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Panther Run Elementary School

10775 LAKE WORTH RD, Lake Worth, FL 33449

<https://pres.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Panther Run Elementary School's mission is to give all students the opportunity to acquire and utilize skills enabling them to be successful in their future.

Provide the school's vision statement.

Panther Run Elementary envisions a place of excellence where children can achieve full potential in their academic, creative, personal, and physical development through the partnership which exists between school, parents, and community.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
De La Vega, Edilia	Principal	Edilia De La Vega, since 2017, is the head instructional leader that maintains all daily operations and oversees instruction and curriculum. As principal, she manages and provides strategic direction within the school by providing equitable access to curriculum, implementing research-based strategies, monitoring student achievement, encouraging parental involvement, teacher collaboration and maintaining a safe environment.
Suarez, Risa	Assistant Principal	As assistant principal of Panther Run Elementary, Risa Suarez supports the principal in meeting the school goals including both instructional and organizational goals. Ms. Suarez implements the school vision and mission by maintaining a safe learning environment, ensuring a secure testing environment, assisting in disaggregating data, and promoting student achievement. As the assistant principal she assists with eliminating barriers and distractions that interfere with effective teaching and learning.
Myerson, Cindy	Teacher, K-12	Cindy Myerson serves the students at Panther Run Elementary through the roles of Supplemental Academic Instruction (SAI) teacher, School Based Team (SBT) member, and Leadership Team member. As the SAI instructor, Myerson plans and implements standards-based lessons, provided interventions to the lowest 25% in ELA, promotes student achievement, maintains individual student progress records, and communicates the school and district vision and mission. As SBT member, she collaborates and plans for RTI Reading interventions, tutors, and monitors academic progress of students throughout the intervention process.
Tigell Ringuette, Clara	Teacher, ESE	Clara Tigell serves the students and community at Panther Run Elementary through the roles of Exceptional Student Education (ESE) Coordinator and School Based Team (SBT) lead member. Tigell promotes student achievement, monitors student progress and maintains individual student progress documentation, and communicates the school and district vision and mission. As ESE Coordinator, she facilitates ESE meetings, maintains records, meets compliance requirements for ESE students, communicates individual student and school-wide goals to parents and teachers, and promotes collaboration between stakeholders and SAC Chair.
Mavrakis, Amanda	School Counselor	The School Guidance Counselor, teaches guidance lessons, is the 504 Contact, SwPBS Internal Coach, and SBT team member. As an SBT team member she collaborates and assists with plans for RTI Reading interventions, tutors, and monitors academic progress of students throughout the intervention process.
Lehman, Ina	Teacher, K-12	Ina Lehman serves the students and community at Panther Run Elementary through the roles of Third Grade Gifted/High-Achieving classroom teacher. As a third grade teacher, Lehman plans and implements standards-based lessons, promotes student achievement, monitors student academic progress, maintains

Name	Position Title	Job Duties and Responsibilities
		individual student progress documentation, and communicates the school and district vision and mission.
Taggart, Stacey	Teacher, K-12	Stacey Taggart serves the students and community at Panther Run Elementary through the roles of Second Grade ELL classroom teacher. As a second grade teacher, Taggart plans and implements standards-based lessons, promotes student achievement, monitors student academic progress, maintains individual student progress documentation, and communicates the school and district vision and mission. As SAC Chair, she plans, organizes, and facilitates the SAC meetings.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All community members including Panther Run Elementary business partners, families and the Village of Wellington Council members are invited to the SAC meetings and are given the opportunity to participate in discussions about the SIP, give their input and provide feedback in the development of the SIP of the school. The school leadership team, teachers and school staff who are members of the SAC were all welcomed and provided opportunities to be a part of the decision making process for the SIP. Staff are all invited to a faculty meeting to review the prior years SIP, look at the mid year review and review schoolwide assessment data. Staff are then provided the opportunity to discuss in small groups their analysis to determine the areas of focus for improvement. Input is then summarized and shared with team leaders who support the development and implementation of the new SIP.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored throughout the school year for effective implementation. We will monitor mastery of grade level benchmarks through the use of informal assessments such as; USA's, iReady, FAST and STAR. The FAST and STAR assessments will occur three times a year for PM 1,2,3 in English Language Arts and Math. Science will be monitored through NGSSS Diagnostic and Spring Assessment. The annual WIDA test will be utilized to monitor the impact on increasing the achievement levels of ELL students in meeting the state standards especially those students that have the greatest achievement gaps. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource Blender. Teachers ensure that they follow the concrete timeline as well as the resources to provide quality and equitable instruction on the mandated curriculum. PLC's occur biweekly in which the academic grade level teams analyze all leading data to crate action steps to move forward to meet the SIP goals and close student achievement gaps. Team leader meetings, admin meetings, faculty and SAC meetings will consistently review the data to determine actions and revise as needed to ensure continues student academic improvement. Targeted weekly instructional walkthroughs are

