be used to provide targeted learning to help increase ELA goal will include Graphic Organizers, Activate Prior Knowledge, Incorporate Technology, Flexible Small Group Instruction, Visual Aid, Think-A-Loud, Accountable Talk, Chunking and Scaffolding.

Supplemental Tier 2 instructional practice and resources include small group instruction facilitated by the homeroom teacher 3 times per week using Benchmark Advance , Phonics for Reading, Foundations, Quick Reads, Leveled Readers, iReady and Leveled Literacy Intervention (LLI). Supplemental Tier 3 instructional practice and resources include small group instruction facilitated by the homeroom teacher daily using Benchmark Advance, Phonics for Reading, Foundations, Quick Reads, Leveled Readers, iReady and Leveled Literacy Intervention (LLI). SWD instructional practice and resources include small group instruction, chunking and scaffolding facilitated by the ESE Support Facilitator based on IEP using Benchmark Advance Intervention, Phonics for Reading, and Foundations.

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)

By May 2023, 70% of Kindergarten through 2nd grade students will be proficient on the FAST ELA PM#3 assessment.

Grades 3-5: Measureable Outcome(s)

By May 2023, 70% of 3rd through 5th grade students will score Level 2 or higher on the FAST ELA PM#3 assessment.

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.

FAST Progress Monitoring #1 identifies students' academic baseline. FAST Progress Monitoring 1 and 2 identifies students' academic progress from the beginning, middle to the end of the year. In addition, formative assessments such as Benchmark Unit Assessments, which are administered monthly, i-Ready

Diagnostic, which is administered three times a year, and Benchmark Assessment System (BAS), which is administered three times a year to assess students' mastery of specific skills. Summative Assessments such as Florida Assessment of Student Thinking (FAST) and Benchmark Advance Post Test are designed to assess mastery of the grade level content.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Gibson, Robert, robert.gibson@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?

Instructional programs that are aligned to BEST standards are Benchmark Advance curriculum and i-Ready program. Instructional practices that will be used to provide targeted learning to help increase ELA goal will include Graphic Organizers, Activate Prior Knowledge, Incorporate Technology, Flexible Small Group Instruction, Visual Aid, Think-A-Loud, Accountable Talk, Chunking and Scaffolding.

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?

I-Ready Diagnostic AP#1 disaggregates the data in the domains: phonemic awareness, phonics, vocabulary and comprehension. The grouping allows the teacher to create data driven small groups according to the domains. Likewise, Benchmark Advance beginning of year assessment identifies the students' strengths and weaknesses for grouping. Both programs correlates to state assessments for academic levels.

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
<p>Literacy leadership facilitates collaborative opportunities that involves the administration, support staff as well as teachers. These opportunities are accomplished through meetings such as Team Leaders, Subject Area, Support Staff, Response to Intervention, Grade Level, and Faculty & Staff. Data Chats are conducted by Grade Level, Individual Teacher, and student. Leadership Team creates a collaborative session known as Protected Hour. Through these collaborative sessions the leadership team and teachers build on a school-wide instructional framework that is aligned with state standards. The team and the teachers implement high yield instructional practices, administer assessment and effectively progress monitor to meet students' learning needs.</p>	<p>Gibson, Robert, robert.gibson@browardschools.com</p>
<p>Literacy Coaching collaboratively creates K-5 Instructional Focus Calendar that is aligned with state standards</p> <p>The Literacy Coaching focuses on all components of Balanced Literacy and provides guidance on instructional delivery methods, instructional strategies, differentiated instruction and differentiated centers. Another component of Literacy Coaching is development and support teachers through the implementation of the Quality Classroom Environment that guides teachers on common classroom set-up.</p> <p>Literacy Coaching facilitates collaborative data review to ensure that the teachers understand the purpose of the assessments and to promote students performance. The Literacy Coaching addresses the data with the teacher to identify strategic action plan. The plan includes reviewing the instructional delivery practices, identify targeted curriculum, student individualized learning plans, curriculum resources and on-going monitoring. Based on the review, it will be determined if the teacher needs instructional support, curriculum support, and/or student support in the form of coaching, modelling and training.</p>	<p>Gibson, Robert, robert.gibson@browardschools.com</p>
<p>FAST Progress Monitoring #1 identifies students' academic baseline. FAST Progress Monitoring 1 and 2 identifies students' academic progress from the beginning, middle to the end of the year. In addition, formative assessments such as Benchmark Unit Assessments, which are administered monthly, i-Ready Diagnostic, which is administered three times a year, and Benchmark Assessment System (BAS), which is administered three times a year to assess students' mastery of specific skills. Summative Assessments such as Florida Assessment of Student Thinking (FAST) and Benchmark Advance Post Test are designed to assess mastery of the grade level content.</p>	<p>Gibson, Robert, robert.gibson@browardschools.com</p>
<p>Professional Development enables educators to develop the knowledge and skills needed to address students' learning needs. In addition, the collaboration with support staff, faculty, and staff members creates a data driven professional development calendar based on the goals of the School Improvement Plan. The Professional Learning Communities are based on the teachers' needs, reviewed school-wide data. The school utilizes the district's Curriculum, Assessment, Remediation and Enrichment (CARE), model teacher participation in rich collaborative discussions centered on curriculum, student data, remediation strategies and enrichment strategies. School-based professional developments and professional learning communities are ongoing and provided throughout the school year.</p>	<p>Gibson, Robert, robert.gibson@browardschools.com</p>

