

The School District of Palm Beach County

# Washington Elementary Magnet School



2023-24

Schoolwide Improvement Plan (SIP)

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## Table of Contents

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<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>12</b>
<b>III. Planning for Improvement</b>	<b>17</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>31</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>32</b>
<b>VI. Title I Requirements</b>	<b>40</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

# Washington Elementary Magnet School

1709 W 30TH ST, Riviera Beach, FL 33404

<https://wshe.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.**

Washington Elementary Magnet School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

#### **Provide the school's vision statement.**

Washington Elementary Magnet School in Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

### 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
Murray, Vernicka	Principal	The principal is the instructional 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. The principal focuses on learning and continuous improvements which are aligned to the school as well as the district's mission and vision.
Rainey-Reese, Ranada	Assistant Principal	The 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. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduces those changes in-school programs that will result in the achievement of school performance objectives and other District goals.
Kelson, Leroy	Other	Science Curriculum Support. Build teacher capacity in science instruction through the coaching cycle and professional development in addition to working with students to close the achievement gap in science. Also collaborates with general education, support teachers, and intervention teachers to implement effective interventions for Tier 2 and Tier 3 students. Student data will be collected and analyzed to see if students are responding to the intervention.
Pierre Ross, Germaine	Other	ELA Curriculum Support. Build teacher capacity in ELA instruction through the coaching cycle and professional development in addition to working with students to close the achievement gap in math. Also collaborates with general education, support teachers, and intervention teachers to implement effective interventions for Tier 2 and Tier 3 students. Student data will be collected and analyzed to see if students are responding to the intervention.

**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.

The process for involving ALL stakeholders, in the development of the school improvement plan is crucial for ensuring a collaborative and inclusive approach. Here is a description of the steps involved in engaging these stakeholders and utilizing their input:

1. Identifying Stakeholders: The first step is to identify the key stakeholders who should be involved in the school improvement plan development process. This typically includes the school leadership team, teachers and staff, parents, students and families, and representatives from the business or community.
2. Communication and Outreach: Once the stakeholders are identified, effective communication and outreach strategies are employed to inform them about the school improvement plan development

process. This may involve sending out invitations, holding meetings, conducting surveys, or using other means to engage stakeholders and encourage their participation.

3. **Gathering Input:** Various methods are used to gather input from stakeholders. This can include surveys, focus groups, interviews, or town hall meetings. Each stakeholder group may have different perspectives and insights, so it is important to provide multiple opportunities for them to share their thoughts, concerns, and suggestions.

4. **Analyzing and Synthesizing Input:** The input received from stakeholders is carefully analyzed and synthesized to identify common themes, priorities, and areas of consensus. This helps in understanding the diverse perspectives and ensures that all voices are considered in the development of the school improvement plan.

5. **Collaborative Planning:** The school leadership team, in collaboration with other stakeholders, works together to develop the school improvement plan. This involves reviewing the input received, analyzing data, setting goals, and determining strategies and action steps to address the identified areas of improvement.

6. **Feedback and Validation:** Once the initial draft of the school improvement plan is developed, it is shared with stakeholders for their feedback and validation. This allows them to review the plan, provide additional input, and ensure that their perspectives have been accurately represented.

7. **Plan Refinement:** Based on the feedback received, the school leadership team revises and refines the school improvement plan. This iterative process ensures that the plan reflects the collective input and addresses the needs and aspirations of all stakeholders.

8. **Final Approval and Implementation:** The refined school improvement plan is presented to the relevant decision-making bodies, such as the school board or district administration, for final approval. Once approved, the plan is implemented, and progress is regularly monitored and evaluated.

Throughout the entire process, ongoing communication and transparency are maintained to keep stakeholders informed about the progress and outcomes of the school improvement plan. This helps to foster a sense of ownership and shared responsibility among all stakeholders, leading to a more effective and sustainable improvement effort.

By involving stakeholders and utilizing their input in the school improvement plan development process, the school ensures that the plan reflects the needs and aspirations of the entire school community. This collaborative approach promotes a sense of shared ownership and commitment, ultimately leading to improved outcomes for all stakeholders involved.

### **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))

Here is a description of how the school will regularly monitor and revise the plan as necessary:

1. **Establishing Clear Goals and Indicators:** The school improvement plan begins with setting clear goals and indicators that align with the state's academic standards. These goals should be specific, measurable, attainable, relevant, and time-bound (SMART). The indicators should provide a clear measure of progress towards achieving the desired outcomes.



2. **Data Collection and Analysis:** Regular data collection is essential to monitor the implementation and impact of the school improvement plan. This includes both quantitative data, such as standardized test scores, attendance rates, and graduation rates, as well as qualitative data, such as student and teacher feedback, classroom observations, and parent surveys. The collected data is then analyzed to identify trends, patterns, and areas of improvement.
3. **Progress Monitoring:** The school leadership team, in collaboration with teachers and staff, regularly monitors the progress towards the established goals and indicators. This can be done through data review meetings, progress reports, or other mechanisms that allow for ongoing assessment of the plan's effectiveness. By tracking progress, the school can identify areas of success and areas that require additional attention.
4. **Identifying Achievement Gaps:** The school pays particular attention to identifying and addressing achievement gaps among students. This involves disaggregating data by various student subgroups, such as race, ethnicity, socioeconomic status, English language proficiency, and special education status. By analyzing the data, the school can identify specific areas where certain student groups may be falling behind and develop targeted interventions to address these gaps.
5. **Collaborative Reflection and Evaluation:** The school leadership team, along with teachers and staff, engages in regular reflection and evaluation of the school improvement plan. This includes analyzing the data, reviewing the effectiveness of implemented strategies, and seeking input from stakeholders. Through collaborative discussions, the team identifies strengths, weaknesses, and areas for improvement in the plan's implementation.
6. **Revising the Plan:** Based on the findings from data analysis and collaborative reflection, the school revises the improvement plan as necessary. This may involve adjusting goals, modifying strategies, or implementing new interventions to better meet the needs of students and address the achievement gaps. The revisions are made with focus on continuous improvement and ensuring that the plan remains responsive to the evolving needs of the school community.
7. **Professional Development and Support:** The school provides ongoing professional development and support to teachers and staff to ensure effective implementation of the improvement plan. This may include training on evidence-based instructional practices, differentiated instruction, data analysis, and culturally responsive teaching. By equipping educators with the necessary skills and knowledge, the school enhances their capacity to support student achievement and close the achievement gap.
8. **Engaging Stakeholders:** Throughout the monitoring and revision process, the school actively engages stakeholders, including parents, students, and community members. Their input and feedback are sought to ensure that the plan reflects their perspectives and addresses their concerns. This collaborative approach fosters a sense of ownership and shared responsibility for the plan's success.

