

The School District of Palm Beach County

Pierce Hammock Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Pierce Hammock Elementary School

14255 HAMLIN BLVD, Loxahatchee, FL 33470

<https://phes.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.

Pierce Hammock Elementary School creates an academic environment for students to learn from highly trained professionals and collaborate with peers. Teachers will provide opportunities for students to engage in tiered instruction identifying the need for additional support and/or enrichment. Ongoing progress monitoring allows for teachers, parents/guardians, students, and community members to foster academic growth and evaluate overall student achievement.

Provide the school's vision statement.

Pierce Hammock Elementary School is committed to creating a nurturing, supportive, and safe learning environment that encourages students to reach their highest potential by providing a rigorous curriculum while promoting responsible and respectful lifelong learners.

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
Rivelli-Schreiber, Dianne	Principal	The school principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction.
Mooney, Edwina	Assistant Principal	The school assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. Provide support to English Language Learners both directly and indirectly in the school environment. The ELL Coordinator will coordinate instructional activities and curriculum, assessment and measurement, documentation, and participate in the programmatic decision making process on behalf of non-proficient English learners.
Aspenwall, Susan	Teacher, K-12	As a 5th grade teacher, she is responsible for preparing lesson plans and educating students at all levels. Her duties include assigning homework, grading tests, and documenting progress. Teachers must be able to instruct in a variety of subjects and reach students with engaging lesson plans.
Leyendecker, Jaselyn	Instructional Coach	Support teachers and administrators in using data to improve instruction on all levels. Professional development targeted topics and designs. Develop instructional plans for teachers to ensure student improvement. Lead the MTSS process through School Based Team. Ensure tiered instruction is in place throughout all grade levels.
Myers, Cindy	Teacher, ESE	The ESE Coordinator maintains Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/or facilitates IEP Team meetings, IEP annual reviews and 3-year evaluations for a caseload of students with disabilities. The ESE Coordinator works with the ESE Instructors to assist in providing information to students, parents and General Education Instructors on how to appropriately implement a student's IEP in the educational environment. The ESE Coordinator assists in acting as a liaison between the ESE Department and teachers as well as students and their families.
Breland, Sean	Teacher, K-12	Serves the role of the primary contact to ensure students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42.
Bowers, Rhonda	Other	The Behavioral health professional is responsible for providing direction and counsel to individuals who are dealing with behavioral health

Name	Position Title	Job Duties and Responsibilities
		<p>challenges. She assists in increasing public awareness on topics that will improve mental and physical health. The BHP also is responsible for facilitating classroom management training to help address behavioral or emotional issues among students.</p>
King, Barbara	Teacher, K-12	<p>As a 4th grade teacher, she is responsible for preparing lesson plans and educating students at all levels. Her duties include assigning homework, grading tests, and documenting progress. Teachers must be able to instruct in a variety of subjects and reach students with engaging lesson plans</p>
Deeds, Anne	Teacher, K-12	<p>As a 2nd grade teacher, she is responsible for preparing lesson plans and educating students at all levels. Her duties include assigning homework, grading tests, and documenting progress. Teachers must be able to instruct in a variety of subjects and reach students with engaging lesson plans. She is also the Elearning contact at our school.</p>
Simpson, Kathleen		<p>Elementary Reading Interventionist to work with intermediate students who are significantly behind in mastery of the Florida English Language Arts standards.</p>
Boyle, Maria	School Counselor	<p>Provides preventative education and skill building along with counseling for students during times of transition, separation, heightened stress and critical change. Communicates, coordinates, and collaborates with behavioral health professional on developing and implementing student supports.</p>
Garcia, Natalie	Teacher, K-12	<p>As a Kindergarten teacher, she is responsible for preparing lesson plans and educating students at all levels. Her duties include assigning homework, grading tests, and documenting progress. Teachers must be able to instruct in a variety of subjects and reach students with engaging lesson plans</p>
Ramsdell, Amy	Teacher, K-12	<p>As a first grade teacher, she is responsible for preparing lesson plans and educating students at all levels. Her duties include assigning homework, grading tests, and documenting progress. Teachers must be able to instruct in a variety of subjects and reach students with engaging lesson plans</p>
Thomas, Ashley	Teacher, K-12	<p>As a 3rd grade teacher, she is responsible for preparing lesson plans and educating students at all levels. Her duties include assigning homework, grading tests, and documenting progress. Teachers must be able to instruct in a variety of subjects and reach students with engaging lesson plans</p>

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.

