

Broward County Public Schools

Palmview Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Palmview Elementary School

2601 NE 1ST AVE, Pompano Beach, FL 33064

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

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.

We at Palmview Elementary Environmental Science Magnet School are dedicated to providing a meaningful, quality education where each individual student will achieve to his or her full potential. As positive role models, we will provide a safe, respectful and nurturing environment. We will create increasingly higher expectations, teach academic skills and model socially responsible behavior so that our students will develop and succeed.

Provide the school's vision statement.

Palmview Elementary School's vision is to provide a quality education through high academic standards in a safe environment.

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
Gibson, Robert	Principal	<p>Establish and monitor the school’s mission and goals that are aligned with the District’s mission and goals through active participation on stakeholders’ involvement in the school in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). Demonstrate that student learning is a top priority through leadership actions that build, and support school-based learning systems focused on school success. Work collaborative to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessment. Manage the school operations and facilities in a way that maximizes the use of resources to promote a safe, efficient, legal, and effective learning environment. Lead and manage organization processes for school operations including, but not limited to student discipline, student attendance, school finance and financial reporting and maintenance of the physical plant. In addition, the principal role includes recruiting, retaining, developing, and evaluating an effective and diverse faculty and staff. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. Establish and coordinate procedures for student teacher, parent, and community evaluation of curriculum. Implement and monitor procedures to ensure that the rights of all children and their parents are protected.</p>
Allen, Junoisier	Assistant Principal	<p>Reports directly to the principal. Understands the underlying philosophy for an Elementary School that matches the intellectual, social, emotional, and physical needs of pre-adolescents. Keeps abreast of developments and trends in curriculum and instruction, and provides leadership in determining program direction and improvement to curriculum and instruction at the Elementary School level. Knowledgeable of District policies, local policies, state and federal laws relating to students. Supervises and manages building operations to assure safety and efficiency. Assists in screening, selecting, assigning, supervising and evaluating of certified and educational support staff. Provides effective leadership for efficient operation of Student Services. Supervises and evaluates substitutes assigned to the building. Relates to students with mutual respect while carrying out a positive and effective discipline policy. Assists in coordinating the assignment of student teachers within the building including orientation of the student teachers, working with supervising teachers, and working with the university supervisors. Develops master schedules and calendars, which maximize the achievement of program objectives. Assists in the planning, scheduling and supervision of student activities. Monitors teaching and learning as directed by the principal (including observing classroom instruction and analyzing student learning data). Participates in the Multi-Tiered System of Supports (MTSS) which is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students. Participates in school improvement planning and implementation. Coordinates, schedules, and supervises building operations as assigned by the principal. Serves as</p>

Name	Position Title	Job Duties and Responsibilities
		<p>the building principal in the absence of the principal. Performs other job-related duties as may be assigned by the principal.</p>
<p>Duverneau, Emmanuel</p>	<p>Instructional Coach</p>	<p>The Instructional Coach helps reflect on instruction and collaborate with teachers, encourage positive change in the school culture and promote the use of data analysis to inform teaching practice. The Instructional Coach facilitates family night academic events such as Literacy and Science nights. The Instructional Coach coordinates Student Recognition programs (AR, i-Ready, etc...). He/she creates systems of intervention to provide students with additional time and support for learning (pull out, push in). In addition to creating a schedule and coordinating student interventions and enrichment. Models reading or mathematical strategies in classrooms, evaluate academic needs within various subject areas and collaborate with teachers and administrators. He/she uses assessment data to improve instruction, and problem solve. Collaborates with the school's Leadership Team and other constituent groups to determine the school's strengths and needs for improvement in the area of ELA and math in order to improve students' reading, writing, and math skills.</p>
<p>Adderley, Renea</p>	<p>Instructional Coach</p>	<p>The Instructional Coach helps reflect on instruction and collaborate with teachers, encourage positive change in the school culture and promote the use of data analysis to inform teaching practice. The Instructional Coach facilitates family night academic events such as Literacy and Science nights. The Instructional Coach coordinates Student Recognition programs (AR, i-Ready, etc...). He/she creates systems of intervention to provide students with additional time and support for learning (pull out, push in). In addition to creating a schedule and coordinating student interventions and enrichment. Models reading or mathematical strategies in classrooms, evaluate academic needs within various subject areas and collaborate with teachers and administrators. He/she uses assessment data to improve instruction, and problem solve. Collaborates with the school's Leadership Team and other constituent groups to determine the school's strengths and needs for improvement in the area of ELA and math in order to improve students' reading, writing, and math skills.</p>
<p>Green, Joline</p>	<p>Other</p>	<p>As the Exceptional Student Education (ESE) Specialists is responsible for providing support to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems. The ESE Specialist facilitates school-wide training on and support for the MTSS process, coordinates monthly MTSS progress monitoring meetings, and monitors the implementation of MTSS-related interventions. The ESE Specialist also facilitates enrollment and transition of new ESE students and assures appropriate placement and support for ESE students. Monitors academic progress of ESE students and conferences with students as needed. The ESE Specialist ensures that students' IEP accommodations are followed, and she also provides services to our gifted students.</p>

Name	Position Title	Job Duties and Responsibilities
Standifer, Shayla	School Counselor	Palmview Elementary school counselor provide academic support, help students begin the career exploration process, educate students about self-awareness and self-esteem, teach problem-solving and conflict resolution skills, provide individual and small group counseling services and make referrals to outside services. Our school counselor meets with parents and consults with external parties, such as child protective services or other social services agencies. The school counselor implements and coordinator school-wide initiatives such as Student of the Month Breakfast, Student of the Week, quarterly Award Assemblies, Kids of Character Program, Anti-Bullying Program, Red Ribbon Week, After-School Clubs and the Panda Credit School-Wide Positive Behavior Reinforcement Program.

