

The School District of Palm Beach County

Sandpiper Shores Elementary School



2022-23 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: 8/4/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (70%) 2018-19: A (70%) 2017-18: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the 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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">53%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">53%</p>

School Grades History

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

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Coyle, Monique	Principal	<p>Responsibilities for SIP implementation/monitoring: Leadership, Observation/Feedback Cycles, monitor performance, goal setting with teachers/staff and students, parent communication, student progress monitoring in ELA and Math, schoolwide incentives</p> <p>School Leader Responsibilities: Mrs. Coyle supervises all aspects of the educational programming at Sandpiper Shores. As the instructional leader she is responsible for the equitable instruction of all students. She is the decision maker with regards to the master schedule, teacher evaluation and supervision, curriculum, hiring new teachers, school improvement, and all budgetary items and contracts. Additional activities include:</p> <ul style="list-style-type: none"> -Assistant Principal supervision -Leadership Team supervision -Monitoring School Data and meeting with teacher teams -School Advisory Council -Supporting Professional Learning Communities and PD trainings -School Safety -Community Partnerships -Deliberate Practice for all instructional Staff -Monitoring the deliberate implementation of our PBS system
Boone, Sheila	Assistant Principal	<p>Responsibilities for SIP implementation/monitoring: Leadership, Observation/Feedback Cycles, Monitor PLCs, Monitor data and performance, Set goals, Monitor student progress in ELA and Math, parent communication, teacher communication</p> <p>School Leader Responsibilities: Mrs. Boone works along side of Mrs. Coyle to support the principal in all aspects of school administration. In addition to supporting Mrs. Coyle's work, Mrs. Boone has the following job assignments:</p> <ul style="list-style-type: none"> -Manage Custodial Staff -School Safety -Supervision Schedules and Monitoring -Testing Coordinator -Support teachers using the Marzano Framework -Support teachers in their Professional Growth element -Educator Support Program -Create equitable schedules -Discipline Coordinator -Hiring, monitoring, and evaluating noninstructional staff
Bickler, Beth	Curriculum Resource Teacher	<p>Ms. Bickler is responsible for organizing and running PLC meetings for all grade levels which includes 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</p>

Name	Position Title	Job Duties and Responsibilities
		the proper intervention for the student. She conducts Tier 2 and Tier 3 intervention groups.
Rice, Traci	Other	Mrs. 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 10 self-contained ESE classrooms for students with autism. Ms. Brant is responsible for scheduling teachers, 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 troubleshoots with teachers and the staff and organizes professional development for the staff as it pertains to ESE.
Maione, Kerry	ELL Compliance Specialist	Ms. Maione is our ELL coordinator. She runs the ELL 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 data. She works closely with our support staff to help organize tier 2 and tier 3 interventions for students in the ELL program.

Demographic Information

Principal start date

Thursday 8/4/2022, Monique Coyle

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

10

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

140

Total number of teacher positions allocated to the school

69

Total number of students enrolled at the school

804

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

17

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

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	130	144	140	159	136	162	0	0	0	0	0	0	0	871
Attendance below 90 percent	0	27	28	27	30	37	0	0	0	0	0	0	0	149
One or more suspensions	0	1	1	3	1	1	0	0	0	0	0	0	0	7
Course failure in ELA	0	13	29	35	56	17	0	0	0	0	0	0	0	150
Course failure in Math	0	10	17	29	17	9	0	0	0	0	0	0	0	82
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	14	13	0	0	0	0	0	0	0	31
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	24	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	0	0	44	14	13	0	0	0	0	0	0	0	71

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	11	17	30	34	22	0	0	0	0	0	0	0	114

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 8/23/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	