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Teaming is leveraged across all school staff to ensure the effective implementation of school initiatives and other programs, including weekly PLCs, weekly Administrative Collaboration, weekly Leadership Team meetings, monthly Wellness / Safety Meetings - to name a few. "Panthers of the Week" are recognized by the principal each Friday on our Morning Announcements and in our weekly e-newsletter to parents/guardians. Students have the opportunity to earn a ticket for the Principal's 200 Club and earn recognition and rewards throughout the school year. Both programs support our SWPBS: Being Respectful, Being Responsible, and Being Safe.

School Counselor: Supports a positive culture and environment through lessons they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselor ensures students feel safe, welcome, and included. Safe and Drug Free Schools initiatives such as Suite 360 and other programs that support prevention of violence in and around the school are implemented on an ongoing basis. She works in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.

ESE Coordinator: The ESE Coordinator manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tiered instruction support focuses on improving specific skill deficits students have.

ESOL Coordinator (Assistant Principal) works in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

School nurse provides support and nutrition information for those students who have food allergies or have been diagnosed with diabetes.

The PTO volunteers their time to support all students with academics and enrichment opportunities.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students.

A school district officer is on campus every day for the safety and security of all students and staff. The school

has one point of entry for everyone.

Resources- 2-1-1 is a community helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages. Calls are Free, Confidential, and available 24/7. Additional resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness.

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 School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ's, USA's, iReady Diagnostics, Imagine Learning, FAST Progress Monitoring, and informal student products. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM1, 2, & 3 in English Language Arts). The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students; proficiency in the areas of speaking, listening, reading, and writing. The ESOL Coordinator assesses students, reviews data, and meets with teachers to modify, and implement differentiated instruction based on the results of data.

Professional Learning Communities occur every week by grade level. Teachers meet with support staff and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings.

We strategically plan for a variety of monitoring techniques:

- ? Data Analysis,
- ? Classroom walks,
- ? Student attendance,
- ? Data Chats,
- ? Formal Observations,
- ? Professional Learning Communities attendance/participation,
- ? Formative/Summative Assessments and Technology.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

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	47%
2022-23 Economically Disadvantaged (FRL) Rate	57%
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	14	16	13	15	12	20	0	0	0	90
One or more suspensions	0	2	3	2	3	8	0	0	0	18
Course failure in English Language Arts (ELA)	5	17	13	19	2	4	0	0	0	60
Course failure in Math	3	4	8	11	9	2	0	0	0	37
Level 1 on statewide ELA assessment	0	0	0	9	9	12	0	0	0	30
Level 1 on statewide Math assessment	0	0	0	3	10	8	0	0	0	21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	5	6	9	9	12	0	0	0	42

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	4	10	11	14	11	12	0	0	0	62

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	2	1	3	4	2	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	14	15	12	12	21	0	0	0	74
One or more suspensions	0	3	5	2	2	2	0	0	0	14
Course failure in ELA	0	2	6	5	10	4	0	0	0	27
Course failure in Math	0	5	1	4	8	5	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	2	5	10	0	0	0	17
Level 1 on statewide Math assessment	0	0	0	0	2	4	0	0	0	6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	20	9	9	10	7	12	0	0	0	67

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	5	6	6	10	9	0	0	0	36

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	0	2	0	0	0	0	0	2
Students retained two or more times	0	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	14	15	12	12	21	0	0	0	74
One or more suspensions	0	3	5	2	2	2	0	0	0	14
Course failure in ELA	0	2	6	5	10	4	0	0	0	27
Course failure in Math	0	5	1	4	8	5	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	2	5	10	0	0	0	17
Level 1 on statewide Math assessment	0	0	0	0	2	4	0	0	0	6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	20	9	9	10	7	12	0	0	0	67