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.

Stakeholders are a critical component of the learning community and providing feedback towards the School Improvement Plan (SIP). Stakeholders input is provided through the School Advisory Committee (SAC) where components of the SIP are shared along with data to support the decisions made for continuous improvement. During the SAC meetings, teachers, parents, students, and community business partners vote upon the components of the SIP and come to a consensus on additional action steps needed to support student achievement.

SIP Monitoring

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

The School Improvement Plan will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards. At the beginning of the school year, during pre-planning week meetings are facilitated with the faculty, support staff, grade level teams, and the School Advisory Committee to discuss overall school data, instructional framework, as well as to set annual learning gains, school improvement goals, grade level targets, and individual teacher targets.

To continue our data conversations throughout the school year. An hour block of time has been identified at the end of the school day to facilitate Professional Learning Communities together with administration, support staff, and grade level teams. Areas of focus during PLC sessions includes adjusting the instructional focus calendars, sharing of best practices, reviewing BEST standards, reviewing core resources, and analyzing current data.

Particularly for those students with the greatest achievement gap, during each PLC meeting time is designated to discuss grade level data, student progress, proficiency rate, and growth goals. Data findings are used to determine teacher instructional support and/or student support needs. The

instructional supports that are in place to meet students learning needs involves teacher development, small group instruction push-in/pull-out support in the form of intensive intervention and extending learning opportunities such as before and after-school tutoring. To ensure continuous improvement, the plan will be revised through analyzing areas of concern and developing new implementation steps that will be purposeful in targeting the areas of focus.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	28	21	21	18	25	20	0	0	0	133
One or more suspensions	1	0	2	0	1	3	0	0	0	7
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	25	39	30	21	16	27	0	0	0	158
Level 1 on statewide Math assessment	0	20	20	16	15	22	0	0	0	93
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	13	27	23	18	0	0	0	84

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	10	27	24	25	22	25	0	0	0	133

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	1	0	0	6	4	0	0	0	0	11
Students retained two or more times	0	0	0	0	2	0	0	0	0	2

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	27	21	25	22	24	23	0	0	0	142
One or more suspensions	0	0	3	2	10	9	0	0	0	24
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	29	29	21	0	0	0	79
Level 1 on statewide Math assessment	0	0	0	15	23	23	0	0	0	61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	7	3	3	2	0	0	0	15

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	6	15	38	28	0	0	0	88

The number of students identified retained:

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	27	21	25	22	24	23	0	0	0	142
One or more suspensions	0	0	3	2	10	9	0	0	0	24
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	29	29	21	0	0	0	79
Level 1 on statewide Math assessment	0	0	0	15	23	23	0	0	0	61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	7	3	3	2	0	0	0	15

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	6	15	38	28	0	0	0	88

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	3	4	7	0	0	0	0	15
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*	49	56	53	51	58	56	43		
ELA Learning Gains				74			51		
ELA Lowest 25th Percentile				64			30		
Math Achievement*	63	62	59	59	54	50	24		
Math Learning Gains				86			20		
Math Lowest 25th Percentile				83			21		
Science Achievement*	28	48	54	31	59	59	27		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	60	59	59	50			35		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	249
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	62

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	498
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	1	
ELL	48			
AMI				
ASN				
BLK	47			
HSP	58			
MUL				
PAC				
WHT	65			
FRL	49			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	51			
ELL	62			
AMI				
ASN				
BLK	61			
HSP	62			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	60			
FRL	63			

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	49			63			28					60
SWD	28			44			19				5	65
ELL	47			63			22				5	60
AMI												
ASN												
BLK	47			61			20				5	57
HSP	51			69			41				5	69
MUL												
PAC												
WHT	60			70							2	
FRL	48			59			33				5	62

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	51	74	64	59	86	83	31					50
SWD	27	67	59	39	87	79	14					39
ELL	49	73	67	57	88	88	27					50
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	53	72	60	58	85	76	34					47
HSP	42	71	62	62	88	88	27					54
MUL												
PAC												
WHT	64			55								
FRL	53	75	66	58	87	85	29					48

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	43	51	30	24	20	21	27					35
SWD	21	31		14	23		10					16
ELL	41	49	23	22	17	21	32					35
AMI												
ASN												
BLK	48	52	38	22	19	20	23					30
HSP	31	47		26	22		44					44
MUL												
PAC												
WHT												
FRL	42	53	33	24	24	29	26					38

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.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	43%	56%	-13%	54%	-11%
04	2023 - Spring	58%	61%	-3%	58%	0%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	45%	53%	-8%	50%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	61%	62%	-1%	59%	2%
04	2023 - Spring	67%	65%	2%	61%	6%
05	2023 - Spring	57%	58%	-1%	55%	2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	26%	46%	-20%	51%	-25%

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.

Based on last year's data, our school's lowest performance was 5th grade ELA. Data indicated that 42% of 5th Grade students were proficient on the 2022-2023 FAST PM3 ELA assessment. in comparison to 44% of 3rd grade students and 60% of 4th grade students scoring proficiency on the 2022-2023 FAST PM3 ELA assessment. This may be attributed to lack of professional learning development for teachers and students unable to read and comprehend text complexity. The professional development include: balanced literacy, small group instruction, anchor charts, and centers.

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

Based on last year's data, 3rd grade ELA showed the greatest decline from the prior year. In 2021-2022 56% of our 3rd grade students demonstrated proficiency on the FSA ELA assessment in comparison to 45% of our 3rd grade students demonstrating proficiency on the 2022-2023 FAST PM3 ELA assessment. Several factors that may have contributed to this decline may be due to lack of instructional support, professional learning communities, and professional developments for teachers and students in need of intensive intervention, MTSS, extended learning opportunities, and support services.