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	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	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	76%	59%	56%				77%	58%	57%
ELA Learning Gains	75%						73%	63%	58%
ELA Lowest 25th Percentile	70%						60%	56%	53%
Math Achievement	73%	53%	50%				76%	68%	63%
Math Learning Gains	72%						75%	68%	62%
Math Lowest 25th Percentile	54%						62%	59%	51%
Science Achievement	67%	59%	59%				66%	51%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	73%	54%	19%	58%	15%
Cohort Comparison		0%				
04	2022					
	2019	76%	62%	14%	58%	18%
Cohort Comparison		-73%				
05	2022					
	2019	69%	59%	10%	56%	13%
Cohort Comparison		-76%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	72%	65%	7%	62%	10%
Cohort Comparison		0%				
04	2022					
	2019	77%	67%	10%	64%	13%
Cohort Comparison		-72%				
05	2022					
	2019	68%	65%	3%	60%	8%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	59%	51%	8%	53%	6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	46	58	56	43	54	42	45				
ELL	64	71	68	68	69	54	60				
ASN	75			75							
BLK	52	75		59	63						
HSP	74	75	75	71	76	61	66				
MUL	79	91		86	82						
WHT	83	74	62	75	66	56	70				
FRL	68	67	62	65	66	41	62				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	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				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	547
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	70

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	85
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

3rd Grade ELA proficiency increased from 63% in FY19 to 73% in FY22 and 3rd Grade Math proficiency increased from 61% in FY21 to 76% in FY22. This data shares the trend of increasing achievement and proficiency levels in 3rd grade.

4th Grade ELA and Math both increased in proficiency, 3.6% in ELA and 3.4% in Math, reaching the levels of 79.8% in ELA and 75.4% in Math. As a trend, the learning gains decreased in all areas in 4th grade.

5th grade proficiency levels decreased slightly in ELA by 1% from 78.2% to 77.2 %. 5th grade proficiency levels in math decreased by 8.1% from 75.5% in FY21 to 67.4% in FY22. As a trend, our 5th increased levels of both learning gains overall, and learning gains in the low 25%.

In terms of our subgroup data the following trends are noted:

- Black students showed an increase in every area with the exception of ELA proficiency which decreased by 8.5%. Math proficiency increased by 6%, ELA Learning Gains increased 20.5%, and Math Learning Gains increased 26.1%.
- Hispanic students increased in every area with the exception of ELA learning gains which decreased by 4.8%. Hispanic students showed a large increase of students in the L25 making learning gains in Math, a 19.5% increase.
- SWD increased in ELA and Math proficiency by 7.1% and 1.9% respectively. SWD also increased in learning gains in Math.

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

The data components that demonstrate the greatest need for improvement are continuing to increase the number of 3rd graders that are proficient, increasing the amount of students in the L25 making learning gains in math, and increasing the proficiency levels of students in the SWD subgroup.

In FY22 73% of our 3rd graders were proficient as measured by the FSA. Our goal is to increase this percentage to 76% in FY23.

Currently, we have 54% of students in our L25 making learning gains in math. Although this area did increase from 42.9% in FY21 to 54% in FY22, this is still the area that is most in need of growth.

In addition, although we are making progress with our SWD subgroup, this is still a school improvement priority with the data showing the following:

ELA Proficiency: 46.2%
Math Proficiency: 43.3%
ELA Gains: 57.9%
Math Gains: 53.6%
ELA L25: 55.9%
Math L25: 41.9%
Science Proficiency: 45.5%

These areas that demonstrates the greatest need for improvement.

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 to this need for improvement are that many students, teachers, and support staff were frequently absent this past year due to the COVID19 pandemic. Across campus there was community spread, and quarantine practices that were put in place that contributed to many unavoidable, long absences. The average absentee rate for students in FY22 was 11 days out of school, which created gaps in their knowledge base, especially in math where when the foundational or conceptual content is missed, it is extremely challenging to make up. Following the new District policies and new COVID protocols will help to address this need for improvement. By implementing these new actions, school staff and students will be absent less frequently and for fewer days at a time. This will enable teachers to fill in learning gaps quicker, and with greater ease, leading to the learning trajectory that students are supposed to follow having less interruptions.

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

The data components that showed the most improvement were the following:

- Increase 3rd Grade ELA Proficiency by 10%, from 63% (in FY19) to 73% in FY22
- Increase 3rd Grade Math Proficiency by 15% from 61% in FY21 to 76% in FY22
- Increase overall Math Learning Gains by 6%, from 66% to 72%
- Increase L25 learning gains in Math by 11%, from 43% to 54%

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

The school works hard in this area. We have a well-functioning MTSS team. We identify students early and work together as a team to create a plan to provide appropriate small group instruction with an interventionist as well as matching students to the proper interventions. In math, teachers have a core block that enables them to pull daily small groups and adapt instruction as needed.