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	5	6	6	10	9	0	0	0	36

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	0	2	0	0	0	0	0	2
Students retained two or more times	0	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*	71	53	53	84	59	56	72		
ELA Learning Gains				80			67		
ELA Lowest 25th Percentile				68			38		
Math Achievement*	75	57	59	77	53	50	69		
Math Learning Gains				74			52		
Math Lowest 25th Percentile				55			41		
Science Achievement*	78	54	54	69	59	59	55		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress		56	59						

* 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	73
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	290
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	72

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	507
Total Components for the Federal Index	7
Percent Tested	99
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	61			
ELL	55			
AMI				
ASN	85			
BLK	50			
HSP	69			
MUL	87			
PAC				
WHT	74			
FRL	64			

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	57			
ELL	74			
AMI				
ASN	90			
BLK	66			
HSP	76			

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%
MUL	80			
PAC				
WHT	71			
FRL	67			

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	71			75			78					
SWD	57			63			73				4	
ELL	60			50							2	
AMI												
ASN	77			92							2	
BLK	53			47							2	
HSP	68			70			76				4	
MUL	80			93							2	
PAC												
WHT	74			76			79				4	
FRL	60			66			69				4	

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	80	68	77	74	55	69					
SWD	67	74	57	52	66	50	36					
ELL	67	80		67	80							
AMI												
ASN	90			90								

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
BLK	65	71		53	93		46					
HSP	81	81		74	81		63					
MUL	81	92		75	73							
PAC												
WHT	89	78	64	82	69	33	82					
FRL	77	79	65	64	74	56	53					

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	72	67	38	69	52	41	55					
SWD	59	64		59	57		47					
ELL	46			38								
AMI												
ASN												
BLK	57	64		44	43		43					
HSP	63	50		58	38		31					
MUL	57			46								
PAC												
WHT	83	80		83	67		74					
FRL	60	45	33	56	35	33	45					

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	75%	56%	19%	54%	21%
04	2023 - Spring	75%	58%	17%	58%	17%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	69%	48%	21%	50%	19%

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	68%	52%	16%	61%	7%
05	2023 - Spring	76%	56%	20%	55%	21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	74%	51%	23%	51%	23%

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.

Our lowest performance decline was in 3rd grade ELA from PM1 to PM3. There was an overall decline of -6.3% from 75% on track during PM1, decline of -7.25% from 75.9% during PM2. By PM3, only 68.7% of our 3rd graders were on track. More specifically, the following subgroups have had significant declines from PM1 to PM3: male population in 3rd grade declined -13.6%. ESE subgroup declined -35.7% from PM1 to PM3, Hispanic subgroup declined 10.1% from PM1 to PM3, and our white subgroup declined -8.2% from PM1 to PM3. A few contributing factors to this is a result of new standards, new assessment, new ELA resources, inconsistent tutorial support from interim teacher, needing more academic ELA support in 3rd grade, and one ELA teacher was an interim teacher for a teacher on leave (this interim ELA teacher taught 50% of the grade level from Feb-May 2023).

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

English Language Arts scores declined from 84% proficient in grades 3-5 on 2022 FSA to 73% proficient in grade 3-5 on 2023 FAST. Specifically, a decline from 89% of our 3rd grade ELA in 2022 to 68.7% of our 3rd grade ELA in 2023. This -20.3% decline is concerning and factors that contributed to this decline are the same as above since it was the lowest performing area as well. In addition, we needed to find a different way to allow for quality, standards-enriched accountable talk. In previous years we dedicated instructional time for accountable talk thus allowing students to build on prior knowledge from each other

and talking through their learning. This past year we did not set time for that with fidelity. Teachers need to use strategies consistently throughout the day and provide the appropriate accommodations to meeting students' learning needs.

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.