conducted by the administrative team and best practices are shared weekly with all staff members. The administrative team monitors of instructional staff lesson plans, attendance, discipline, skills for learning and life concerns, and informal and formal observations are conducted. SLL lessons are implemented within all classrooms through Morning Meetings and also our monthly SLL themes are showcased in our student run WPRE daily news. Our Fine Arts team also infuses the SLL themes into their weekly lessons along with the school counselor during her guidance lessons in Kindergarten through Fifth grade. In order to provide strategic differentiated academic support for our students we utilize various district and state approved technological programs that focus on improving student academic growth in language arts, science, and mathematics. This school year we are implementing a supplemental Science program that will assist the students in the standards they have not yet mastered.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	42%
2022-23 Economically Disadvantaged (FRL) Rate	33%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	25	7	12	10	8	0	0	0	62
One or more suspensions	0	1	0	0	1	1	0	0	0	3
Course failure in English Language Arts (ELA)	0	6	9	12	16	5	0	0	0	48
Course failure in Math	0	0	2	4	24	3	0	0	0	33
Level 1 on statewide ELA assessment	0	0	0	0	10	7	0	0	0	17
Level 1 on statewide Math assessment	0	0	0	0	7	5	0	0	0	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	12	13	22	5	5	0	0	0	57

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	3	5	16	5	0	0	0	31

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	2	2	8	3	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	9	13	11	12	15	0	0	0	60
One or more suspensions	0	0	1	0	1	0	0	0	0	2
Course failure in ELA	0	1	5	24	7	4	0	0	0	41
Course failure in Math	0	0	2	3	5	5	0	0	0	15
Level 1 on statewide ELA assessment	0	0	0	6	4	10	0	0	0	20
Level 1 on statewide Math assessment	0	0	0	0	1	17	0	0	0	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	5	24	7	4	0	0	0	41

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	3	10	8	13	0	0	0	35

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	1	7	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	9	13	11	12	15	0	0	0	60
One or more suspensions	0	0	1	0	1	0	0	0	0	2
Course failure in ELA	0	1	5	24	7	4	0	0	0	41
Course failure in Math	0	0	2	3	5	5	0	0	0	15
Level 1 on statewide ELA assessment	0	0	0	6	4	10	0	0	0	20
Level 1 on statewide Math assessment	0	0	0	0	1	17	0	0	0	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	5	24	7	4	0	0	0	41

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	3	10	8	13	0	0	0	35

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	1	7	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	78	53	53	84	59	56	82		
ELA Learning Gains				85			72		
ELA Lowest 25th Percentile				74			66		
Math Achievement*	83	57	59	85	53	50	85		
Math Learning Gains				78			69		
Math Lowest 25th Percentile				65			82		
Science Achievement*	79	54	54	81	59	59	74		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	64	56	59	92			74		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	376
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	81
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	644
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	45			
ELL	69			
AMI				
ASN	80			
BLK	67			
HSP	73			
MUL	97			
PAC				
WHT	79			
FRL	59			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	63			
ELL	77			
AMI				
ASN	87			
BLK	76			
HSP	84			
MUL	73			
PAC				
WHT	78			
FRL	70			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	78			83			79					64
SWD	44			50			41				5	54
ELL	68			71			73				4	64
AMI												
ASN	81			87			80				4	
BLK	63			75			64				3	
HSP	81			81			78				5	56
MUL	100			93							2	
PAC												
WHT	76			83			81				4	
FRL	58			69			48				5	67

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	84	85	74	85	78	65	81					92
SWD	53	63	44	65	78	57	53					91
ELL	72	89		72	74		60					92
AMI												
ASN	85	90		89	90		82					
BLK	77	72		82	72							
HSP	85	88	75	85	81	77	83					100
MUL	79	64		93	55							
PAC												
WHT	84	85	74	85	77	59	82					
FRL	70	75	68	69	67	56	69					83