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.

Based on last year's data, 3rd grade ELA had the greatest gap when compared to the state average. In 2022-2023 50% of 3rd grade students state-wide demonstrated proficiency on the FSA ELA assessment in comparison to 45% of our 3rd grade students demonstrating proficiency on the 2022-2023 FAST PM3 ELA assessment.

Several factors that may have contributed to this decline may be due to lack of instructional support, professional learning communities, and professional developments for teachers and students in need of intensive intervention, MTSS, extended learning opportunities, and support services.

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

The math data component showed the most improvement. According to the 2022-2023 FAST PM3 assessment data, Math showed the most improvement. Overall, Math achievement increased from 59% to 62% in proficiency.

There were several contributing factors for the overall improvements. Palmview Elementary School ensures that school-wide instructional focused calendars aligned with Florida BEST Standards, which are collaboratively created by staff and coaches in all subject areas across each grade level. Learning goals and performance scales are aligned to the Florida Standards are posted, used daily to set purpose for learning and guide teacher instruction. Lesson plans are written in accordance with the BEST Florida Standards, collected and reviewed by administration bi-weekly. Student progress with each standard is monitored and data is collected through bi-weekly formative assessments and monthly checkpoints. Monthly data chat that focused on student mastery of standards, instructional strategies, remediation, and re-teaching. Weekly walk-throughs and immediate feedback provided by administration and support staff. Implementation of school wide PLC focusing on CARE (Curriculum, Assessment, Remediation and Enrichment). Based on the outcome of the monthly data analysis multiple strategies were employed or enhanced such as scaffolding, flexible groups, pull-out support, extended learning opportunities.

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

According to our EWS data for the 2021 - 2022 school year our percentage of students scoring either a level 1 on the FAST ELA and Math assessments are potential areas of concern. To address this concern, Palmview Elementary employs various intervention strategies to improve the academic performance of students identified by the early warning system. The Multi-Tier Systems of Support (MTSS) team is responsible for monitoring student progress and making instructional decisions based on data. After several data points, the leadership team determines whether the intervention(s) the students receive is effectively closing the gap. If it is determined that the intervention is not closing gap, the team adjusts the intensity, the frequency, the duration, or the intervention. This includes explicit instruction that follows a developmental reading continuum including instruction with comprehension, vocabulary, phonics, phonemic awareness, fluency, speaking, listening, and writing. Students will receive intensive intervention outside the reading block daily during the dedicated intervention block. The content and intensity of the instruction will be determined by running record data, iReady, teacher observation, anecdotal records, on-going running records, formative assessments, checkpoint assessments, and student writing samples. As a part of small groups, one on one instruction, and the intensive intervention plan the following intervention resources are used: Cool Tools, Phonics for Reading, Foundations, Quick Reads, Levled Readers, iReady, Savvas, and Touch Math

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

1. SWD students
2. ELL students
3. SWD ELA proficiency

4. SWD Math proficiency
5. Science proficiency

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. 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.

According to the 2022-2023 FAST PM3 assessment data, 27% of our students with disabilities were proficient on the English Language Arts assessment. This 2023-2024 school year goal is to the proficiency of students with disabilities by 23%. We will utilize the high-yield strategies and resources in inclusion classrooms as well as pull out support by the ESE Facilitator. The expected impact on student's learning and success will be evident with the upward growth on summative and formative assessments.

Measurable Outcome:

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

The goal for the 2023-2024 school year is for 50% of students with disabilities in grade levels 3rd, 4th and 5th to achieve proficiency on the FAST PM3 ELA assessment by June 2024.

Monitoring:

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

School-wide data is regularly monitored for effective implementation and to determine the impact on increasing the achievement of students in meeting the Florida's BEST standards. Data chat meetings are facilitated with the faculty, support staff, and grade level teams to discuss overall school data.

To continue our data conversations throughout the school year. An hour block of time has been identified at the end of the school day to facilitate Professional Learning Communities together with administration, support staff, and grade level teams. During each PLC meeting time is designated to discuss grade level data, student progress, proficiency rate, and growth goals. Data findings are used to determine teacher instructional support and/or student support needs.

Data is collected by a variety of methods within specific time frames such as: Bi-Weekly Formative Assessments,, Monthly Checkpoints, FAST PM1, PM2 & PM3, Letter Names, Sounds and Concepts of Print, and iReady Diagnostic.

Person responsible for monitoring outcome:

Robert Gibson (robert.gibson@browardschools.com)

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.)

Instructional practices that will be used to provide targeted learning to help increase the SWD goal will include Graphic Organizers, Activate Prior Knowledge, Incorporate Technology, Flexible Small Group Instruction, Visual Aid, Think-A-Loud, Accountable Talk, Chunking and Scaffolding. The instructional practice and resources include small group instruction facilitated by the homeroom teacher and ESE Facilitator daily using Cool Tools, Quick Reads, Leveled Readers, Heggerty, Benchmark Intervention, Reading Horizon, SIPPS, Wordly Wise, and iReady.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Palmview Elementary School ensures that classroom instruction for SWD is implemented properly and effectively by use of our school-wide instructional focused calendars aligned with Florida Standards, which are collaboratively created by staff and coaches across each grade level. In addition, the lesson plan must align with the students' annual IEP. The students' progress with each standard is monitored and data is

collected through bi-weekly formative assessments and monthly checkpoints. The data is analyzed and discussed in reference to instruction and instructional strategies.

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. Bi-weekly data chats with teachers to ensure student growth
2. Push-ins /pull outs during ELA block
3. Small flexible group with ESE Facilitator to address weak standards or skills
4. Extended Learning Opportunities provided to SWD students in the lowest 25th percentile.
5. Teacher instructional support.
6. Professional Developments
7. Professional Learning Communities
8. Grade Level Meetings.