The data shows we have outperformed the state in ELA, Math, & Science which indicates we are moving in the right direction. School data at 84% on ELA in 3rd-5th as compared to the State at 53.2%. School data at 77.3% on Math in 3rd-5th as compared to the State at 53.1%. School data at 68.9% on Science in 5th as compared to the State at 52.7%. Our Overall Federal Index is 72% and each subgroup is over the threshold of 41%: Economically Disadvantaged, English Language Learners, Students with Disabilities, Females, Males, Black/African American, Hispanic, Multiracial, White, and Asian (we do not have enough students for American Indian/Alaskan Native or Native Hawaiian/Other Pacific Islander). The factors that contributed to us NOT having gaps in these areas is specific monitoring of student academic progress, attendance, behavior, and other factors. Offering tutorial to students in all grade levels for various needs helped us keep track of students needing improvement in ELA, Math, and Science. Student attendance was monitored, tracked, shared, and celebrated. Teachers participated in PLCs which allowed them to discuss/plan for differentiated instruction and targeting specific needs of their students.

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

Science scores showed an increase of 6% from FY22 to FY23. This is an overall trend of increased scores since 2019. FY19 science proficiency was at 62%. FY21 science proficiency was 55%. In FY22, students were 69% proficient in science. Fifth grade teachers have been using Science Generation Genius for the last two years which is an adaptive technology program focusing on 5th grade science standards. In addition, teachers have been carefully planning standards-based instruction during their PLCs and collaborating on hands-on science content lessons. We have also had consistency with our fifth grade teachers teaching science. Monitoring of science in K-5 in science has also been an area of focus. Our math/science committee of teachers created a science calendar to share the fair game standards content from 3rd & 4th grade. These lessons were played daily on the morning announcements. The 5th grade science teachers offered science tutorial lessons for students after school between February to April 2023.

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

Increase ELA proficiency for grades 3-5 by 5%.

Reduce the number of students with two or more Early Warning Indicators by 10%.

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

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

Increase ELA proficiency for grades 3-5 by 5%.

Reduce the number of students with two or more Early Warning Indicators by 10%.

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 learning gains 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 Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. Our goal at Pierce Hammock Elementary School is to reach 78% proficiency in grades 3-5. This is an increase of 5% from FY23's scores.

In alliance with the strategic plan Academic Excellence and Growth, if we focus on standards-based instruction to increase proficiency and learning gains in school-wide ELA then we will increase student achievement and ensure alignment to the District's Strategic Plan. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the B.E.S.T. Standards and intended learning as we are in our second year of these standards for 3rd-5th grade. The results of our ELA low 25% and overall ELA learning gains compared to the FSA scores from SY23 with the scores from SY22 show a decline of 11%.

ELA is Key Area of Focus to Address Pierce Hammock's Highest Priorities

Reason for Key Area of Focus

Second year of BEST standards

Focus on Benchmark Curriculum Resources

Continual FAST Progress Monitoring

Overall decline of 11% from FY22 ELA scores

Measurable Outcome:

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

By June of 2024, our goal at Pierce Hammock Elementary School is to reach 78% or higher proficiency on the ELA PM3 FAST assessment in grades 3-5. This is an increase of 5% from FY23's scores.

Monitoring:

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Plan, Do, Check, and Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact. At Pierce Hammock, we strategically plan for a variety of monitoring techniques: Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Roster Reviews, Data Chats, Formal Observations, Professional Learning Communities (PLCs) attendance/participation, all Formative/Summative Assessments and Technology

Person responsible for monitoring outcome:

Dianne Rivelli-Schreiber (dianne.rivelli-schreiber@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. Immediately incorporate small group instruction to support students learning at their ability with a variety of tasks, process, and product. ELA small groups are a nonnegotiable expectation across all grade levels. The groups will remain fluid based on current data.

2. FAST tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. By September Pierce Hammock will begin regular Professional Learning Community (PLC) and 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 in ELA.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' needs for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA.
2. Students who participate in the FAST tutoring program have demonstrated an increase in student achievement.
based on the most recent data from standardized assessments.
3. 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.

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.

1. Students will be assessed using USA's and FSQ's in both Math and Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.
2. Teachers will analyze student data to determine strengths and weaknesses in content area.
3. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs,).
4. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
5. Teachers develop ongoing formative assessments to track student learning and adjust instruction.

Person Responsible: Dianne Rivelli-Schreiber (dianne.rivelli-schreiber@palmbeachschools.org)

By When: Small group instruction starts immediately. Teachers review data from FY23 and conduct assessments to ensure proper placement of students. The groups are adjusted from data and continue throughout the year.