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	82	72	66	85	69	82	74					74
SWD	61	56	55	70	83		50					
ELL	79	85		83	85		69					74
AMI												
ASN	93			90								
BLK	81	73		83	64		69					
HSP	84	80	91	88	76	91	78					80
MUL	82			94								
PAC												
WHT	80	67	55	82	63	70	69					
FRL	68	69	60	70	67	69	60					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	83%	56%	27%	54%	29%
04	2023 - Spring	82%	58%	24%	58%	24%
03	2023 - Spring	70%	48%	22%	50%	20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	83%	57%	26%	59%	24%
04	2023 - Spring	80%	52%	28%	61%	19%
05	2023 - Spring	87%	56%	31%	55%	32%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	80%	51%	29%	51%	29%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data below demonstrates the achievement levels of all our tested grade levels in all content areas:

ELA- FY21/FY22/FY23

ASN- 91% 85% 78%

BLK- 81% 77% 70%

HSP- 84% 85% 84%

MUL- 82% 79% 100%

WHT- 80% 84% 76%

ELL- 79% 72% 53%

SWD- 61% 53%, 42%

3rd- 83% 77% 70%

4th- 78% 86% 82%

5th- 84% 84% 83%

Science- FY21/FY22/FY23

ASN- N/A 82% 80%

BLK- 69% N/A 67%

HSP- 78% 83% 78%

MUL- N/A N/A N/A

WHT- 69% 82% 82%

ELL- 69% 60% N/A

SWD- 50% 53% 35%

Our lowest performance subgroup was SWD and ELL in grades 3-5 in ELA. Our ELL and SWD students decreased in performance from FY22 to FY23. this downward trend has been consistent since FY21. The contributing factors to the decline was lack of tutors for after-school tutorial, student absences, and new curriculum, standards, and assessments to build capacity on in the same year. Additionally, it was the first time 3rd grade completed computer based testing. Students are still experiencing achievement gaps due to the COVID slide. Finally, students were lacking in the fundamental skills of socializing with peers and lacking confidence due to the previous two years during COVID, which impacted their academic ability to be successful. All of the above impacted student achievement.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our ELL showed the greatest decline from 72% in FY22 to 53% in FY23, which is a 19% decrease. The contributing factors to the decline was lack of tutors for after-school tutorial, student absences, and new curriculum, standards, and assessments to build capacity on in the same year. Additionally, it was the first time 3rd grade completed computer based testing. Students are still experiencing achievement gaps due to the COVID slide. Finally, students were lacking in the fundamental skills of socializing with peers and lacking confidence due to the previous two years during COVID, which impacted their academic ability to be successful. Some of our ELL population are transient and are enrolled only half a year of instruction. All of the above impacted student achievement.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When looking at the FAST Progress Monitoring data for PM 3 we see the following data:

School/State

ELA Grade 3- 70% 50%

ELA Grade 4- 82% 58%

ELA Grade 5- 83% 54%

Math Grade 3- 84% 59%

Math Grade 4- 80% 61%

Math Grade 5- 87% 55%

Science 5th Grade- 80% 51%

Our ELA, math, and science data from FY23 shows higher proficiency than the state scores.

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

Our 5th grade ELA proficiency level increased 7% when compared to the FY23 FAST PM1 to PM3.

5th Grade PM1/PM3

Total 76% 83%

This is contributed to providing extra tutorial for identified 5th grade students, In addition, fine arts teachers provided push in support during the ELA block. Students were pulled during the intervention block by a day tutor to provide targeted interventions with a focus on area of needs. After school tutorial was also provided to identified students needing additional support. Consistent PLC planning to monitor data, discuss best practices, and determine next steps.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The potential areas of concern we identified are:

1. Large number of students with 10 or more absences.
2. Large number of students with a substantial reading deficiency.

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. ELA Achievement Growth for SWDs and ELLs- Ensuring learning gains and progress for these subgroups. We will analyze student data to identify which students fall under various subgroup categories. Students who fall within the above subgroups will specifically be monitored for progress and receive additional support by (ESE/ELL) teachers and tutors, ensuring lessons and interventions are planned based on the specific needs of the students.
2. Science Achievement Growth overall in 5th grade as the scores have remained stagnant. We will analyze student data to identify a need in teacher instruction.
3. Ensure that teachers have the opportunity to attend PDDs, collaborative planning, data analysis and PLCs, share best practices, provide supplemental instructional materials as needed.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If we focus on standards-based instruction to increase proficiency in school-wide ELA, then we will increase student achievement and ensure alignment to the District's Strategic Plan; this area of focus aligns directly with our District's Strategic Plan, Theme A-Goal 3. Academic Excellence and Growth.