**Demographic Data**

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	97%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%

<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	TSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	21	10	15	13	16	0	0	0	75
One or more suspensions	0	2	4	8	2	8	0	0	0	24
Course failure in English Language Arts (ELA)	0	6	6	22	29	9	0	0	0	72
Course failure in Math	0	1	3	12	25	20	0	0	0	61
Level 1 on statewide ELA assessment	0	0	0	0	19	24	0	0	0	43
Level 1 on statewide Math assessment	0	0	0	0	14	19	0	0	0	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	1	10	19	24	0	0	0	59
	0	0	0	0	0	0	0	0	0	

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	3	6	19	28	22	0	0	0	78

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	0	0	0	0	0	0	0	0
Students retained two or more times	0	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	19	19	10	12	8	0	0	0	68
One or more suspensions	0	1	5	4	6	6	0	0	0	22
Course failure in ELA	0	11	13	6	18	16	0	0	0	64
Course failure in Math	0	5	3	8	12	7	0	0	0	35
Level 1 on statewide ELA assessment	0	0	0	1	20	14	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	0	17	12	0	0	0	29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	3	24	18	23	0	0	0	69

**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	12	14	11	23	15	0	0	0	75

**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	1	0	0	0	0	0	1
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	19	19	10	12	8	0	0	0	68
One or more suspensions	0	1	5	4	6	6	0	0	0	22
Course failure in ELA	0	11	13	6	18	16	0	0	0	64
Course failure in Math	0	5	3	8	12	7	0	0	0	35
Level 1 on statewide ELA assessment	0	0	0	1	20	14	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	0	17	12	0	0	0	29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	3	24	18	23	0	0	0	69

**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	12	14	11	23	15	0	0	0	75

**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	1	0	0	0	0	0	1
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*	30	53	53	33	59	56	36		
ELA Learning Gains				61			52		
ELA Lowest 25th Percentile				47					
Math Achievement*	38	57	59	47	53	50	41		
Math Learning Gains				73			38		
Math Lowest 25th Percentile				73					

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	24	54	54	16	59	59	23		
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)	TSI
OVERALL Federal Index – All Students	29
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	114
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	350
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	17	Yes	3	3
ELL				
AMI				
ASN				
BLK	25	Yes	1	1
HSP				
MUL				
PAC				
WHT				
FRL	25	Yes	1	1

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	16	Yes	2	2
ELL				
AMI				
ASN				
BLK	50			
HSP				
MUL				
PAC				
WHT				
FRL	49			

**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	30			38			24					
SWD	7			27							2	
ELL												
AMI												
ASN												
BLK	26			37			22				4	
HSP												
MUL												
PAC												
WHT												
FRL	26			34			22				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	33	61	47	47	73	73	16					
SWD	8			23								
ELL												
AMI												
ASN												
BLK	33	62	47	47	73	73	15					
HSP												
MUL												
PAC												
WHT												
FRL	33	61	43	49	72	71	17					

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	36	52		41	38		23					
SWD	10			20								
ELL												

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
AMI												
ASN												
BLK	35	52		41	38		20					
HSP												
MUL												
PAC												
WHT												
FRL	35	48		38	37		15					

**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	42%	56%	-14%	54%	-12%
04	2023 - Spring	28%	58%	-30%	58%	-30%
03	2023 - Spring	28%	48%	-20%	50%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	42%	57%	-15%	59%	-17%
04	2023 - Spring	42%	52%	-10%	61%	-19%
05	2023 - Spring	36%	56%	-20%	55%	-19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	22%	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.**

FY23 FAST Results (PM#3)

Levels 3+

ELA

3rd=28%

4th=28%

5th=42%

SWD-12%

Math

3rd=42%

4th=42%

5th=36%

SWD-29%

Science

5th Grade - 22%

FY 22 Data shows

Levels 3+

ELA

3rd = 20%

4th = 48%

5th = 37%

SWD - 7%

Math

3rd: 31%

4th: 57%

5th:46%

SWD - 21%

Science

5th Grade - 14%

FY21 FSA results:

ELA

3rd: 27%

4th: 38%

5th: 36%

SWD - 9%

Math

3rd: 53%

4th: 43%

5th: 29%  
 SWD - 18%

Science  
 5th Grade - 24%

FY19 FSA results:

ELA  
 3rd: 29%  
 4th: 39%  
 5th: 37%  
 SWD - 17%

Math  
 3rd: 57%  
 4th: 48%  
 5th: 40%  
 SWD - 29%

Science  
 5th Grade - 29%

Students with disabilities have historically shown the lowest performance in ELA and this trend continued last year as well. When compared with FY22, this subgroup of students did experience an upward trend. However, we are finding that the students with disabilities are not progressing towards mastery of the grade level standards at the rate necessary to meet the challenges of state assessments.

3rd-5th grade teachers were expected to understand and teach the new standards and the new curriculum to prepare the students for the new FAST assessments.

We saw significant contributing factors such as new ELA standards, new assessment platforms (from paper-pencil to computer-based testing), and ESSA SWD's lack of test-taking strategies such as computer-embedded tools. Students struggle effectively using time management strategies to maximize their learning opportunities. We also had significant teacher vacancies that most times did not result in an effective substitute due to ongoing shortages and a large number of new teachers that lacked experience with new standards, classroom routines, and management.

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

Fourth-grade math experienced the greatest decline from FY23. Unfortunately, the fourth-grade math teachers did not participate in professional development focused on the math standards and data review as much as we would have expected. This caused a disconnect with the understanding of the rigor of the new standards.