Person Responsible: Robert Gibson (robert.gibson@browardschools.com)

By When: September 5, 2023

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

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

Based on the FAST PM3 scores, ELA will be our main focus to increase student achievement. We will utilize high effect size strategies during instruction, including, but not limited to graphic organizers, reciprocal teaching, and cooperative learning. We will also provide ongoing professional development to improve teachers' instructional practice, teacher ability to implement Balanced Literacy, increase teachers' knowledge of Florida BEST Standards, enhance their ability to use data to drive instruction to prepare students to be college and career ready. Doing so, teachers will be able to teach students strategies in the areas of needs specifically oral language, fluency, phonics, phonemic awareness, vocabulary, and comprehension.

Measurable Outcome:

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

The goal for the 2023 - 2024 school year is to increase overall proficiency from 49% to 60% in ELA based on the results from the FAST PM3 ELA assessment. We would also like to see our SWD students increase in achievement from 27% to 50% in the areas of ELA.

Monitoring:

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

School-wide data is regularly monitored for effective implementation and to determine the impact on increasing the achievement of students in meeting the Florida's BEST standards. Data chat meetings are facilitated with the faculty, support staff, and grade level teams to discuss overall school data.

To continue our data conversations throughout the school year. An hour block of time has been identified at the end of the school day to facilitate Professional Learning Communities together with administration, support staff, and grade level teams. During each PLC meeting time is designated to discuss grade level data, student progress, proficiency rate, and growth goals. Data findings are used to determine teacher instructional support and/or student support needs.

Data is collected by a variety of methods within specific time frames such as: Bi-Weekly Formative Assessments,, Monthly Checkpoints, FAST PM1, PM2 & PM3, Letter Names, Sounds and Concepts of Print, and iReady Diagnostic.

Person responsible for monitoring outcome:

Robert Gibson (robert.gibson@browardschools.com)

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.)

Instructional practices that will be used to provide targeted learning to help increase ELA goal will include Graphic Organizers, Activate Prior Knowledge, Incorporate Technology, Flexible Small Group Instruction, Visual Aid, Think-A-Loud, Accountable Talk, Chunking and Scaffolding. Supplemental Tier 2 instructional practice and resources include small group instruction facilitated by the homeroom teacher 3 times per week using Cool Tools, Quick Reads, Leveled Readers, Heggerty, Benchmark Intervention, Reading Horizon, SIPPS, Wordly Wise, and iReady. Supplemental Tier 3 instructional practice and resources include small group instruction facilitated by the homeroom teacher daily using Cool Tools, Quick Reads, Leveled Readers, Heggerty, Benchmark Intervention, Reading Horizon, SIPPS, Wordly Wise, and iReady. SWD instructional practice and resources include small group instruction, chunking, Cool Tools, Quick

Reads, Leveled Readers, Heggerty, Benchmark Intervention, Reading Horizon, SIPPS, Wordly Wise, and iReady.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Instructional practices that will be used to provide targeted learning to help increase ELA goal will include Graphic Organizers, Activate Prior Knowledge, Incorporate Technology, Flexible Small Group Instruction, Visual Aid, Think-A-Loud, Accountable Talk, Chunking and Scaffolding. Supplemental Tier 2 instructional practice and resources include small group instruction facilitated by the homeroom teacher 3 times per week using Cool Tools, Quick Reads, Leveled Readers, Heggerty, Benchmark Intervention, Reading Horizon, SIPPS, Wordly Wise, and iReady. Supplemental Tier 3 instructional practice and resources include small group instruction facilitated by the homeroom teacher daily using Cool Tools, Quick Reads, Leveled Readers, Heggerty, Benchmark Intervention, Reading Horizon, SIPPS, Wordly Wise, and iReady. SWD instructional practice and resources include small group instruction, chunking and scaffolding facilitated by the ESE Support Facilitator based on IEP using Cool Tools, Quick Reads, Leveled Readers, Heggerty, Benchmark Intervention, Reading Horizon, SIPPS, Wordly Wise, and iReady.

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. Bi-weekly data chats with teachers to ensure student growth
2. Push-ins /pull outs during ELA block
3. Small flexible group with ESE Facilitator to address weak standards or skills
4. Extended Learning Opportunities provided to SWD students in the lowest 25th percentile.
5. Teacher instructional support.
6. Professional Developments
7. Professional Learning Communities
8. Grade Level Meetings.

Person Responsible: Robert Gibson (robert.gibson@browardschools.com)

By When: September 11, 2023

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

Based on the 2022-2023 FAST PM3 45% of students in grade levels Kindergarten, 1st, and 2nd scored proficiency on the ELA assessment. According to the FAST PM3, 50% of students in Kindergarten, 44% of students in 1st grade, and 40% of the students in 2nd grade scored proficiency on the ELA assessment. By May 2024, 70% of Kindergarten, 1st Grade, and 2nd grade students will score a level 3 or higher on the FAST PM3 ELA assessment.

To meet our goal Palmview Elementary School ensures that Tier 1 Standards-Based classroom instruction is being implemented properly and effectively by use of our school-wide instructional focused calendars aligned with Florida Standards, which are collaboratively created by staff and coaches in all subject areas across each grade level. These calendars are completed prior to the school year and submitted to administration. Learning goals and performance scales are aligned to the Florida Standards are posted, used daily to set purpose for learning and guide teacher instruction. Lesson plans are written in accordance with Florida Standards, collected and reviewed by administration bi-weekly. Monthly, authentic student work aligned with Florida Standards is created by students and displayed to demonstrate mastery of standards. Student progress with each standard is monitored and data is collected through bi-weekly formative assessments and monthly checkpoints. The data is analyzed and discussed decisions are then made in reference to instruction and instructional strategies.

