Sandpiper Shores Elementary School

2021-22 Schoolwide Improvement Plan

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Sandpiper Shores Elementary School

11201 GLADES RD, Boca Raton, FL 33498

https://sses.palmbeachschools.org

Demographics

Principal: Monique Coyle

Start Date for this Principal: 8/30/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (70%) 2017-18: A (69%) 2016-17: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	42%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Sandpiper Shores Elementary 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.

Sandpiper Shores Elementary 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

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Coletto, Stephanie	Principal	As principal of Sandpiper Shores Elementary School, Stephanie Coletto manages or supervises all aspects of the educational program. First and foremost, is the instructional leader of the school who ensures equitability for all students. She is the decision maker in regards to the master schedule, teacher evaluation and supervision, curriculum and intervention resources and instruction, hiring, and budgetary decisions.
Boone, Sheila	Assistant Principal	Sheila Boone is the assistant principal and is responsible for school safety and transportation. She assists the principal in monitoring the classroom for curriculum and instruction. She participates in MTSS meetings and attends PLC meetings. She handles the SwPBS team and safety committee. She is in charge of discipline and supervises the non instructional staff.
Bickler, Beth	Curriculum Resource Teacher	Ms. Bickler is responsible for organizing and Running PLC meetings for all grade levels which incudes data analysis and planning the curriculum, small group instruction and iii groups. She participates in our MTSS meetings and works closely with the MTSS leader to analyze student data and determining the proper intervention for the student. She conducts Tier 2 and Tier 3 intervention groups.
Rice, Traci	Other	Ms. Rice is our SAI teacher. She teaches Tier 2 and tier 3 groups each day, She also runs our school based team (MTSS), She does professional development for the staff on the Rti process. She works closely with the principal to identify students who are below grade level. She analyzes the data is runs a very efficient meeting weekly. She is instrumental in collaborating with the ESE team and ESOL team to schedule any student who is in need of support throughout the day. She does all other duties as assigned.
Brandt, Renee	Other	Ms. Brandt runs the ESE program. Sandpiper Shores has 11 self-contained ESE classrooms for students with autism. Ms. Brant is responsible for Scheduling teachers and students and paras. She is an LEA and conducts all IEP meetings for our students with autism as well as our SLD and language impaired students. She trouble shoots with teachers and the staff and organizes professional development for the staff as it pertaines to ESE issues.
Lessne, Dahlia	School Counselor	Ms. Lessne is our school guidance counselor and she supports student's emotional health and well being. She conducts students groups on a wide array of topics. She is the leader of our care team which includes our behavioral health professional, ESOL school counselor and psychologist and co-located therapist. She organizes all of our special days, liek stomp out bullying, unity day, etc.

Name	Position Title	Job Duties and Responsibilities
Maione, Kerry	ELL Compliance Specialist	Ms. Maione is our ESOL coordinator.She runs the ESOL program by scheduling students into classrooms based on levels. She conducts LEP parent meetings, oversees the staff which includes 3 ESOL teachers and 2 Community language facilitators. She works collaboratively with her staff and the teachers to develop goals for the students She actively participates in SBT meetings and analyzes dats. She works closely with our support staff to help organize tier 2 and tier 3 interventions.

Demographic Information

Principal start date

Monday 8/30/2021, Monique Coyle

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

62

Total number of students enrolled at the school

839

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

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

7

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	110	115	121	126	121	142	0	0	0	0	0	0	0	735
Attendance below 90 percent	0	13	19	21	27	24	0	0	0	0	0	0	0	104
One or more suspensions	0	1	3	0	1	0	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	37	27	35	0	0	0	0	0	0	0	99
Course failure in Math	0	0	0	44	34	28	0	0	0	0	0	0	0	106
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	0	7	9	0	2	0	0	0	0	0	0	0	0	18
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	36	56	0	0	0	0	0	0	0	92
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	22	45	0	0	0	0	0	0	0	67

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	17	35	39	32	25	0	0	0	0	0	0	0	148