FY23 FAST Results (PM#3)

Levels 3+  
 ELA  
 4th=28%  
 Math  
 4th=42%

FY 22 Data shows  
 Levels 3+

ELA  
4th = 48%  
Math  
4th: 57%

**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.**

State School  
ELA  
3- 50 28  
4 58 28  
5 54 42  
Math  
3 59 42  
4 61 42  
5 55 36

Science  
5 51 22

We saw significant contributing factors such as new ELA standards, new assessment platforms (from paper-pencil to computer-based testing), and ESSA SWD's lack of test-taking strategies such as computer-embedded tools. Students struggle effectively using time management strategies to maximize their learning opportunities. We also had significant teacher vacancies that most times did not result in an effective substitute due to ongoing shortages and a large number of new teachers that lacked experience with new standards, classroom routines, and management. 3rd-5th grade teachers were expected to understand and teach the new standards and the new curriculum to prepare the students for the new FAST assessments.

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

3rd-grade math experienced the greatest improvement.  
FY23 FAST Results (PM#3)  
Levels 3+  
Math  
3rd=42%  
SWDs= 29%

FY 22 Data shows  
Levels 3+  
ELA  
3rd = 20%  
SWDs= 21%

The contributing factors were that we transitioned from departmentalized by content area to having all teachers responsible for teaching and assessing their grade level contents. Our third-grade teachers were very diligent and focused during the PLCs and common planning. They collaborated effectively on best practices, understanding the rigor of the standards and strategic interventions to support all students, especially our SWDs.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. When looking at our Early Warning System indicators our potential areas of concern are:

Attendance  
Suspensions  
Number of students with a substantial reading deficiency

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

Accelerated learning has been a focus at WES, we implemented the Student Academic Support Plan (SASP), state money was allocated to support students. All our students were invited to participate. Teachers focused on standards-based content learning, specifically Reading and Math. We will have teachers instruct using grade-level materials and resources ensuring to accommodate strategies and best practices.

We are conducting a thorough standards analysis of the standards that were not mastered across all grades and content areas in our PLCs, and we will adjust new instruction and reteach to ensure instruction is fully aligned and focused on accelerating student achievement to standards mastery. Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD.

During preschool and through FY24 the teachers will receive PD to focus on Marzano's taxonomy of instruction. Teachers will receive PD on the mental process students experience when learning. They will be instructed on the understanding of the various levels of learning and the application of learning. Teachers will focus on various high-yield strategies to support student learning specifically with:

- Identifying similarities and differences.
- Summarizing and note-taking.
- Reinforcing effort and providing recognition.
- Homework and practice.
- Nonlinguistic representations.
- Cooperative learning.
- Setting objectives and providing feedback.
- SEL
- Small group differentiation

Sustaining the mindset of improvement throughout the campus is a priority for today and the future.

1. Utilizing Small Group Differentiated Instruction with Academic Tutors and strategically selected research-based instructional materials ensures that the differentiated needs of students are met with targeted instruction and interventions. Tutors will be placed based on the academic needs based on classroom demographics and ESSA subgroups.

2. Learning Team Facilitator: Developing teachers' instructional expertise to facilitate highly effective instruction through deep, focused professional development, collaborative planning, and data analysis will help accelerate student learning to grade-level proficiency. Coaching support ensures that instruction

is strategic, data-driven, and highly effective in meeting students' differentiated needs, prioritizing the identified ESSA subgroups.

3. Extended Day/Year Tutorials keep students and families engaged in learning and helps prevent academic backslide with targeted instruction based on data-driven academic needs, especially for the identified ESSA subgroups.

4. Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups.

5. As an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and supported by the Department of Early Childhood and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards.

### **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 Benchmark-aligned Instruction

### 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.

#### FY23 FAST Results

Levels 3+

ELA

3rd=28%

4th=28%

5th=42%

SWD-12%

Math

3rd=42%

4th=42%

5th=36%

SWD-29%

Science

5th Grade - 22%

#### FY 22 Data shows

Levels 3+

ELA

3 = 20%

4 = 48%

5 = 37%

SWD - 7%

Math

3rd: 31%

4th: 57%

5th:46%

SWD - 21%

Science

5th Grade - 14%

#### FY21 FSA results:

ELA

3rd: 27%

4th: 38%

5th: 36%

SWD - 9%

Math

3rd: 53%

4th: 43%

5th: 29%

SWD - 18%

Science  
5th Grade - 24%

FY19 FSA results:

ELA  
3rd: 29%  
4th: 39%  
5th: 37%  
SWD - 17%

Math  
3rd: 57%  
4th: 48%  
5th: 40%  
SWD - 29%

Science  
5th Grade - 29%

The trends we are finding is that the students are not progressing towards mastery of the grade level standards at the rate necessary to meet the challenges of state assessments.

Washington Elementary's goal is to improve student achievement to ensure progress towards meeting the expectations of the District's Strategic Plan for our tested 3rd, 4th and 5th Grade Students in the areas of ELA, Mathematics, and Science for 5th grade.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, 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.

**Measurable Outcome:**

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

Student Learning Outcomes

By February 2024 Math Achievement +3%, Math Learning Gains +3% Low 25s +3%, including our ESSA identified subgroups SWDs.

By May 2024 Math Achievement +5%, Math Learning Gains +5% Low 25s +5%, including our ESSA identified subgroups SWDs.

By February 2024 Science Achievement +3%, Low 25s +3%, including our ESSA identified subgroups SWDs.

By May 2024 Science Achievement +5%, Low 25s +5%, including our ESSA identified subgroups SWDs.

Teacher Practice:

By February 2024, 50% of the teachers are displaying and utilizing word walls to support student learning

By May 2024, 85% of the teachers are displaying and utilizing word walls to support student learning

Coaching:

By February 2024, 35% of the teachers will be out of a Tier 1 support status

By May 2024, 55% of the teachers will be out of a Tier 1 support status

### **Monitoring:**

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

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

School-Based Leadership (SBLT) will monitor and assess ongoing support for standards-based instruction to ensure that students have ample opportunities for hands-on practice and to gain knowledge. Monitoring will be through data analysis of F.A.S.T., i-Ready, Math SuccessMaker, and FSQs/USAs. SBLT will conduct classroom observations, and review lesson plans. SBLT will monitor the Coaching Continuum cycle through the review of the coaching agendas, coaching schedule, and the impact on students' data.

### **Person responsible for monitoring outcome:**

Vernicka Murray (vernicka.rolle@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. Small Group Differentiated Instruction: The school will utilize 4 Out-of-System Tutors and instructional materials targeted to provide strategic, differentiated instructional supports for high-needs learners (UniSIG).
2. Professional Development/Professional Learning Communities: Teachers will engage in strategic, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices for accelerating student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. Instructional leaders - Coaches, Single School Culture Coordinator and others - will provide support to build instructional capacity.
3. Extended Day/Year Tutorials: Teachers will facilitate tutorials for high-needs students beyond the regular school day/year to provide additional targeted and strategic instruction.

### **Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

1. Utilizing Small Group Differentiated Instruction with Out-of-System Tutors and strategically selected instructional materials ensures that the differentiated needs of students are met with targeted instruction and interventions. Out-of-System Tutors will be placed based on the academic needs based on classroom demographics and ESSA subgroups.
2. Developing teachers' instructional expertise to facilitate highly effective instruction through deep, focused professional development, collaborative planning, and data analysis will help accelerate student learning to grade-level proficiency. Coaching support ensures that instruction is strategic, data-driven, and highly effective in meeting students' differentiated needs, prioritizing the identified ESSA subgroups.
3. Extended Day/Year Tutorials keep students and families engaged in learning and helps prevent academic backslide with targeted instruction based on data-driven academic needs, especially for the identified ESSA subgroups.



**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***

## #2. ESSA Subgroup specifically relating to Students with Disabilities

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a 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.

FY23 FAST Results (PM#3)

Levels 3+

ELA

SWD-12%

Math

SWD-29%

FY 22 Data shows

Levels 3+

ELA

SWD - 7%

Math

SWD - 21%

FY21 FSA results:

ELA

SWD - 9%

Math

SWD - 18%

FY19 FSA results:

ELA

SWD - 17%

Math

SWD - 29%

Washington Elementary's goal is to improve student achievement to ensure progress toward meeting the expectations of the District's Strategic Plan for our tested 3rd, 4th, and 5th Grade Students in the areas of ELA, Mathematics, and Science for 5th grade and to ensure our SWDs demonstrate learning gains towards proficiency.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will

increase student achievement and ensure alignment with 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.

### Measurable Outcome:

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

Student Learning Outcomes

By February 2024:

ELA Achievement +2%, including our ESSA-identified subgroups SWDs.  
Math Achievement +2%, including our ESSA-identified subgroups SWDs.  
Science Achievement +2%, including our ESSA-identified subgroups SWDs.

May 2024

ELA Achievement +3%, including our ESSA-identified subgroups SWDs.  
Math Achievement +5%, including our ESSA-identified subgroups SWDs.  
Science Achievement +5%, including our ESSA-identified subgroups SWDs.

Teacher Practice:

By February 2024, 50% of the teachers are displaying and utilizing word walls to support student learning  
By May 2024, 85% of the teachers are displaying and utilizing word walls to support student learning

Coaching:

By February 2024, 35% of the teachers will be out of a Tier 1 support status  
By May 2024, 55% of the teachers will be out of a Tier 1 support status

### **Monitoring:**

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact. School-Based Leadership (SBLT) will monitor and assess ongoing support for standards-based instruction to ensure that students have ample opportunities for hands-on practice and to gain knowledge. Monitoring will be through data analysis of F.A.S.T., i-Ready, Math SuccessMaker, and FSQs/USAs. SBLT will conduct classroom observations, and review lesson plans. SBLT will monitor the Coaching Continuum cycle through the review of the coaching agendas, coaching schedule, and the impact on students' data.

### **Person responsible for monitoring outcome:**

Vernicka Murray (vernicka.rolle@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. Small Group Differentiated Instruction: The school will utilize 4 Out-of-System Tutors and instructional materials targeted to provide strategic, differentiated instructional supports for high-needs learners (UniSIG).
2. Professional Development/Professional Learning Communities: Teachers will engage in strategic, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices for accelerating student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. Instructional leaders - Coaches, Single School Culture Coordinator and others - will provide support to build instructional capacity.
3. Extended Day/Year Tutorials: Teachers will facilitate tutorials for high-needs students beyond the regular school day/year to provide additional targeted and strategic instruction.

### **Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

1. Utilizing Small Group Differentiated Instruction with Out-of-System Tutors and strategically selected instructional materials ensures that the differentiated needs of students are met with targeted instruction

and interventions. Out-of-System Tutors will be placed based on the academic needs based on classroom demographics and ESSA subgroups.

2. Developing teachers' instructional expertise to facilitate highly effective instruction through deep, focused professional development, collaborative planning, and data analysis will help accelerate student learning to grade-level proficiency. Coaching support ensures that instruction is strategic, data-driven, and highly effective in meeting students' differentiated needs, prioritizing the identified ESSA subgroups.

3. Extended Day/Year Tutorials keep students and families engaged in learning and helps prevent academic backslide with targeted instruction based on data-driven academic needs, especially for the identified ESSA subgroups.

**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. Small Group Differentiated Instruction

Currently, our ESE teachers are serving as classroom teachers. They mentor and coach all the teachers with strategies and interventions to support our SWDs.

- a. The school will employ Out-of-System Tutors for "double-down" support in grades 3-5 to ensure small-group differentiated instruction.
- b. Tutors will participate in professional development with teachers when possible on Item Specifications, unpacking standards, aligning complexity, and DOK (Depth of Knowledge) question stems to reduce teacher talk and increase standards accountability.
- c. Tutors will support students using Ready Florida and Phonics for Reading to address foundation-level gaps and support standards-mastery through differentiated small group instruction to support ESSA subgroups (SWDs).
- d. SSCC will implement the Coaching Continuum based on tutors'/teachers' instructional needs.
- e. Incorporate classroom libraries with resources that empower students to strive for higher achievement. Monitoring will occur through daily classroom walks, data analysis, and data chats.