1. Analyze student data to determine students for tutorial groups and the support necessary.
2. Choose research-based supplemental materials and resources to during tutorials.
3. Analyze teacher classroom data to determine who will be tutors.
4. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
5. Students will be selected and grouped for pullout and afterschool tutorials based on the results from FY23 FAST PM3 scores and reporting categories: subgroups including ELL and SWD.

Person Responsible: Dianne Rivelli-Schreiber (dianne.rivelli-schreiber@palmbeachschools.org)

By When: Tutorials will begin in January 2024. Student participants will be chosen based on data. They are grouped based on need and separated by content. Tutorials continue through April of 2024.

1. Development of a PLC schedule to include all content area teachers and ESE teachers.
2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the ELA data.
3. Support staff will work with grade level leaders to develop an agenda to support small group instruction and differentiated instruction.
4. Administration and the Leadership Team will assist with standards-based planning to build teachers capacity with FAST standards and vetted resources during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
5. Administration, Leadership Team, and School Based Team will build professional learning opportunities for teachers to utilize research-based strategies.

Person Responsible: Jaselyn Leyendecker (jaselyn.leyendecker@palmbeachschools.org)

By When: PLCs begin September. PDs are determined based on data and learning walks. PLCs focus on student achievement, data analysis, and best practices. PLC's and PD continue throughout the school year.

#2. Positive Culture and Environment specifically relating to Early Warning System

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.

In alignment to the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

Data collected from FY23 Early Warning Systems:

Absent 10% or more days 74

One or more suspensions 14

ELA Course Failure 27

Math Course Failure 23

Level 1 ELA statewide assessment 17

Level 1 Math statewide assessment 6

Number of students with a substantial reading deficiency as defined

by Rule 6A-6.0531, F.A.C. 67

Students with 2 or more indicators 36

Measurable Outcome:

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

Pierce Hammock will reduce the number of students that had two or more early warning indicators by ten percent by December and by another 10% by the end of the school year.

Monitoring:

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

Classroom observation

Scheduled pulling of Tutorial data (attendance)

Scheduled pulling of Attendance data

Student Formative Assessment results

School Based Team meetings and tracking of student progress in academics, attendance, SLL, and behavior concerns.

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.)

1. Schoolwide Discipline Plan

2. Schoolwide Attendance Plan

3. SWPBS

4. Parent Involvement

5. Required Instruction Florida State Statute 1003.42 and Policy 2.09

6. Regularly scheduled School Based Team meetings and tracking of student progress in academics, attendance, SLL, and behavior concerns.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Schoolwide Discipline Plan enhances learning outcomes for all students. Reinforcing desired behavioral outcomes students understand expectations.

2. Schoolwide Attendance Plan is important because students are more likely to succeed in academics when they attend school. The plan ensures stakeholders understand expectations and collaborate to support all students to be in school.
3. SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. It improves school climate and safety to increase instructional time.
4. Parent Involvement in schools improves student attendance, social skills, and behavior.
5. 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.

- Provide teachers with professional development to understand SWPBS
- Ensure all expectations are clearly explained and understood
- Develop a new to Pierce Hammock system of support staff and new teachers to ensure proper mentoring and coaching.
- Ensure the school has postings of the SWPBS expectations in all common areas and in classrooms.
- School Based Team will monitor implementation with fidelity.

Person Responsible: Dianne Rivelli-Schreiber (dianne.rivelli-schreiber@palmbeachschools.org)

By When: By March of 2024

Policy 2.09 and Required Instruction Florida State Statute 1003.42
 Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women’s Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

Person Responsible: Dianne Rivelli-Schreiber (dianne.rivelli-schreiber@palmbeachschools.org)

By When: By April of 2024

SwPBS Action Steps:

- a. Cafeteria assemblies are conducted to review expectations
- b. Teachers reinforce expected behaviors in and out of the class through positive rewards
- c. Trimester celebrations are held
- d. Weekly Leadership Team meetings are conducted to review data and evaluate
- e. Ongoing student recognition through the various incentive opportunities.

Person Responsible: Edwina Mooney (edwina.mooney@palmbeachschools.org)

By When: By May of 2024