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.

At Palmview Elementary School parents are encouraged to participate in their children's education in a variety of ways at home and in school. Parents are also invited to volunteer in classrooms, serve on advisory committees, support special projects, and participate in a variety of activities at the school such as PTA, SAC, Open House, Science Night, Literacy Nights, Gentlemen Game Night, the Ladies Soiree, Family Movie Nights, Dads Take Your Child to School Day, After-School Clubs and annual Talent Showcase. Palmview Elementary School's mission and vision are shared with parents through the School Advisory Council meetings and at various family night events. Additionally, parents learn important information regarding expectations and standards for student learning through our Literacy and Science Nights. Parents are also kept informed about school-wide and district initiatives and events through agenda books, written notices, robot calls, newsletters, website, social media and conferences.

Families receive support and resources to implement behavior and academic support plans at home and in the community. Teachers and support staff maintain ongoing communication with families to ensure support plans are consistent from school to home and community. Parents are informed and updated about their child's progress through ongoing communication between the parent and teacher including agenda books, phone calls, emails, written notices, and conferences. In addition newsletters are sent home at the beginning of every quarter to outline instructional focus, homework assignments and classroom expectations. Teachers and support staff also obtain family input on creating behavior and academic support plans for students with significant behavioral or academic support needs. Teachers work diligently to maintain ongoing communication with families to ensure their questions and concerns are addressed.

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

Partners in Education, Inc. is Broward County Public Schools' premier school-business partnership program dedicated to student achievement. As a Palmview Elementary School business partner, there are several ways that parents, teachers, businesses, community organizations, and volunteers can positively influence the success of teaching and learning in our community as well as motivating our students to display positive behaviors. Palmview Partners provide the following support and funding of school-wide events, initiatives and programs: The Achieving Excellence Committee & PTA volunteers, plans, coordinates, and raise funds to support the Student of the Month Breakfast, Principal's "A" All Stars Luncheon at Chili's Restaurant, Panda Credit Kid's Meal Day from McDonald's, Panda Credit Pizza Day, Toys for the Panda Credit Winter and Spring Raffles, FSA Achievement Rewards, After-School Clubs, Parent Nights, Literacy Night, Science Night, Workshops / Trainings, Gentlemen's Game Night, Ladies Soiree, Annual Movie Night, and the annual Talent Showcase. The Kiwanis Club of Pompano Beach, Wal-Mart and Pompano Beach Fire Fighters works diligently to donate school supplies and backpacks to every student at Palmview Elementary School.

In order to create a college and career readiness awareness at Palmview Elementary School, several business and community organization partnerships have been established through our Partners in Education program. Through this partnership, businesses and organizations are invited to participate in our annual Career Day event. During this time, several professionals visit our classrooms and educate our students about their chosen career path. Professionals share their skills and the necessary steps taken to obtain their desired career. Palmview Elementary school has created a career readiness and college awareness culture by celebrating "College Week" each school year. During "College Week" students and teachers participate in college related activities, contests and projects. Throughout the week, students and school staff are encouraged to wear college shirts and college colors.