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	4	2	1	4	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	109	124	118	131	155	141	0	0	0	0	0	0	0	778
Attendance below 90 percent	24	19	14	10	19	19	0	0	0	0	0	0	0	105
One or more suspensions	1	0	1	6	2	3	0	0	0	0	0	0	0	13
Course failure in ELA	47	49	52	41	28	16	0	0	0	0	0	0	0	233
Course failure in Math	20	30	36	27	29	20	0	0	0	0	0	0	0	162
Level 1 on 2019 statewide ELA assessment	0	0	0	17	16	18	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide Math assessment	0	0	0	19	18	22	0	0	0	0	0	0	0	59
FY20 ELA Diag Levels 1 & 2	0	0	0	36	31	36	0	0	0	0	0	0	0	103
FY20 Math Diag Levels 1 & 2	0	0	0	24	23	41	0	0	0	0	0	0	0	88

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	26	32	31	28	24	17	0	0	0	0	0	0	0	158

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	0	2	2	3	4	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	109	124	118	131	155	141	0	0	0	0	0	0	0	778
Attendance below 90 percent	24	19	14	10	19	19	0	0	0	0	0	0	0	105
One or more suspensions	1	0	1	6	2	3	0	0	0	0	0	0	0	13
Course failure in ELA	47	49	52	41	28	16	0	0	0	0	0	0	0	233
Course failure in Math	20	30	36	27	29	20	0	0	0	0	0	0	0	162
Level 1 on 2019 statewide ELA assessment	0	0	0	17	16	18	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide Math assessment	0	0	0	19	18	22	0	0	0	0	0	0	0	59
FY20 ELA Diag Levels 1 & 2	0	0	0	36	31	36	0	0	0	0	0	0	0	103
FY20 Math Diag Levels 1 & 2	0	0	0	24	23	41	0	0	0	0	0	0	0	88

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	26	32	31	28	24	17	0	0	0	0	0	0	0	158

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	0	2	2	3	4	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				77%	58%	57%	74%	57%	56%
ELA Learning Gains				73%	63%	58%	76%	61%	55%
ELA Lowest 25th Percentile				60%	56%	53%	72%	56%	48%
Math Achievement				76%	68%	63%	74%	65%	62%
Math Learning Gains				75%	68%	62%	70%	63%	59%
Math Lowest 25th Percentile				62%	59%	51%	54%	53%	47%
Science Achievement				66%	51%	53%	66%	56%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	73%	54%	19%	58%	15%
Cohort Comparison						
04	2021					
	2019	76%	62%	14%	58%	18%
Cohort Comparison		-73%				
05	2021					
	2019	69%	59%	10%	56%	13%
Cohort Comparison		-76%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	72%	65%	7%	62%	10%
Cohort Comparison						
04	2021					
	2019	77%	67%	10%	64%	13%
Cohort Comparison		-72%				
05	2021					
	2019	68%	65%	3%	60%	8%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	59%	51%	8%	53%	6%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady, Successmaker and USA data were used to complete this chart.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44.4	39.8	60.8
	Economically Disadvantaged	42.4	44.3	55.2
	Students With Disabilities	28.0	20.0	42.9
	English Language Learners	35.3	32.4	48.6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	82.8	88.3
	Economically Disadvantaged	0	78.7	87.3
	Students With Disabilities	0	75.9	78.1
	English Language Learners	0	69	84.1

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	64.7	76	76.7
	Economically Disadvantaged	69.2	66.7	65.7
	Students With Disabilities	25.6	55.3	55
	English Language Learners	66.7	64	60.7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	85.1	89.2
	Economically Disadvantaged	0	79.7	83.8
	Students With Disabilities	0	76.3	77.5
	English Language Learners	0	80	86.2

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	85.3	80.6
	Economically Disadvantaged	0	79.6	71.2
	Students With Disabilities	0	60	38.7
	English Language Learners	0	79.3	75
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	86.2	78.4
	Economically Disadvantaged	0	81.6	69.2
	Students With Disabilities	0	60	38.7
	English Language Learners	0	79.3	69.7

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	83.1	80.7
	Economically Disadvantaged	0	77.8	81
	Students With Disabilities	0	51.7	51.7
	English Language Learners	0	63	55.2
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	76.8	77.7	81.9
	Economically Disadvantaged	72.5	74.5	75.9
	Students With Disabilities	60	53.6	65.5
	English Language Learners	46.2	60.7	56.7