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 is 73% Our goal is to increase this percentage by 3% to 76%.
2. Increase proficiency levels for our SWD to 50% in ELA and Math

*Our core instruction based on Florida B.E.S.T. Standards and NGSSS will be planned through backwards design in our PLC meetings.

We have effectively planned through backward design in our PLC meetings. We will be implementing a new ELA program in grades 3-5 that has various resources to better enable teachers to accelerate learning and to individualize instruction for students. This ELA program is in its second year for grades K-2 and teachers at these grade levels will be going deeper into the curriculum and pulling out tasks that align to the standards and tasks that go beyond the standards for students needing acceleration, and tasks that support students needing intervention. Additionally, we targeted a group of high achievers in math to be placed in 3rd grade AMP. This curriculum gives students the opportunity to start on an accelerated track and also to provide rigor that will support our students to be prepared for 4th grade math. This will be monitored with a variety of assessments such as PM state assessments, 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.

The 3-5 Benchmark ELA program with the new B.E.S.T. standards will be a PD focus throughout this school year. All teachers in grades K-5 will be learning the new Math B.E.S.T. standards so this will also be a focus for professional development. For both of these areas teachers will be learning the standards, discussing the clarifications and test blueprints, creating tasks that align with the standards, then evaluating student work samples to ensure consistency around the student work samples that meet the standard. In addition, we will provide PD on effective intervention strategies and resources/servicing models to accelerate the learning of our SWD, and the proper use of scaffolding and teaching techniques that best support our SWD students.

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.

*Monitor progress regularly and revise instruction accordingly.

Reflection: We continuously monitor instruction and progress through formative and summative data biweekly through our PLC meetings. We also will use iReady diagnostic, FAST Progress Monitoring, and district diagnostics to determine whether students are making growth towards their goals. If students are not making progress, we change the resources, students groups, or the personnel working with these groups.

*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 progress students make with regards to the selected intervention. 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 based on the needs of the student.

*Afterschool tutorial

Reflection: We provide afterschool tutorial as well as morning tutorial to selected students. We offer students tutorial through Fine Arts as well.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In alignment with Strategic Theme A: Academic Excellence and Growth we will work to accelerate student learning using innovative and differentiated approaches as to increase 3rd grade reading proficiency by 4%, from 73% to 77%. Through data analysis, we determined that we need to build on the growth we saw in FY22 in this area and push our students, and school, to improve student outcomes and achieve academic excellence through targeted instructional practices and alignment with the B.E.S.T. standards.

Measurable

Outcome:

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

Third grade reading achievement will increase by 4%, from 73% to 77%.

Monitoring:

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

We will monitor progress on this goal throughout the year with various formative and summative assessments such as Benchmark Unit Assessments, FSQs, iReady data, District diagnostics, F.A.S.T. assessments, anecdotal data, etc. This data will be 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:

Monique Coyle (monique.coyle@palmbeachschools.org)

Evidence-based Strategy:

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

1. 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 and address areas of weakness.
2. 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.
3. Teachers will be provided professional development opportunities including through District support teams, team trainings during PLC, collaborative discussions, in-school coaching opportunities, and instructional rounds. During common planning/PLC meetings we are working to increase each grade level's capacity as a whole and to develop strong teachers that in turn, accelerate learning for all

students.

4. Strategically plan for a variety of monitoring/data tracking including: Data chats with teachers, Classroom walks, Formal and Informal Observations, Adaptive Technology Programs, and all Formative and Summative Assessments.

1. Tiering students helps us understand what the strengths and areas of improvements are for each student. The goal is to accelerate each student's learning by targeting foundational skills and strategies, and supporting their individual needs as they move towards grade level and standards mastery.

2. 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 individualized instruction.

3. Professional Learning Communities and PD opportunities are dedicated learning the new B.E.S.T. standards to ensure that teachers are aligned with their core instruction as to support all learners. PLCs allow for teachers to collaborate and learn from each other and to plan for classroom and student needs.

4. By using the data tracking tools teachers and leaders are able to monitor student progress and adapt when necessary.

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

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.

Tiering of students will begin in August and be monitored throughout the year using data.