**Person Responsible:** Germaine Pierre Ross ([germaine.pierreros@palmbeachschools.org](mailto:germaine.pierreros@palmbeachschools.org))

**By When:** August 2023, after Diagnostic assessments-May 2024

2. Professional Development/Professional Learning Communities:

- a. The SSCC and Coaches will conduct professional development for all teachers based on instructional needs as reflected by data.
- b. Leadership team will create schedules conducive to providing support to teachers and academic tutors.
- c. Agendas for PLCs will be data-driven to determine needs and focus standards.
- d. SSCCs will assist teachers with an in-depth understanding of test item specifications, unpacking standards, aligning complexity, and implementation/creation of DOK (Depth of Knowledge) question stems to replace teacher-talk with standards-based student accountability.
- e. Teachers will collaborate on instructional strategies, best practices, academic vocabulary to support student achievement especially for ESSA subgroups (African-American, ED,SWD).
- f. SSCCs will support Lesson Study to build instructional practices/pedagogy and deepening student

knowledge through practice.

g. Monitoring will occur through administration participation and data analysis.

**Person Responsible:** Vernicka Murray (vernicka.rolle@palmbeachschools.org)

**By When:** August 2023 -May 2024

3. Extended Day/Year Tutorials:

a. Teachers facilitate tutorial instruction after school, on Saturdays, during vacation breaks.

b. Students groups will be based on data analysis from the most recent FSA scores, Winter Diagnostics, and all other district data. Priority will be given to our most needy population (African-American, ED, SWD).

d. Teachers will receive professional development on Item Specifications, unpacking standards, aligning complexity, and implementation/creation of DOK (Depth of Knowledge) question stems to replace excessive teacher-talk with standards-based student accountability.

e. Tutorials will be structured based on content. Students will rotate amongst content expert teachers.

f. Monitoring will occur through data analysis and lesson plan review.

**Person Responsible:** Germaine Pierre Ross (germaine.pierreros@palmbeachschools.org)

**By When:** October 2023- May 2024

**#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.

When looking at our historical attendance data we see:

Percent of students chronically absent

Sy 19/20 Sy 20/21 SY 21/22 Sy 22/23

37% 51% 31% 43%

**Measurable Outcome:**

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

By May of 2024 we should see a significant improvement in chronic attendance, our goal is a reduction of 10%.

**Monitoring:**

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

Monitoring of student daily attendance by teachers and administration. Review of SIS. Ongoing Parent and student communications. Collaboration and attendance data review with the Truancy Department.

**Person responsible for monitoring outcome:**

Vernicka Murray (vernicka.rolle@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. Schoolwide Attendance Plan
2. Required Instruction Florida State Statute 1003.42 and Policy 2.09

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

1. Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.
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.

Attendance Plan:

1. Parents sign the Student/Parent Compact
2. Review of compact and attendance expectations during preschool, Meet the Teachers, and ongoing during SAC meetings and parent/teacher conferences
3. Teachers will monitor student attendance carefully. All teachers need to review and update the attendance by 9 AM.
4. Data Processor will follow up with teachers and develops the attendance letters for parents after three days of a student's absence.
5. Truancy department sends out a monthly report with any attendance issues. The school follows up with parent calls, home visits, etc.

**Person Responsible:** Ranada Rainey-Reese (ranada.rainey-reese@palmbeachschools.org)

**By When:** August 2023- May 2024

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

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
3. Our school highlights multicultural diversity within the curriculum and the arts.

**Person Responsible:** Vernicka Murray (vernicka.rolle@palmbeachschools.org)

**By When:** August 2023- May 2024

### CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, and provide an overview of the requirements of the School Board, and school improvement



updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation, and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant-funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on:

1. Teachers and support staff will attend ongoing professional development to engage in deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
2. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
3. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
4. Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
5. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
6. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.
7. The District Reading Collaboration team provides professional development to schools based on needs.
8. Curriculum Resources: Curriculum resources to enhance ELA, Science & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
9. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

### **Area of Focus Description and Rationale**

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

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

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



The area of focus for Kindergarten, 1st, and 2nd grade is to improve student learning in literacy. This includes developing foundational reading skills, phonics, vocabulary, comprehension, and fluency. The rationale for this area of focus is based on the data reviewed, which indicates that a significant percentage of students in these grade levels are not on track to pass the statewide, standardized ELA assessment or are scoring below Level 3.

Effect on Student Learning in Literacy:

Improving student learning in literacy in Kindergarten, 1st, and 2nd grade is crucial for long-term academic success. These early years are critical for developing foundational reading skills, which serve as the building blocks for future literacy development. By focusing on literacy in these grade levels, students will have a solid foundation in reading and language skills, enabling them to comprehend texts, expand their vocabulary, and become fluent readers.

Rationale for Identifying it as a Critical Need:

The critical need to improve student learning in literacy in Kindergarten, 1st, and 2nd grade was identified through data analysis. The data reviewed indicated that a significant percentage of students in these grade levels were not on track to pass the statewide, standardized ELA assessment or were scoring below Level 3. This data suggests that there is a gap in literacy skills and a need for targeted interventions and instructional practices to support student growth in reading and language development.

Additionally, research shows that early literacy skills are strong predictors of future academic success. By addressing the critical need for improved literacy skills in Kindergarten, 1st, and 2nd grade, the school can provide students with a strong foundation for future learning and academic achievement.

In conclusion, the critical need to improve student learning in literacy in Kindergarten, 1st, and 2nd grade was identified through data analysis, which indicated a significant percentage of students not on track to pass the statewide, standardized ELA assessment or scoring below Level 3. Focusing on literacy in these grade levels is essential for developing foundational reading skills and setting students up for long-term academic success. By addressing this critical need, the school can provide targeted interventions and instructional practices to support student growth in reading and language development.

Kindergarten:

Prior Year Data: 50% of students on track to pass the statewide ELA assessment.

Measurable Outcome: Decrease the percentage of students not on track to pass the statewide ELA assessment to 40% or below.

Grade 1:

Prior Year Data: 71.4% of students not on track to pass the statewide ELA assessment.

Measurable Outcome: Decrease the percentage of students not on track to pass the statewide ELA assessment to 20% or below.

Grade 2:

Prior Year Data: 35.6% of students not on track to pass the statewide ELA assessment.

Measurable Outcome: Decrease the percentage of students not on track to pass the statewide ELA assessment to 55% or below.

### **Grades 3-5: Instructional Practice specifically related to Reading/ELA**

Grade 3:

Prior Year Data: 72% of students scored below Level 3 on the statewide, standardized ELA assessment.

Measurable Outcome: Increase the percentage of students scoring at or above Level 3 on the statewide,

standardized ELA assessment to 45% or above.

**Grade 4:**

Prior Year Data: 72% of students scored below Level 3 on the statewide, standardized ELA assessment.  
 Measurable Outcome: Increase the percentage of students scoring at or above Level 3 on the statewide, standardized ELA assessment to 45% or above.

**Grade 5:**

Prior Year Data: 58% of students scored below Level 3 on the statewide, standardized ELA assessment.  
 Measurable Outcome: Increase the percentage of students scoring at or above Level 3 on the statewide, standardized ELA assessment to 55% or above.

The measurable outcomes for grades 3-5 are based on the prior year data, aiming to increase the percentage of students scoring at or above Level 3 on the statewide, standardized ELA assessment. By setting these specific objectives, the school can track progress and measure the effectiveness of interventions and instructional practices implemented to improve student performance in reading and ELA. These outcomes provide a clear target for improvement and guide the school's efforts in supporting students' literacy development.

**Measurable Outcomes**

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

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

**Grades K-2 Measurable Outcomes**

By February 2024 ELA Achievement +5%, Math Learning Gains +5% Low 25s +5%, including our ESSA identified subgroups SWDs.

By May 2024 ELA Achievement +8%, Math Learning Gains +8% Low 25s +8%, including our ESSA identified subgroups SWDs.

**Grades 3-5 Measurable Outcomes**

By February 2024 ELA Achievement +3%, Math Learning Gains +3% Low 25s +3%, including our ESSA identified subgroups SWDs.

By May 2024 ELA Achievement +5%, Math Learning Gains +5% Low 25s +5%, including our ESSA identified subgroups SWDs.

**Monitoring**

**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

To ensure the desired outcomes are achieved, ongoing monitoring of the area of focus, which is the improvement of ELA Assessment performance in grades K-2, will be implemented. This monitoring

process will have a direct impact on student achievement outcomes. Here's how it will be conducted and its impact:

1. Progress Monitoring:

- Regular assessments: Teachers will administer assessments to track student progress in ELA skills.
- Data analysis: Collected assessment data will be analyzed to identify areas of improvement and individual student needs.
- Adjustments to interventions: Interventions and instructional strategies will be adjusted based on data analysis to address specific areas of weakness.

2. Checkpoints and Milestones:

- Implementation timeline: The monitoring plan will include checkpoints and milestones to monitor intervention progress.
- Review and reflection: At each checkpoint, the effectiveness of interventions will be reviewed, and necessary adjustments will be made.
- Celebrating milestones: Achievements and growth will be celebrated to motivate students, teachers, and parents.

3. Collaboration and Communication:

- Ongoing collaboration: Regular collaboration among teachers, administrators, and support staff will occur to discuss student progress and share best practices.
- Data-driven discussions: Data analysis will inform discussions, allowing for targeted support and instructional adjustments.
- Communication with parents: Regular communication with parents will provide updates on student progress and strategies for support at home.

4. Continuous Improvement:

- Reflective practices: The school will engage in reflective practices to evaluate intervention effectiveness.
- Feedback and input: Stakeholders, including teachers, parents, and students, will provide feedback for improvement.
- Refinement of the SIP: Based on ongoing monitoring and feedback, the SIP will be refined to ensure sustained progress.

Ongoing monitoring of the area of focus will:

- Identify areas of weakness and individual student needs, enabling targeted interventions and support.
- Allow for timely adjustments to instructional strategies based on data analysis, ensuring effective instruction.
- Foster collaboration and communication, creating a supportive learning environment.
- Encourage continuous improvement through reflection and feedback, leading to refined strategies and sustained progress.

By closely monitoring the area of focus, the school will track student progress, make informed decisions, and improve student achievement outcomes in ELA skills.

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Murray, Vernicka, vernicka.rolle@palmbeachschools.org

**Evidence-based Practices/Programs**

**Description:**

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

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

Three evidence-based programs/practices have been identified to address the measure of outcomes in each grade: small group differentiated instruction; professional development/professional learning communities (PLCs); and extended day/year tutorials.

### 1. Small Group, Differentiated Instruction:

- Description: Small group, differentiated instruction involves tailoring instruction to meet the individual needs of students in a small group setting. Teachers will create flexible groups based on students' skill levels, interests, and learning styles. They will provide targeted instruction, individualized feedback, and specific interventions to address students' strengths and weaknesses in ELA.

- Evidence-based programs: Research has shown that small group, differentiated instruction improves student engagement, motivation, and achievement in ELA. Programs such as iReady, Guided Reading, or Leveled Literacy Intervention have been proven effective in providing targeted instruction and interventions to support students' ELA skills.

- Monitoring: Teachers will regularly assess students' progress through formative assessments, observations, and student work samples. Data will be collected and analyzed to monitor individual student growth and identify areas that require further support or adjustment in instruction.

### 2. Professional Development/PLCs:

- Description: Professional development and PLCs involve providing ongoing training and collaborative opportunities for teachers to enhance their instructional practices in ELA. Teachers will participate in workshops, seminars, and collaborative planning sessions to deepen their understanding of effective ELA strategies, share best practices, and analyze student data to inform instruction.

- Evidence-based programs: Programs such as SPIRE, Voyager, and LLI have been proven effective through providing professional development and supporting the implementation of research-based ELA strategies. These programs offer resources, training, and ongoing support for teachers to improve their instructional practices.

- Monitoring: The school will monitor the implementation of professional development and PLCs through regular feedback surveys, observations, and collaborative reflection sessions. Data on teacher growth, changes in instructional practices, and student outcomes will be collected and analyzed to assess the impact of these programs on ELA achievement.

### 3. Extended Day/Year Tutorials:

- Description: Extended day/year tutorials involve providing additional instructional time and support to students outside of regular school hours. Students will receive targeted intervention, remediation, and enrichment activities to strengthen their ELA skills. These tutorials may be conducted by teachers, instructional aides, or volunteers.

- Evidence-based programs: Programs such as 21st Century LLC, and AVID have been proven effective in providing extended day/year tutorials and support for students' ELA skills. These programs offer structured activities, individualized instruction, and additional resources to help students improve their

ELA scores.

- Monitoring: The school will monitor the effectiveness of extended day/year tutorials through regular assessments, progress monitoring, and feedback from students, parents, and tutors. Data on student growth, attendance, and engagement will be collected and analyzed to evaluate the impact of these programs on ELA achievement.

Overall, the implementation of small group, differentiated instruction; professional development/PLCs; and extended day/year tutorials will be closely monitored through data collection, ongoing assessments, observations, and feedback. This monitoring process will allow the school to assess the effectiveness of these evidence-based programs/practices in improving ELA outcomes and make necessary adjustments to ensure continuous improvement.

**Rationale:**

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

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

**1. Small Group, Differentiated Instruction:**

- Criteria for selection: Small group, differentiated instruction is an evidence-based practice that tailors instruction to meet the individual needs of students in a small group setting. It has been proven effective in improving student engagement, motivation, and achievement.

- Rationale: By implementing small group, differentiated instruction, we can provide targeted support to students based on their specific needs and skill levels. This approach allows for personalized instruction, individualized feedback, and targeted interventions, leading to improved ELA scores on standardized tests.

**2. Professional Development/PLCs:**

- Criteria for selection: Professional development and professional learning communities (PLCs) are evidence-based practices that support teacher growth and collaboration. They have been shown to enhance instructional practices and student outcomes.

- Rationale: By providing ongoing professional development and fostering PLCs, we can empower our teachers with the knowledge and skills needed to effectively implement small group, differentiated instruction strategies in the ELA classroom. This will result in improved instruction, individualized support, and ultimately raise student achievement on standardized tests.

**3. Extended Day/Year Tutorials:**

- Criteria for selection: Extended day/year tutorials are evidence-based practices that provide additional instructional time and support to students. Research has shown that extended learning opportunities can lead to significant gains in academic achievement.

- Rationale: By offering extended day/year tutorials, we can provide additional time for small group, differentiated instruction, allowing for more focused practice, remediation, and enrichment in ELA. This targeted support will help students strengthen their skills, address specific areas of weakness, and ultimately improve their ELA scores on standardized tests.

The selection of these evidence-based practices/programs is driven by the identified need to improve ELA scores on standardized tests. The evidence supporting small group, differentiated instruction, professional development/PLCs, and extended day/year tutorials demonstrates a proven record of positively affecting student outcomes, particularly for the target population. By implementing these

practices, we are strategically addressing the specific needs of our students, providing them with personalized instruction, additional support, and the necessary tools to succeed in ELA.

### **Action Steps to Implement**

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p><b>Literacy Leadership:</b>                      Establish a literacy leadership team: A team of experienced educators will be formed to provide guidance and support in implementing effective literacy practices throughout the school. This team will consist of teachers, administrators, and literacy specialists.</p>	
<p><b>Literacy Coaching:</b>                      Implement a literacy coaching program: Trained literacy coaches will be assigned to work closely with teachers, providing individualized support and guidance in implementing research-based literacy strategies. Coaches will observe classroom instruction, provide feedback, and model effective teaching practices.</p>	<p>Murray, Vernicka,                      vernicka.rolle@palmbeachschools.org</p>
<p><b>Assessment:</b>                      Implement a comprehensive assessment plan: A variety of formative and summative assessments will be used to monitor student progress in literacy skills. This will include regular benchmark assessments, diagnostic assessments, and ongoing progress monitoring tools.</p>	
<p><b>Professional Learning:</b>                      Establish a professional learning community: Teachers will be encouraged to participate in professional learning communities focused on literacy instruction. These communities will provide opportunities for collaboration, sharing of resources, and discussion of effective instructional strategies.</p>	
<p><b>Literacy Leadership</b>                      Develop a shared vision and goals: The literacy leadership team will collaborate to establish a shared vision for literacy instruction and set clear goals aligned with the school's overall objectives. This will ensure a unified approach to literacy across all grade levels and subject areas.</p> <p><b>Literacy Coaching</b>                      Collaborative planning and reflection: Coaches will engage in collaborative planning sessions with teachers to design and implement effective literacy lessons. They will also facilitate regular reflection sessions to analyze student data, adjust instructional strategies, and share best practices.</p> <p><b>Assessment</b>                      Analyze assessment data: Teachers and administrators will collaboratively analyze assessment data to identify areas of strength and weakness in student performance. This data analysis will inform instructional decisions and allow for targeted interventions.</p> <p><b>Professional Learning</b>                      Offer ongoing professional development opportunities: Regular professional development sessions will be provided to teachers, focusing on research-based literacy practices, instructional technology, differentiation, and meeting the needs of diverse learners.</p>	
<p><b>Literacy Leadership</b>                      Provide ongoing professional development: The leadership team will organize regular professional development sessions to enhance the knowledge and skills of teachers in effective literacy instruction. This will include workshops, seminars, and collaborative learning opportunities.</p>	<p>Murray, Vernicka,                      vernicka.rolle@palmbeachschools.org</p>

Action Step	Person Responsible for Monitoring
<p>Literacy Coaching Provide ongoing professional development for coaches: To ensure the effectiveness of literacy coaching, coaches will receive continuous professional development opportunities. This will include training on the latest research-based instructional strategies, assessment techniques, and coaching methodologies.</p>	
<p>Assessment Provide professional development on assessment literacy: Teachers will receive professional development on assessment literacy, including understanding different types of assessments, interpreting data, and using assessment results to inform instruction. This will enhance their ability to effectively use assessment data to drive instructional decisions.</p>	
<p>Professional Learning Support teacher-led professional learning: Teachers will be encouraged to take leadership roles in facilitating professional learning sessions, sharing their expertise, and engaging in peer observations and feedback.</p>	

## Title I Requirements

**Schoolwide Program Plan (SWP) Requirements**  
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**  
List the school’s webpage\* where the SIP is made publicly available.

Methods of Dissemination:

1. Students:
  - Classroom Presentations: Teachers can present the SIP to students in an age-appropriate manner, highlighting the goals and strategies that will benefit them.
  - Student Assemblies: Organize school-wide assemblies where the principal or designated staff members can share the plan with students, explaining its importance and how it will positively impact their learning experience.
  
2. Families:
  - Parent-Teacher Meetings: During scheduled parent-teacher conferences, educators can discuss the school improvement plan with parents, providing an overview of the goals, strategies, and expected outcomes.
  - Newsletters and Emails: Regularly communicate updates about the plan through newsletters and emails, ensuring parents are informed about the progress and any changes.
  - Parent Workshops: Conduct workshops specifically designed to explain the school improvement plan, its objectives, and how parents can support their child's learning at home.



### 3. School Staff:

- Staff Meetings: Dedicate a portion of staff meetings to discuss the SIP, allowing teachers and staff members to ask questions, provide input, and understand their role in implementing the strategies.
- Professional Development Sessions: Organize professional development sessions focused on the plan's goals and strategies, providing staff with the necessary training and resources to effectively implement them.
- Staff Intranet or Online Platforms: Utilize digital platforms to share updates, resources, and progress related to the school improvement plan, ensuring all staff members have access to the information.

### 4. Leadership:

- Principal Meetings: Schedule meetings with the school principal to discuss the plan's progress, challenges, and successes. This allows for open communication and collaboration between the principal and other leaders.
- Leadership Team Meetings: Regularly include discussions about the school improvement plan in leadership team meetings, ensuring all leaders are aligned and actively involved in its implementation.

### 5. Local Businesses:

- Community Meetings: Organize meetings with local business owners and community leaders to share the school improvement plan, emphasizing the benefits it will bring to the community as a whole.
- Partnerships and Collaborations: Seek partnerships with local businesses to support specific initiatives outlined in the plan, such as providing resources, mentorship programs, or internship opportunities.

### Protocol for Dissemination:

1. Language Accessibility: Ensure that all materials related to the school improvement plan are available in a language that parents can understand. Translate key documents, provide interpreters during meetings, and offer language support as needed.
2. Clear Communication Channels: Establish clear communication channels for stakeholders to access information about the plan. This can include a dedicated section on the school website, regular updates through email or newsletters, and utilizing digital platforms for easy access to resources and progress reports.
3. Regular Updates: Commit to providing regular updates on the progress of the plan to all stakeholders. This can be done through newsletters, meetings, or online platforms, keeping everyone informed and engaged in the process.
4. Feedback Mechanisms: Create opportunities for stakeholders to provide feedback and ask questions about the plan. This can be done through surveys, suggestion boxes, or designated feedback sessions, ensuring that their voices are heard and considered.

### **Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school recognizes the importance of building positive relationships with parents, families, and other community stakeholders to fulfill its mission, support student needs, and keep parents informed of their child's progress. Here is a short description of how the school plans to achieve this:

1. Open and Welcoming Environment: The school will create an open and welcoming environment

where parents and families feel comfortable and valued. This includes friendly staff, clear communication channels, and opportunities for parents to actively participate in school activities.

2. Parent Engagement Events: The school will organize regular parent engagement events such as workshops, seminars, and informational sessions. These events will provide parents with valuable resources, strategies, and tools to support their child's learning at home.

3. Parent-Teacher Communication: The school will establish effective communication channels between parents and teachers. This includes regular parent-teacher conferences, email updates, newsletters, and online platforms where parents can easily access information about their child's progress, upcoming events, and school initiatives.

4. Parent Volunteer Program: The school will encourage and facilitate parent involvement through a volunteer program. Parents will have opportunities to contribute their skills, time, and expertise to support various school activities, such as classroom assistance, event planning, and mentoring programs.

5. Parent Education and Support: The school will provide parent education and support programs to address specific needs and concerns. This may include workshops on topics such as parenting strategies, academic support at home, and navigating the school system.

6. Community Partnerships: The school will actively seek partnerships with local businesses, organizations, and community stakeholders. These partnerships will provide additional resources, mentorship opportunities, and support services for students and families.

7. Transparent Progress Reporting: The school will ensure that parents are regularly informed about their child's progress through transparent and comprehensive progress reports. These reports will include academic achievements, social-emotional development, and areas for improvement, allowing parents to actively engage in their child's educational journey.

By implementing these strategies, the school aims to build positive relationships with parents, families, and community stakeholders. This will not only support the needs of students but also create a collaborative and supportive environment where parents are well-informed, engaged, and actively involved in their child's education.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

The school has developed a comprehensive plan to strengthen the academic program, increase learning time, and provide an enriched and accelerated curriculum for all students, including those with disabilities. Here is a description of the strategies and initiatives planned:

1. Differentiated Instruction: Teachers will implement differentiated instruction techniques to meet the diverse learning needs of students. This includes providing individualized support, adapting materials and resources, and offering flexible grouping strategies to ensure all students can access and engage with the curriculum.

2. MTSS Framework: The school will implement an MTSS framework to identify and support students who may be struggling academically. This multi-tiered system of support will provide targeted interventions and additional learning opportunities to help students catch up and succeed.

3. Extended Learning Opportunities: The school will offer extended learning opportunities beyond regular

classroom instruction. This may include after-school programs, tutoring sessions, and enrichment clubs that provide additional academic support and opportunities for students to explore their interests.

4. Enrichment and Acceleration Programs: The school will develop and implement enrichment and acceleration programs to challenge high-achieving students and provide opportunities for them to delve deeper into their areas of interest. These programs may include advanced coursework, honors classes, and participation in academic competitions.

5. Collaboration with Special Education Department: The school will foster collaboration between general education and special education teachers to ensure that students with disabilities receive appropriate accommodations and modifications to access the curriculum. Individualized Education Programs (IEPs) will be developed and regularly reviewed to address the unique needs of these students.

6. Professional Development: The school will provide ongoing professional development opportunities for teachers to enhance their instructional practices and stay updated on best practices in special education and differentiated instruction. This will ensure that teachers are equipped with the knowledge and skills to effectively support students with disabilities in the academic program.

7. Parent Involvement and Communication: The school will actively involve parents in the academic program by providing regular communication, progress updates, and opportunities for parent-teacher collaboration. This will ensure that parents are informed about their child's academic progress and can actively support their learning at home.

By implementing these strategies, the school aims to strengthen the academic program, increase learning time, and provide an enriched and accelerated curriculum for all students, including those with disabilities. This comprehensive approach will support the diverse needs of students and create an inclusive learning environment where every student can thrive academically.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.