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	100	85.5	83.9
	Economically Disadvantaged	0	81.2	74.6
	Students With Disabilities	100	66.7	64.7
	English Language Learners	0	56	51.9
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	82.5	72.4	72.5
	Economically Disadvantaged	78.8	63.8	60.6
	Students With Disabilities	64.3	51.5	50
	English Language Learners	43.5	46.2	35.7
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	89.2	90.2	90.6
	Economically Disadvantaged	86.9	88.6	87.1
	Students With Disabilities	92	81.8	81.8
	English Language Learners	62.5	77.8	78.6

Subgroup Data Review

	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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups											
SWD	39	59	62	41	48	39	44				
ELL	57	71	69	59	55	44	28				
ASN	93			93							
BLK	60	55		53	36		29				
HSP	68	80	71	67	64	41	54				
MUL	74			79							
WHT	83	81	73	74	77	70	79				
FRL	68	75	61	61	56	28	46				

	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups											
SWD	54	64	61	48	61	57	38				
ELL	64	70	68	63	77	67	57				
ASN	80			87							
BLK	48	63		52	53		62				
HSP	76	69	55	74	73	61	65				
MUL	86			93							
WHT	81	78	73	80	78	61	69				
FRL	65	65	53	66	69	63	54				

	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups											
SWD	42	59	59	44	55	45	41				
ELL	67	89	84	61	71	62	68				
ASN	80	60		80	70						
BLK	69	71	64	63	81	80	43				
HSP	74	80	80	74	70	53	70				
MUL	67			89							
WHT	76	75	56	75	69	48	66				
FRL	69	76	69	65	65	53	58				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	522
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	93
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	77
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

3rd grade ELA proficiency was at 63%. This is down 9% from FY19. Additionally, Grade 3 math is at 60%. This is down 125 from FY19. Fourth grade math proficiency is at 68%. This is down 9% from FY19. math learning gains was 37%. This was down 25% from FY19.

Progress has been hindered because of the covid pandemic and many students were at home doing distance learning.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Grade 3 ELA and Math showed the greatest decline. ELA proficiency went down 9% from FY19 and math went down 12% from the FY19 FSA. The area that needs the greatest improvement is 3rd grade ELA.

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

The contributing factors include the circumstances of covid-19. The students started the year virtually. Then, only half of the third grade students came to school in person. The teachers had a learning curve to do synchronous teaching. Additionally, there was a lot of dysfunction on the team. One of the strongest team members went on leave in January. One of the classes was a complete virtual class.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The area that showed the most improvement were ELA Learning gains and learning gains of the lowest 25%. Learning gains in ELA went from 73 to 79% ELA learning gains of the lowest 25% went from 60% to 62%. While this is not statistically significant, it is a relatively high number for this area. growth in these areas is a trend for this school.

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

This school works hard in this area. We have a very well-functioning MTSS team. We identify students early and work together as a team to try to provide additional small group instruction with an interventionist as well as matching students to the proper interventions. We have also purchased 2 computer programs for ESE students. Mindplay and Moby Max,. All of these things will help to continue the trend of increasing learning gains in ELA, especially for our Students with disabilities.

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

At SSES we are very strategic and collaboratively work together to ensure success for all our students. Our improvement priorities are:
1. ELA achievement in 3rd grade has dropped from 73% to 63%. Prior to that 3rd grade ELA scores were stagnant at 73%.
2. Math achievement in 3rd grade has dropped from 72% to 60%. prior to last year, we have been inconsistent or declining.
* Our core instruction based on Florida Standards, B.E.S.T. Standards and the Test Item Specifications for ELA and Math will be planned through backwards design in our PLC meetings.

Reflection: We have done a very good job planning through backward design in our PLC meetings. The district units in grades 3-5 do not fully encompass the standards and test item specifications and teachers have had to build in lessons to meet the standard. This has not been effective. Instead we have decided to use our iReady book as part of our core in conjunction with the district modules. This resource does meet the standards. This year, since all students are present in the school, we hope to see a difference in the trend. Additionally, the whole 3rd grade is going to be doing AMP curriculum to give students the opportunity to start on an accelerated track and also to provide rigor that might help the students be prepared for 4th grade math. This will be monitored with a variety of assessments such as FSQ/USA, iready and district diagnostic data.