- a. Review and analyze data to identify each student's areas of weakness and create and communicate a plan to progress monitor regularly.
- b. Identify staff who will offer additional support/remediation.
- 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 team along with the resource team meet to make decisions on each student to provide appropriate 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 Monique Coyle (monique.coyle@palmbeachschools.org)

Small group Instruction

- a. Teachers analyze data through PLCs and team meetings utilizing a variety of measures; FSQs, Benchmark Unit Assessments, iReady, ORR, 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/strategy groups.
- d. Teachers plan their instruction for groups utilizing research-based strategies on predetermined skills.
- e. Teachers utilize on-going formative assessments such as ORR, FSQ/USA, iReady Diagnostics, District Diagnostics, etc to adapt instruction.

f. Monitoring will occur through administrative data chats and developing action plans, progress monitoring using data from multiple assessments, and participation of administration at PLCs.

Person Responsible Beth Bickler (beth.bickler@palmbeachschools.org)

PLCs will take place weekly (one with a facilitator and one with a grade level facilitator):

- a. Plan core instruction through backwards design using our District's curriculum, B.E.S.T. standards and clarifications, and current data, both formative and summative.
- 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, student data analysis, as well as data chats and roster checks (AP, PLC Leader).

Person Responsible Monique Coyle (monique.coyle@palmbeachschools.org)

4. Data Tracking our Adaptive Technology

- a. Provide teachers with professional development so they can effectively track student progress using our adaptive technology programs.
- b. Develop class plan/schedule that ensures all students have an appropriate amount of time to utilize these programs.
- c. Teachers analyze this data during PLCs and create small group opportunities for students to master the content.
- d. School leaders monitor and track this data to engage in data chats with teachers about student needs.
- e. School leaders/teachers monitor and track this data to engage in data chats with students about their progress.

Person Responsible Sheila Boone (sheila.boone@palmbeachschools.org)

Positive Culture & Environment

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

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

Social Emotional Learning (SEL) is an important focus for this school year. Our teachers are prepared with morning meetings to gauge the emotional temperature of students while practicing active listening. 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 these students once a trimester.

A Teacher Recognition in the form of teacher of the month with lunch and a parking space will be continued. Small gifts and tokens of appreciation are left in their mailboxes monthly. Admin brings in breakfast or a food truck for staff to support a positive environment on campus for our teachers and staff.

PTO Facebook page displays pictures from school events and communications. They have a membership drive and hold events to bring families to the school throughout the school year.

SAC Meetings occur monthly to communicate school events and help with decision making affecting the school. The school's SAC is a partnership between teachers, staff, families and community partners.

ELL and Portuguese Parent nights are offered 3 times per year to build community with our ELL families.

A variety of clubs are offered to provide enrichment to our students. Club offerings this year will include: Musical Theater Club, Green Team, Kindness Matters, Math Cub, Safety Patrol, Writing Club, Crafting, SEL, Club for Change, and we are excited to bring a Special Olympics Team to Sandpiper Shores for the first time this year.

Sandpiper Shores Elementary integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via parent nights and monthly newsletters.

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

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 finger on the pulse of staff morale and takes action with a token of appreciation or a staff shining star 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 providing incentives and treats for students.

Our PBS team consists of administrators, school counselors, teachers and noninstructional staff. They meet monthly to plan staff and student rewards to promote a positive climate. They also develop ways that students and staff can earn incentives through the Single School culture initiative, SHINING S.T.A.R.S. Our PBS stands for:

S: Safe

T: Teamwork

A: Accepting

R: Respectful

S: Successful

We continually model and teach students to exhibit the traits outlined in our universals and PBS matrix and

reward both students and staff for shining bright as one of Sandpiper's SHINING S.T.A.R.S.!

Our Care Team consists of a school counselor, the behavioral health professional, a BIA, a CIT, 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 how to best serve students in need of support on campus, and plan support groups on a variety of topics. They plan our special days like Unity, Stomp out Bullying, Red Ribbon Week, and Mental Health Day. Their role is to support our students, staff and families and to ensure a community of care thrives at Sandpiper Shores.

In addition, students are immersed in rigorous task encompassing the full intent of the B.E.S.T. 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