Instructional practices that will be used to provide targeted learning to help increase ELA goal will include Graphic Organizers, Activate Prior Knowledge, Incorporate Technology, Flexible Small Group Instruction, Visual Aid, Think-A-Loud, Accountable Talk, Chunking and Scaffolding. Supplemental Tier 2 instructional practice and resources include small group instruction facilitated by the homeroom teacher 3 times per week using Cool Tools, Quick Reads, Leveled Readers, Heggerty, Benchmark Intervention, Reading Horizon, SIPPS, Wordly Wise, and iReady. Supplemental Tier 3 instructional practice and resources include small group instruction facilitated by the homeroom teacher daily using Cool Tools, Quick Reads, Leveled Readers, Heggerty, Benchmark Intervention, Reading Horizon, SIPPS, Wordly Wise, and iReady. SWD instructional practice and resources include small group instruction, chunking, Cool Tools, Quick Reads, Leveled Readers, Heggerty, Benchmark Intervention, Reading Horizon, SIPPS, Wordly Wise, and iReady.

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

Based on the 2022-2023 FAST PM3 49% of students in grade levels 3rd, 4th, and 5th scored proficiency on the ELA assessment. According to the FAST PM3, 44% of students in 3rd grade, 60% of students in

4th grade, and 42% of the students in 5th grade scored proficiency on the ELA assessment. By May 2024, 70% of 3rd, 4th, and 5th grade students will score a level 3 or higher on the FAST PM3 ELA assessment.

To meet our goal Palmview Elementary School ensures that Tier 1 Standards-Based classroom instruction is being implemented properly and effectively by use of our school-wide instructional focused calendars aligned with Florida Standards, which are collaboratively created by staff and coaches in all subject areas across each grade level. These calendars are completed prior to the school year and submitted to administration. Learning goals and performance scales are aligned to the Florida Standards are posted, used daily to set purpose for learning and guide teacher instruction. Lesson plans are written in accordance with Florida Standards, collected and reviewed by administration bi-weekly. Monthly, authentic student work aligned with Florida Standards is created by students and displayed to demonstrate mastery of standards. Student progress with each standard is monitored and data is collected through bi-weekly formative assessments and monthly checkpoints. The data is analyzed and discussed decisions are then made in reference to instruction and instructional strategies.

Instructional practices that will be used to provide targeted learning to help increase ELA goal will include Graphic Organizers, Activate Prior Knowledge, Incorporate Technology, Flexible Small Group Instruction, Visual Aid, Think-A-Loud, Accountable Talk, Chunking and Scaffolding. Supplemental Tier 2 instructional practice and resources include small group instruction facilitated by the homeroom teacher 3 times per week using Cool Tools, Quick Reads, Leveled Readers, Heggerty, Benchmark Intervention, Reading Horizon, SIPPS, Wordly Wise, and iReady. Supplemental Tier 3 instructional practice and resources include small group instruction facilitated by the homeroom teacher daily using Cool Tools, Quick Reads, Leveled Readers, Heggerty, Benchmark Intervention, Reading Horizon, SIPPS, Wordly Wise, and iReady. SWD instructional practice and resources include small group instruction, chunking, Cool Tools, Quick Reads, Leveled Readers, Heggerty, Benchmark Intervention, Reading Horizon, SIPPS, Wordly Wise, and iReady.

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

Based on the 2022-2023 FAST PM3 45% of students in grade levels Kindergarten, 1st, and 2nd scored proficiency on the ELA assessment. According to the FAST PM3, 50% of students in Kindergarten, 44% of students in 1st grade, and 40% of the students in 2nd grade scored proficiency on the ELA assessment.

By May 2024, 70% of Kindergarten, 1st Grade, and 2nd grade students will score a level 3 or higher on the FAST PM3 ELA assessment.

Grades 3-5 Measurable Outcomes

Based on the 2022-2023 FAST PM3 49% of students in grade levels 3rd, 4th, and 5th scored proficiency on the ELA assessment. According to the FAST PM3, 44% of students in 3rd grade, 60% of students in 4th grade, and 42% of the students in 5th grade scored proficiency on the ELA assessment.

By May 2024, 70% of 3rd, 4th, and 5th grade students will score a level 3 or higher on the FAST PM3 ELA assessment.

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.

School-wide data is regularly monitored for effective implementation and to determine the impact on increasing the achievement of students in meeting the Florida's BEST standards. At the beginning of the school year, during pre-planning week meetings are facilitated with the faculty, support staff, grade level teams, and the School Advisory Committee to discuss overall school data, instructional framework, as well as to set annual learning gains, school improvement goals, grade level targets, and individual teacher targets.

To continue our data conversations throughout the school year. An hour block of time has been identified at the end of the school day to facilitate Professional Learning Communities together with administration, support staff, and grade level teams. Areas of focus during PLC sessions includes adjusting the instructional focus calendars, sharing of best practices, reviewing BEST standards, reviewing core resources, and analyzing current data.

During each PLC meeting time is designated to discuss grade level data, student progress, proficiency rate, and growth goals. Data findings are used to determine teacher instructional support and/or student support needs. The instructional supports that are in place to meet students learning needs involves teacher development, small group instruction push-in/pull-out support in the form of intensive intervention and extended learning opportunities such as before and after-school tutoring. To ensure continuous improvement, the plan will be revised through analyzing areas of concern and developing new implementation steps that will be purposeful in targeting the areas of focus.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Gibson, Robert, robert.gibson@browardschools.com

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?

Instructional programs that are aligned to B.E.S.T. ELA Standards are Benchmark Advanced Curriculum and iReady programs. Instructional practices that will be used to provide targeted learning to help increase ELA goal will include Graphic Organizers, Activate Prior Knowledge, Incorporate Technology, Flexible Small Group Instruction, Visual Aid, Think-A-Loud, Accountable Talk, Chunking and Scaffolding. Supplemental Tier 2 instructional practice and resources include small group instruction facilitated by the homeroom teacher 3 times per week using Cool Tools, Quick Reads, Leveled Readers, Heggerty, Benchmark Intervention, Reading Horizon, SIPPS, Wordly Wise, and iReady. Supplemental Tier 3 instructional practice and resources include small group instruction facilitated by the homeroom teacher daily using Cool Tools, Quick Reads, Leveled Readers, Heggerty, Benchmark Intervention, Reading Horizon, SIPPS, Wordly Wise, and iReady. SWD instructional practice and resources include small group instruction, chunking, Cool Tools, Quick Reads, Leveled Readers, Heggerty, Benchmark Intervention, Reading Horizon, SIPPS, Wordly Wise, and iReady.

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?

The instructional practices are the methods teachers use to achieve learning objectives. The chosen instructional practices and programs will be used to conduct direct, indirect, experiential, interactive, and independent instruction. The varies instructional practices and programs will provide teachers with multiple options to help all learners achieve their academic goals. The selected instructional practices and programs are research based and produces high yield learning results.

Instructional practices that will be used to provide targeted learning to help increase ELA goal will include Graphic Organizers, Activate Prior Knowledge, Incorporate Technology, Flexible Small Group Instruction, Visual Aid, Think-A-Loud, Accountable Talk, Chunking and Scaffolding. Supplemental Tier 2 instructional practice and resources include small group instruction facilitated by the homeroom teacher 3 times per week using Cool Tools, Quick Reads, Leveled Readers, Heggerty, Benchmark Intervention, Reading Horizon, SIPPS, Wordly Wise, and iReady. Supplemental Tier 3 instructional practice and resources include small group instruction facilitated by the homeroom teacher daily using Cool Tools, Quick Reads, Leveled Readers, Heggerty, Benchmark Intervention, Reading Horizon, SIPPS, Wordly Wise, and iReady. SWD instructional practice and resources include small group instruction, chunking, Cool Tools, Quick Reads, Leveled Readers, Heggerty, Benchmark Intervention, Reading Horizon, SIPPS, Wordly Wise, and iReady.

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****Literacy Leadership:**

As instructional leaders, administration facilitate collaborative opportunities that involves the leadership team, support staff as well as teachers. These opportunities are accomplished through meetings such as team leader, subject areas, support staff, Response to Intervention, grade level, and faculty and staff. Grade level, individual teacher, and student meetings are conducted to discuss data. Leadership team creates a collaborative session known as Protected Hour. Through these collaborative sessions the leadership team and teachers build a school-wide instructional framework that is aligned with state standards. Administration, support staff, and teachers implement high yield instructional practices, administer assessments, and effectively progress monitored to meet students' learning needs.

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Literacy Coaching:

Literacy coaches collaboratively creates K-5 Instructional Focus Calendar that is aligned with state standards. The literacy coaches focus on all components of Balanced Literacy and provide guidance on instructional delivery methods, instructional strategies, differentiated instruction, and differentiated centers. Another component of literacy coaching is the development and support of teachers through the implementation of the quality classroom environment that guides teachers on common classroom setup. Literacy coaches facilitate collaborative data review to ensure that the teachers understand the purpose of the assessments and to promote students' learning performance. Literacy coaches addresses the data with the teacher to identify strategic action plan. Action plan includes reviewing the instructional delivery practices, identify targeted curriculum, student individualized learning plans, curriculum resources, and ongoing monitoring. Based on the review it will be determined if the teacher needs instructional support, curriculum support, and or student support in the form of coaching, modeling, and training.

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Assessment:

Administration, and leadership team collaboratively work with instructional coaches in choosing appropriate assessments to drive instruction and progress monitoring. Florida Assessment of Student Thinking (FAST) progress monitoring identify students' academic progress at the beginning, middle, and end of the year. In addition, formative assessments such as Benchmark Unit Assessments, which are administered monthly, iReady Diagnostic, which is administered three times a year. Summative Assessments such as Florida Assessment of Student Thinking (FAST) and Benchmark Advance post tests are designed to assess mastery of the grade level content.

During each PLC meeting time is designated to discuss grade level data, student progress, proficiency rate, and growth goals. Data findings are used to determine teacher instructional support and/or student support needs. The instructional supports that are in place to meet students learning needs involves teacher development, small group instruction push-in/pull-out support in the form of intensive intervention and extended learning opportunities such as before and after-school tutoring. To ensure continuous improvement, the plan will be revised through analyzing areas of concern and developing new implementation steps that will be purposeful in targeting the areas of focus.

Gibson, Robert,
robert.gibson@browardschools.com

Action Step	Person Responsible for Monitoring
<p>Professional Learning:</p> <p>Professional Developments in enables educators to develop the knowledge and skills needed to address students learning needs. In addition, the collaboration with support staff, faculty, and staff members create a data-driven Professional Development Calendar based on the goals of the School Improvement Plan. The steps in creating our data driven professional development calendar involves an annual faculty and staff interest and needs assessment, review of school-wide data, and collaboration with faculty and staff members. The calendar is based on the goals of the School Improvement Plan as well as the instructional, professional, and operational needs.</p> <p>The Professional Learning Communities are based on the teacher’s needs and school-wide data trends. The school utilizes the district's Curriculum, Assessment, Remediation, and Enrichment (CARE) model. Teachers participates in rich collaborative discussions centered on curriculum, student data, remediation strategies, and enrichment strategies. School based professional developments and professional learning communities are ongoing and provided throughout the school year.</p> <p>Along the same line of teacher development, and to ensure the appropriate implementation of instructional delivery, Ongoing collaboration meetings with Instructional coaches to make sure they schedule all of the most recent District trainings in English Language Arts (ELA) instructional strategies.</p>	<p>Gibson, Robert, robert.gibson@browardschools.com</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.

The School Improvement Plan (SIP) will be disseminated to stakeholders through a variety of methods to accommodate several types of communication preferences. The SIP will be uploaded to the school’s official website at <https://www.browardschools.com/palmview> for viewing and printing purposes. Dissemination of the SIP to stakeholders will also occur at scheduled SAC Meetings, Open House, Title I meetings, PTA meetings and Family Events. The SIP will also be highlighted on social media platforms such as Instagram and Facebook. Translation services are available for speakers of languages other than English by district’s ESOL department. Translation of the School Improvement Plan shall be provided in English as well as primary languages such as Haitian Creole, Portuguese, and Spanish.

Stakeholders are involved in the development, planning, and reviewing of the School Improvement Plan (SIP). At the beginning of the school year, during pre-planning week School Improvement Plan meetings are facilitated with administration, staff members, support staff, grade level teams, and the School

Advisory Committee to discuss overall school data, instructional framework, as well as to set annual learning gains, school improvement goals, grade level targets, and individual teacher targets. Students, parents, teachers, support staff, and community members are continuously involved in evaluating our actions and performance.

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))

At Palmview Elementary School parents are encouraged to participate in their children's education in a variety of ways at home and in school. Parents are also invited to volunteer in classrooms, serve on advisory committees, support special projects, and participate in a variety of activities at the school such as PTA, SAC, Open House, Science Night, Literacy Nights, Gentlemen Game Night, the Ladies Soiree, Family Movie Nights, Dads Take Your Child to School Day, After-School Clubs and annual Talent Showcase. Palmview Elementary School's mission and vision are shared with parents through the School Advisory Council meetings and at various family night events. Additionally, parents learn important information regarding expectations and standards for student learning through our Literacy and Science Nights. Parents are also kept informed about school-wide and district initiatives and events through agenda books, written notices, robot calls, newsletters, social media, conferences and website <https://www.browardschools.com/palmview>.

Families receive support and resources to implement behavior and academic support plans at home and in the community. Teachers and support staff maintain ongoing communication with families to ensure support plans are consistent from school to home and community. Parents are informed and updated about their child's progress through ongoing communication between the parent and teacher including agenda books, phone calls, emails, written notices, and conferences. In addition, newsletters are sent home at the beginning of every quarter to outline instructional focus, homework assignments and classroom expectations. Teachers and support staff also obtain family input on creating behavior and academic support plans for students with significant behavioral or academic support needs. Teachers work diligently to maintain ongoing communication with families to ensure their questions and concerns are addressed.

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)

Palmview Elementary employs various intervention strategies to strengthen the academic program, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Collaborative sessions with administration, leadership team, and teachers are conducted to facilitate the creation of the school-wide instructional framework that is aligned with state standards. Collaborative sessions are also used to discuss how to implement high yield instructional practices, administer assessment and effectively progress monitor to meet students' learning needs. Palmview's Instructional Framework includes a collaboratively created K-5 Instructional Focus Calendar that is aligned with state standards as well as a collaboratively created Literacy Plan that focuses on all components of Balance Literacy and provides guidance on Whole Group Instruction with a focus on Interactive Read Aloud, Shared Reading, Word Study and Writing Experience (Writers Workshop); Small Group Instruction with a focus on Guided Reading and Differentiated Instruction; and Differentiated Centers.

Another component of the Instructional Framework is the collaboratively created Quality Classroom Environment Checklist that guides teachers on common classroom set-up. The essential components include Posted Daily Schedule, Small Group Instruction (must be standard base, flexible, and on

students' instructional level), Differentiated Independent Centers, Journals by Subject Areas, Subject Area Word Walls, Print Rich Environment, Subject Area Anchor Charts, and Posted Classroom Rules, Rewards, Consequences and Time-Out Rules.

Palmview Elementary leadership team / Multi-Tier Systems of Support (MTSS) team is responsible for monitoring student progress and making instructional decisions based on data. After several data points, the leadership team determines whether the intervention(s) the student receives is effectively closing the gap. If it is determined that the intervention is not closing gap, the leadership team adjusts the intensity, the frequency, the duration, or the intervention itself. When students do not respond to interventions, student continue with core instruction. This includes explicit instruction that follows a developmental reading continuum including instruction with comprehension, vocabulary, phonics, phonemic awareness, fluency, speaking, listening, and writing. Students will also receive daily small group differentiated instruction targeted to meet the students' instructional needs. In addition, students receive intensive intervention outside the reading block daily during the dedicated intervention block. The content and intensity of the instruction will be determined by running record data and other points of data. Other points of data may include iReady, FAST PM1, FAST PM2, teacher observation, anecdotal records, on-going running records, formative assessments, checkpoint assessments, and student writing samples. As a part of small groups, one on one instruction, and the intensive intervention plan the following intervention resources are used: Benchmark Advance Intervention, Benchmark Advance Quick Checks, Phonics for Reading, Foundations, Quick Reads, Leveled Readers, iReady, Touch Math, Success Maker, and enVision Intervention.

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))

The School Improvement Plan (SIP) is developed in coordination and integration with other Federal, State, and local services, resources, and programs. District's departments are identified, and specific programs are implemented based on the school's goal and initiatives. Broward County Public Schools' (BCPS) Equity, Diversity & School Climate Department provides programs and resources such as Diversity, Health and Wellness, Instructional Strategies, Substance Abuse Prevention, Violence Prevention, Positive Behavior Intervention and Support, Student Support guide. In addition, Palmview's school counselor promote and enhance achievement with an annual comprehensive school counseling plan that ensures every student receives school counseling services. The school counselor also provide resources such as Career Development Success, Academic Success, Personal and Social Emotional Success, Live Skills and Wellness and Recovery Services for staff, students, families and others to ensure that a family-friendly environment is established and ensure that students have access to a safe school climate necessary for academic and social/emotional growth. To ensure adequate support, resources are allocated efficiently to these programs and services. The community is actively engaged in the planning process through regular SAC and Title 1 Meetings. Clear and measurable school goals are established, spanning student academic achievement, well-being, safety, community engagement, and career readiness. Finally, transparent communication throughout the school year ensures alignment with the school's goals and activities.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

At Palmview Elementary School, Life Skills and Wellness are explicitly taught and/or integrated school-wide and in classrooms as follows:

School-Wide Positive Behavior Plan – emphasizes school-wide systems of support that include proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments.

School-Wide Incentive Programs – Panda Credits Reward System, Student of the Month Breakfast, Student of the Week, Award Assemblies and Principal's "A" All Star Luncheon.

Power of Three – embeds explicit social and emotional expectations in the classroom culture.

Quality instruction - supporting all learning as a social and emotional endeavor.

Literature studies – ensuring that all literature includes social and emotional content.

Active Supervision – engaging with students in a range of contexts.

Class Meetings – engaging collaboratively around social and emotional matters.

Themes & Topics - structured learning sequences focusing on chosen social and emotional matters.

Counseling – therapy and other support services.

All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. The school personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

To create a college and career readiness awareness of postsecondary opportunities and the workforce at Palmview Elementary School, several business and community organization partnerships have been established through our Partners in Education program. Through this partnership, businesses and organizations are invited to participate in our annual Career Day event. During this time, several professionals visit our classrooms and educate our students about their chosen career path. Professionals share their skills and the necessary steps taken to obtain their desired career. Palmview Elementary school has created a career readiness and college awareness culture by celebrating "College Week" each school year. During "College Week" students and teachers participate in college related activities, contests, and projects. Throughout the week, students and school staff are encouraged to wear college shirts and college colors.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Palmview Elementary employs various intervention strategies to improve the academic performance of students identified by the early warning system. Palmview Elementary leadership team / Multi-Tier Systems of Support (MTSS) team is responsible for monitoring student progress and making instructional decisions based on data. After several data points, the leadership team determines whether the intervention(s) the student receives is effectively closing the gap. If it is determined that the intervention is not closing gap, the leadership team adjusts the intensity, the frequency, the duration, or the intervention itself. When students do not respond to interventions, student continue with core instruction. This includes explicit instruction that follows a developmental reading continuum including instruction with comprehension, vocabulary, phonics, phonemic awareness, fluency, speaking, listening, and writing. Students will also receive daily small group differentiated instruction targeted to meet the students' instructional needs. In addition, students receive intensive intervention outside the reading

block daily during the dedicated intervention block. The content and intensity of the instruction will be determined by running record data and other points of data. Other points of data may include iReady, FAST PM1, FAST PM2, teacher observation, anecdotal records, on-going running records, formative assessments, checkpoint assessments, and student writing samples. As a part of small groups, one on one instruction, and the intensive intervention plan the following intervention resources are used: Benchmark Advance Intervention, Benchmark Advance Quick Checks, Phonics for Reading, Foundations, Quick Reads, Leveled Readers, Reading Horizon, Wordly Wise, Heggerty, SIPPS, Cool Tools, iReady, Touch Math, Success Maker, and enVision Intervention.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional Developments enables educators to develop the knowledge and skills needed to address students learning needs. In addition, the collaboration with support staff, faculty, and staff members create a data-driven Professional Development Calendar based on the goals of the School Improvement Plan. The steps in creating our data driven professional development calendar involves an annual faculty and staff interest and needs assessment, review of school-wide data, and collaboration with faculty and staff members. The calendar is based on the goals of the School Improvement Plan as well as the instructional, professional, and operational needs.

The Professional Learning Communities are based on the teacher's needs and school-wide data trends. The school utilizes the district's Curriculum, Assessment, Remediation, and Enrichment (CARE) model. Teachers participates in rich collaborative discussions centered on curriculum, student data, remediation strategies, and enrichment strategies. School based professional developments and professional learning communities are ongoing and provided throughout the school year. Along the same line of teacher development, and to ensure the appropriate implementation of instructional delivery, Ongoing collaboration meetings with Instructional coaches to make sure they schedule all the most recent District trainings in English Language Arts (ELA) instructional strategies.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Palmview has one full time VPK class. To ensure school readiness, the VPK program provides literacy, math and science curricula that align with the K-3 national standards to improve educational outcomes. This connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize Kindergarten teachers with the VPK students' progress in the program.

Palmview Elementary school provides a school calendar of events and flyers to local pre-schools. Students who are scheduled to enter the school starting at the kindergarten level are invited to the Kindergarten Round Up at the end of the previous school year. This event is held at the end of every year and welcomes new parents and students. They can tour the school, meet the kindergarten teachers, and ask questions to get ready for the next school year. Then parents have the summer to put into place strategies learned to ready students for the upcoming school year. Prior to students starting Kindergarten they attend an Orientation the day before school starts. This event allows parents and students to see their new classroom, meet the teacher, and learn kindergarten expectations and procedures.

After the school year is in full swing, the Kindergarten Team hosts a Family night. This event covers strategies to help students and parents succeed! Teachers also conference with parents individually to meet individual need. An end of the year Creative Curriculum Continuum report, detailing students'

ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.