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

Iready data analysis training and planning small groups based on data with district personnel will be planned for this year. The K-2 Benchmark reading program with the new B.E.S.T Standards will be learned throughout the school year to build capacity in our K-2 staff and students as they filter to 3rd grade the following year. Training on the research-based interventions such as Really Great Reading, Great Leaps, Spire, Wilson, LLI, MindPlay, Seeing Stars, Rewards, etc. will need to be done this year to build capacity in our staff.

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

*Plan differentiated, small group instruction Using a double down approach in conjunction with support staff.
Reflection: We continuously analyze data in PLC meetings. We have separate PLC's for our support staff so they can target standards that students have not mastered. We have worked with our master schedule to provide double down in the classroom. We have also worked with our support staff to provide small group instruction through Fine Arts as well. We will utilize technology to bring students together through GoogleMeets.

*Monitor progress regularly and revise instruction accordingly.
Reflection: We continuously monitor instruction and progress through FSQ/USA and RR data biweekly through our PLC meetings. We also will use iReady diagnostic and district diagnostic to determine whether students are making growth towards their goals. If students are not making progress, we change the resources and students groups and possibly the instructor.

*Students will be provided support through additional Tier 2 and Tier 3 interventions.
Reflection: We have a fully functioning MTSS team. We track student progress based on the course of interventions. We make decisions as a team and match the students to interventions. We are able to provide additional interventions in different areas of the day.

*After school tutorial
Reflection: We provide afterschool tutorial as well as morning tutorial to grade 3-5 students. We offer students math tutorial through Fine Arts as well.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	If we deliver differentiated, rigorous, standards-based instruction in 3rd grade, then we will increase reading proficiency by 12%. From 63% to 75%. Through data analysis, we determined that our third grade achievement level has dropped 9 percentage points from 72% to 63%. Even though we had extenuating circumstances with the pandemic, we had been stagnant for 4 years prior. Although we went up 1% in FY 19 we have not made significant gains to align with the strategic plan goal. In FY21 we were significantly lower. This is a critical need area for our school. By focusing on this area we will increase student achievement and meet our long term outcome.
Measurable Outcome:	Third grade reading achievement will increase 12% in FY22; moving from 63% in FY21 to 75% in FY22.
Monitoring:	We will monitor progress on this goal throughout the year with various formative and summative assessments such as FSQ's, USA's, iReady data, district diagnostics, anecdotal data, etc. This data will analyzed and used for planning at PLC meetings and grade level meetings. We will periodically determine if students are making progress and adjust as necessary.
Person responsible for monitoring outcome:	Stephanie Coletto (stephanie.coletto@palmbeachschools.org)
Evidence-based Strategy:	Professional Learning Communities to support the core instruction based on Florida Standards and the Test Item Specifications will be planned through backwards design in our PLC meetings.
Rationale for Evidence-based Strategy:	* Tier 1 & Tier 2 interventions utilizing research-based interventions. Use a variety of research-based interventions (LLI, Great Leaps, Spire, Voyager, Rewards, etc.) as determined by the decision tree and the MTSS team to target areas of weakness. * Small Group differentiated instruction. Plan differentiated, small group instruction Using a double down approach in conjunction with support staff. Monitor progress regularly and revise instruction accordingly. * Professional Learning Communities are dedicated to unpacking standards to ensure that teachers are aligned with their core and small group instructions to support all learners. PLCs allow for teachers to collaborate and learn from each other. They also allow students to add their perspectives and interpretation of the depth of standards and plan rigorous lessons and tasks for students using complex text. In PLC"s we study data to determine classroom and student needs. *Tiering students helps us understand what are the strengths and areas of improvements our students need. The goal is to close the achievement gaps by targeting foundational skills and strategies and support their improvement journey towards grade level achievements and standards mastery. * Small group instruction ensures students are given the additional support they need to achieve at their level, through both remediation and enrichment. It allows for continuous sustained progress monitoring and allows teachers to deliver instruction and observe students more closely.

Action Steps to Implement

PLC's will take place weekly (one with a facilitator and one with a grade level facilitator):
a. Plan core instruction through backwards design using modules, test specs, standards and data
b. Use only vetted resources to plan for effective and relevant instruction and ensure that all materials are rigorous and relevant.
c. Conduct PLC meetings with support staff to discuss strategies, interventions and resources to ensure the use of complex text, task and talk.
d. Conduct data chats with all teachers to identify students and action plan and then ongoing progress monitoring to ensure our plan is improving achievement.
e. Monitoring will occur through attendance of PLCs by administration, Lesson plan review and student data analysis as well as data chats and roster checks (AP, PLC Leader).

Person Responsible   Stephanie Coletto (stephanie.coletto@palmbeachschools.org)

Tiering of students will begin in August and monitored throughout the year using data.
a. Review and analyze data to identify students areas of weakness and needs and progress monitor regularly.
b. Identify staff who will offer additional support/remediation and scheduling availability.
c. Adjust interventions and instruction based on various data measures at intervals throughout the year .
d. Progress monitor small group instruction based on student need as determined through consistent assessment data and observation.
e. Leadership along with resource team meet to make decisions on students progress and needs to provide
extra support through tier 2 and 3 interventions by qualified staff as determined by the decision tree.
f. Monitoring occurs through data analysis of various assessment measures(AP, SAI, Guidance, Resource).

Person Responsible   Stephanie Coletto (stephanie.coletto@palmbeachschools.org)

Small group Instruction
a. Teachers analyze data through PLC's and team meetings utilizing a variety of measures; FSQs, USAs, iReady, RRR, District Diagnostics, etc.
b. Teachers group the students based on commonalities and needs.
c. Teachers determine whether students need foundational skills, guided reading and, or skills groups.
d. Teachers plan their instruction for groups utilizing research-based strategies on predetermined skills.
e. Teachers utilize on-going formative assessments such as RR, FSQ/USA, Successmaker, iReady diag., District Diag, etc to modify instruction.
f. Monitoring will occur through administrative data chats and developing action plans, progress monitoring using data from multiple assessments and Administrator's participation of PLCs.

Person Responsible   [no one identified]

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the discipline data from the Safe Schools for Alex report for Sandpiper Shores Elementary School, we rank very low for violent incidents. We have had 0 violent incidents per 100 students in the past year. This is significantly lower that the county rank and the statewide rank where we are number 1,395 overall.

Based on the discipline data from Safe Schools for Alex report for Sandpiper Shores Elementary school, we rank very high for property incidents at .24. Although we have had 2 property incidents per 841 students at Sandpiper, as compared to other elementary schools in the county, we are ranked 79 out of 82 which is very high. We are also ranked 1,347 out of 1,395 for our statewide ranking. This is concerning, so, in our safety meetings we will address the property incidents that were coded last year to determine if there is really an issue at our school with a high number of students committing property issues, or if these incidents were coded correctly.

Based on the discipline data from Safe Schools for Alex report for Sandpiper Shores Elementary school, we rank very low on Drug/public order incidents. We have had 0 incidents per 100 students. we are number one out of 82 county ranking and we are number 1 out of 1,395 state ranking.

We rank in the middle for Total reported suspensions. We have had 13 reported suspensions out of 841 students,or a rate of 1.5. We are ranked 601 out of 1,395 in the state for elementary suspensions.We are ranked 44 out of 126 in the county. Although this rate seems high for elementary school. We are a very large cluster site for Autism Spectrum Disorder. Sometimes our students are very behavioral and display extreme behaviors which can contribute to this number. We will look at our reports at our next SwPBS meetings to determine what kind of suspensions occurred last year and we will discuss strategies for teaching reteaching and alternatives to suspension for these students.

Sandpiper Shores Elementary integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the curriculum and the arts.
We will promote a positive and supportive school climate that promotes the social emotional and academic development of all students. We will develop Social Emotional learning and infuse kindness and tolerance in our curriculum through SEL and Morning Meeting using district curriculum which educates children on being kind to themselves and others and contributing to society so they can make a positive impact in their community and world. We will promote a single school culture in which all staff and students are kind, accepting and tolerant of each other.

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students participate in activities and studies about:
The History of the Holocaust
The History of Black and African Americans
The Contributions of Latino and Hispanics
The Contributions of Women
The Sacrifices of Veterans and Medal of Honor recipients within US History.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Social Emotional Learning (SEL) is an important focus for this school year. As it is necessary to acclimate the students to a fully in person experience once again in order to create that classroom community feeling our students crave. Our teachers are prepared with morning meetings to gauge the emotional temperature of students while practicing active listening. Teachers will also have opportunities during teacher led PE to engage in SEL. SEL is easily integrated into the curriculum and we are committed to making sure students are emotionally ready to learn. In addition, there will be Google forms sent to parents which will help us identify challenges the students may be facing to offer the best services possible and increase teacher parent communication. Feelings check-ins will also be offered to each student ongoing throughout the year. Our Care team professionals will review the data and contact any students and families that need attention. We will be offering small groups and whole group lessons to help create a caring community.

Newsletters to the staff and families are sent out weekly at first and then monthly to keep parents in the loop with all the pertinent information regarding their kids and the school. Good news is shared through these newsletters as well as a principal message through video or a written message.

Shining Stars are given to students and staff to recognize achievements and good citizenship. Students are recognized on a bulletin board as well as on the morning announcements.The principal's 200 Club is offered to students who have consistently shown hard work, or improvement in behavior and academics. The principal has a breakfast with the students once a trimester.

Teacher Recognitions in the form of teacher of the month with lunch and a parking space. Small gifts such as candy bars and other things are left in their mailboxes monthly. Admin brings in breakfast or a food truck for staff to enjoy to boost morale. A portable teacher caring cart was introduced last year to bring a token to each teacher. it was a hit and will be continued this year.

PTO Facebook page displays pictures from school events and communications. They have a membership drive and hold events to bring families to the school. This year they plan to hold virtual events due to Covid-19

SAC Meetings occur monthly to communicate school events and help with decision making affecting the school to the families and community.

ESOL and Portuguese Parent nights are offered 3 times per year to build community with our ELL families. Additionally, a cyber security parent night is planned to help parents keep their kids safe online.

Clubs on a variety of topics such as a girls run club to promote gender equality and empowerment, a cooking, writing, sports, music, Science, etc clubs are offered to provide a variety of enrichment to our students. One club will combine the Green Initiative with the green Committee and tie it to a mentorship program for our 4th and 5th grade students who struggle with behavior, support and academics. They will work together to beautify the school and create a pleasant learning environment. Additionally, this club will do various community outreach programs such as food drives, forgotten Soldiers Outreach, etc.

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The History of the Holocaust
The History of Black and African Americans
The Contributions of Latino and Hispanics
The Contributions of Women
The Sacrifices of Veterans and Medal of Honor recipients within US History.

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

The principal and assistant principal who oversee all of the rewards and incentives and plan for staff rewards to boost morale. The principal keeps her fingers on the pulse of staff morale and takes action with a token of appreciation or a staff shining star or nice massage throughout the year. They work together with the PTA to celebrate and support the staff throughout the year with staff meals and treat carts as well as students curriculum.

Our SwPBS team consists of administrators, school counselors, teachers and non instructional staff. they meet monthly to plan staff and student rewards to keep a positive climate.. They discuss ways to increase morale in the staff and students. They also develop positive school rewards and incentives through our Single School culture initiative.

Our Care Team consists of 2 school counselors, the behavioral health professional, 2 BIA's, our co-located therapist and psychologist. This team focuses on student and staff mental health through SEL and Mindfulness. They support the teachers with SEL activities and they have a program on the morning announcements called the Mindful Minute. they discuss the struggles of students on campus and plan support groups on a variety of topics. They plan our special days, like Unity, Stomp out Bullying, Red ribbon Week. Metal health Day, etc Their role is to support our students, staff and families.

One of the teachers has teamed up with the BHP and some support staff to run our Green Team and incorporated a mentor program for our 4th and 5th graders who struggle with behavior, and academics. The green team beautifies and makes the campus a pleasant environment while involving these students to help. This pormotes collaboration. This group plans to do varios service projects through out the community as well.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
		Total:	**$0.00**