Overall ELA proficiency in grade 3, based on FAST results, decreased slightly from 77% in FY22 to 70% in FY23. In FY23, 9 students in second grade had course failure in ELA as an early warning indicator. These students are now entering third grade.

Measurable Outcome:

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

Measurable Goal 1: Improve overall ELA proficiency in grade 3, as determined by a level 3 or higher on the FY23 ELA F.A.S.T. Progress Monitoring assessment, by 3% overall in grade 3 when compared to the percentage of students scoring a level 3 or higher on the FY24 FAST.

Monitoring:

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

1. Administration will monitor core academic instruction in ELA through observations, classroom walkthroughs, and lesson plan review.
2. Teachers will adhere to the district calendar of Benchmark Unit Assessments, FSQ and USA administration to ensure frequent monitoring of student achievement is in place.
3. Teachers and administration will analyze student data through PLC collaboration and data chats to identify student academic strengths and opportunities for improvement.
4. Administration will monitor the regular use of adaptive technologies (ie. iReady).

Person responsible for monitoring outcome:

Edilia De La Vega (edilia.delavega@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- 1) Utilize research based programs that are approved through the district according to the School District of Palm Beach County "Elementary Reading Evidence-Based System, Programs, and Strategies"
- 2) Focus on small group interventions in Core and as Supplemental and Intensive pull out support utilizing tutors before, during, and after school.
- 3) Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.
2. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards-based practice and to identify areas of weakness for targeted remediation. Both USAs and FSQs have proven successful in preparing students for the FAST.
3. Students who participate in the tutoring programs have demonstrated an increase in student

achievement based on the most recent data from standardized assessments.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

PLC's/Professional Development:

Development of a PLC schedule to include all content area teachers, resource teachers, and electives. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs Administration will assist with standards-based planning to build teachers capacity with BEST standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.

Person Responsible: Risa Suarez (risa.suarez@palmbeachschools.org)

By When: PLCs and Professional Development will begin within the first month of the start of the new year. PDs will be determined based on data and observations of classroom walks. PLCs will focus on student achievement data analysis, best practices, and peer support. PLC's and PD will continue throughout the school year.

Incorporate Small group instruction:

Students will be assessed using USAs and FSQs in both Math and Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.

Teachers will analyze student data to determine strengths and weaknesses in content area.

Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, ELLs).

Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

Person Responsible: Risa Suarez (risa.suarez@palmbeachschools.org)

By When: Small group instruction will begin within the first two weeks of school. Teachers will review data from FY24 and FY23 and they will conduct formative assessments to ensure proper placement of students within the groups. The small group participation is fluid and flexible and will be updated continuously from data analysis. Small groups will continue throughout the year.

Tutorials:

Analyze student data to determine students for tutorial groups and the support necessary.

Choose research-based supplemental materials and resources to during tutorials.

Analyze teacher classroom data to determine who will be tutors.

Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.

Students will be selected and grouped for pullout tutorials and afterschool based on the results from PM1 and PM2 during FY24.

Person Responsible: Risa Suarez (risa.suarez@palmbeachschools.org)

By When: Tutorials will begin during the first trimester. Student participants will be chosen based on data. They will be grouped based on need and separated by content. Tutorials will continue through May of 2024.

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If we focus on standards based instruction to increase proficiency in school-wide science, then we will increase student achievement and ensure alignment to the District's Strategic Plan; this area of focus aligns directly with our District Strategic Plan, Theme A- Goal 3, Academic Excellence and Growth. Our first instructional priority is to deliver content, concept, skills that is aligned to the NGSSS standards and intended learning to improve student achievement. Science was identified as a critical need due to the stagnant scores of 80% over the course of the past 3 school years. Data indicates that teacher instruction needs additional support in regards to facilitating the content. We need to review what is being taught, how it's being taught, and make decisions to make the necessary changes to support all learners.

Based on the FY23 NGSSS data, there is an opportunity to build on our overall science proficiency.

Measurable Outcome:

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

Student Learning Outcomes:

By May 2024, we will increase our 5th grade Science proficiency to 83%, which is a 3% increase from FY23.

Monitoring:

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

Review of Lesson Plans, classroom walkthroughs, informal and formal observations, PLCs, student attendance, teacher attendance for district cadre meetings, data analysis of diagnostics and common assessments.

Person responsible for monitoring outcome:

Edilia De La Vega (edilia.delavega@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Small group instruction targeting areas of weakness identified by diagnostics and common assessments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Incorporate small group instruction utilizing common assessments and diagnostic data to meet the students' need for standards-based practice and to identify areas of weakness for targeted remediation. Small group is a researched based strategy that helps meet individual areas of weakness for students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

-Weekly science vocabulary word to be reviewed on student led WPRE: schoolwide.

-Science IXL to be utilized school wide as directed by administration and based of student need; discussed in PLC's.

Person Responsible: Risa Suarez (risa.suarez@palmbeachschools.org)

By When: This action will be reviewed weekly.

Small group instruction targeting areas of weakness identified by diagnostics and common assessments.

Person Responsible: Risa Suarez (risa.suarez@palmbeachschools.org)

By When: This will be reviewed bi-weekly during grade level PLCs.

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

388 students in grades 3-5 completed the School Effectiveness Questionnaire in FY23, which was 95% of the student population in grades 3-5. 53% of the students stated the students respect each other at the school.

In alignment to the District's Strategic Plan, we strive to enhance a sense of belonging, safety, and acceptance for all students. Panther Run Elementary promotes single school culture through the implementation and facilitation of strategies that support the school and district mission, vision, and equity statements. This year our school wide focus is to teach, encourage, model, and practice RESPECT.

Measurable Outcome:

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

Student Outcomes:

Increasing the percentage of students that state that students respect each other at this school to 65% by December 2023 and 70% by May of 2024.

Monitoring:

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

Monitoring will be done through student surveys.

Person responsible for monitoring outcome:

Risa Suarez (risa.suarez@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Teachers will implement school-wide positive behavior support (SwPBS) strategies daily to reinforce and promote a positive learning environment.
2. School-wide assemblies to review behavior expectations.
3. Required Instruction Florida State Statute 1003.42 and Policy 2.09.
4. Create a school-side theme of "Respect" with weekly lessons on topics around the theme.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. SwPBS: assists schools to improve social, emotional, behavioral and academic outcomes for children. When SwPBS is implemented well, teachers and students have more time to focus on relationships and classroom instruction.

2. Required Instruction 1003.42 and Policy 2.09: 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. Stakeholders play a key role in school performance and addressing equity.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

PRES is committed to representing and valuing diversity within the student body and community through the incorporation of monthly Heritage Themes. In alignment with the District's Strategic Plan and with the goal to increase the academic instruction for all, students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards, including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in academics, behavior, and climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction of the:

- * History of the Holocaust
- * History of African Americans,
- * Study of contributions of Hispanics and Women to the US, and
- * Sacrifices of Veterans in serving our country.

Person Responsible: Edilia De La Vega (edilia.delavega@palmbeachschools.org)

By When: Ongoing.

Skills for Learning and Life (SLL) is infused into the daily routines at PRES. All students start their day with Morning Meetings and SLL is incorporated into all content areas. Character education is explicitly taught through guidance lessons within the fine arts rotation. The BHP conducts student support groups and promotes positive student interactions in all settings. The Buddy Ambassador Bench program is headed by the BHP and continues to encourage inclusivity.

Person Responsible: Edilia De La Vega (edilia.delavega@palmbeachschools.org)

By When: Ongoing and Daily.

The SwPBS at PRES, ROAR, establishes a universal set of guidelines and expectations for students including learning how to be respectful, responsible, and ready to learn. ROAR also incorporates systems for the encouragement and reinforcement of community building and collaboration.

Person Responsible: Risa Suarez (risa.suarez@palmbeachschools.org)

By When: Ongoing and Daily.

School wide initiative with a focus on RESPECT. Implementing a new program with weekly activities focusing on respect; that is SLL aligned and on the student-led WPRE. This initiative is tied into ELA by using a book series that reinforces the theme of RESPECT.

Person Responsible: Risa Suarez (risa.suarez@palmbeachschools.org)

By When: Ongoing.

#4. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus