Hope Centennial Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Hope Centennial Elementary School

5298 STACY ST, West Palm Beach, FL 33417

https://hcel.palmbeachschools.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Hope Centennial's mission is to provide 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.

As part of Palm Beach County School District, Hope Centennial envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Nathan, LaKeisha	Principal	The principal will serve as the lead instructional leader to ensure that state/district mandates are followed as teachers utilize Multi-Tiered Student Support (MTSS) and implementing the School Improvement Plan (SIP). The principal offers opportunities to collaborate to find the best practices to yield positive student outcomes. It is the principal's responsibility to analyze data to make instructional decisions to assist teachers with professional development, coaching/modeling sessions and/or teacher-peer observations to improve teacher instruction as well as student learning. The principal will seek to focus on processes and systems that will provide the greatest leverage in improving instruction and learning in the classroom.
Moore, Anthony	Assistant Principal	The assistant principal is responsible for supporting the PLC and monitoring the instructional practices in the classroom to support the SIP. The assistant principal provides best instructional practices and feedback via walkthroughs and observations to support student improvement. In addition, the assistant principal tracks data in order to analyze and determine standards mastery and share these findings with teachers. In addition, the assistant principal ensures compliance in all aspects of Title I as well as SAC. The responsibility of the assistant principal is to assist with eliminating barriers and distractions that may interfere with effective teaching and learning.
Kimmel, Laura	Math Coach	The Instructional/Math Coach is responsible for ensuring that district's math instructional plans for K-5 are followed by using the standards. The math coach implements strategies that are provided in the weekly Professional Learning Communities (PLCs). The coach plans the math units, the scope and sequence, the focus calendars and the re-teaching/small group opportunities for teachers. In addition, the coach provides modeling/role play opportunities for teachers to yield the best instructional practices for students. Data analysis on local assessments are reviewed and discussed as coach facilitates. Additionally, the coach observes teacher instruction and provides feedback to increase teacher capacity.
Gore, Tina		The Single School Culture Coordinator is responsible for the school's data to ensure the alignment of continuous academic improvement of all students in PLC weekly meetings. SSCC monitors MTSS/RtI process, and SBT collaborates with teachers to diagnose and assess student needs and assist with determining a plan for individual students. The SSCC provides one-on-one coaching for a teacher based on professional needs. In addition, SSCC monitors data and assists teachers in adjusting the instruction as the data informs.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Instructional Leadership Team (ILT) supports the development process by providing and analyzing the data on what best practices should be implemented in order to promote student achievement. The ILT Team consists of the Principal, Assistant Principal, SSCC, Math Coach, Science Coach, ESE Coordinator and ESOL Coordinator.

Palm Beach Sherriff Officer (PBSO) is on campus everyday ensuring the security of the campus as well as the safety of all stakeholders who are on campus daily. There are additional safety protocols that are utilized such as the Raptor System, Fortify Florida and Centegix.

School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman
Douglass High School Public Safety Act to have more mental health professionals in schools.

Guidance Counselors work in partnership with families to support the emotional health of our students. In addition, the Guidance Counselor is involved with McKinney-Vento liaison to support students to provide additional resources to our families.

Parents receive educational trainings facilitated by our teachers to assist our parents on understanding grade-level expectation and how to provide assistance at home.

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))

*Administration
Administration and teachers should monitor to ensure that the impact of the learning that was taught and understood by students. Administration is able to review student mastery based on classroom walks, adaptive technology as well as formative and summative data.

Classroom Walks- Administration utilize a created Google Form and district/state created walkthrough forms that assesses to determine if best practices are evident within the lesson. From the walkthrough, administration will provide an opportunity to provide feedback to teacher like: modeling or an instructional swap.

Adaptive Technology- Administration analyzes the data from adaptive technology on a weekly or bi-weekly basis based on the program. iReady reading and iReady math is reviewed to monitor student progression as well as to ensure that students are able to reach the designated minutes in order to reach their end of year targets. iStation and Imagine Learning are two ESOL Reading adaptive technologies that are monitored by the ESOL Coordinator to inform ESOL and Dual Language Teachers on student progression.

Assessments- Administration monitors grade level assessments at the end of each chapter or unit. Quizzes (FSQs) and Unit Exams (USAs) provide information on how well students were able to master the standards. Administration is able to determine which students met the threshold or not. Teachers will provide a re-teach to review the content that was not understood. Progress Monitoring (PM 1-PM3) will occur three times a year to gauge how well students are understanding the grade level benchmarks.

Additional end of year assessments like Florida Assessment Standard Test (FAST) for grades 3 - 5, STAR/Early Literacy Assessment for grades K - 2. In addition for ESOL students, ACCESS and WIDA (proficiency in the areas of speaking, listening, reading, and writing) to ultimately monitor the culmination

of student learning.

*Teachers
Teachers are able to monitor student learning as well. Before monitoring, teachers are able to follow the scope and sequence as outlined in Blender, which is the resource for teacher lesson planning.

Checklists- From the Gradual Release Model, when teachers are providing instruction from the "WE Do "portion, teachers should be able to monitor/circulate around the class, listen to student talk, and determine which students may need additional assistance. This additional assistance can be provided during small group instruction.

Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data. Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per grade level. Student work and best practices are shared and analyzed.

From the assessment, teachers able to engage in data chats with their students, so it becomes an opportunity for the student to understand his/her understanding of the standard, his/her strengths and weaknesses. From this discussion, teachers guide student into create a future action goal for the next assessment. Teachers are able to use the above monitoring to to adjust the instructional focus for remediation.

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	80%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
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: C 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	41	42	27	35	14	21	0	0	0	180
One or more suspensions	7	4	6	16	11	12	0	0	0	56
Course failure in English Language Arts (ELA)	18	23	10	97	56	37	0	0	0	241
Course failure in Math	11	13	7	55	34	19	0	0	0	139
Level 1 on statewide ELA assessment	0	0	0	65	33	41	0	0	0	139
Level 1 on statewide Math assessment	0	0	0	46	22	54	0	0	0	122
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	11	32	65	33	41	0	0	0	184
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	15	20	10	89	46	53	0	0	0	233

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	3	21	36	12	0	0	0	72
Students retained two or more times	0	0	0	3	0	0	0	0	0	3

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	40	30	41	18	28	0	0	0	157
One or more suspensions	2	3	3	9	7	2	0	0	0	26
Course failure in ELA	0	7	4	61	25	27	0	0	0	124
Course failure in Math	0	3	6	24	6	22	0	0	0	61
Level 1 on statewide ELA assessment	0	0	0	39	27	27	0	0	0	93
Level 1 on statewide Math assessment	0	0	0	0	13	42	0	0	0	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	37	29	43	107	56	56	0	0	0	328

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	7	7	57	27	36	0	0	0	134

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	1	44	13	1	0	0	0	61
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	40	30	41	18	28	0	0	0	157
One or more suspensions	2	3	3	9	7	2	0	0	0	26
Course failure in ELA	0	7	4	61	25	27	0	0	0	124
Course failure in Math	0	3	6	24	6	22	0	0	0	61
Level 1 on statewide ELA assessment	0	0	0	39	27	27	0	0	0	93
Level 1 on statewide Math assessment	0	0	0	0	13	42	0	0	0	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	37	29	43	107	56	56	0	0	0	328

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	7	7	57	27	36	0	0	0	134

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	1	44	13	1	0	0	0	61
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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*	32	53	53	36	59	56	28		
ELA Learning Gains				64			36		
ELA Lowest 25th Percentile				60			36		
Math Achievement*	40	57	59	38	53	50	22		
Math Learning Gains				66			8		
Math Lowest 25th Percentile				75			4		
Science Achievement*	21	54	54	19	59	59	17		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	43	56	59	66			27		

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)	ATSI
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	167
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	424
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	1	1
ELL	23	Yes	1	1
AMI				
ASN				
BLK	35	Yes	1	
HSP	23	Yes	1	1
MUL				
PAC				
WHT	40	Yes	2	

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%
FRL	34	Yes	1	

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	49			
ELL	50			
AMI				
ASN				
BLK	56			
HSP	53			
MUL				
PAC				
WHT	39	Yes	1	
FRL	53			

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	32			40			21					43
SWD	21			31							4	38
ELL	18			31			10				5	43
AMI												
ASN												
BLK	36			42			20				5	41
HSP	20			30			13				5	40
MUL												

| 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
PAC												
WHT	34			45							4	52
FRL	33			42			22				5	40

| 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	36	64	60	38	66	75	19					66
SWD	26	64	62	30	72	69	12					59
ELL	30	61	50	31	66	78	14					66
AMI												
ASN												
BLK	36	66	69	37	67	81	24					70
HSP	34	63	56	38	70	83	19					58
MUL												
PAC												
WHT	31	53		31	47		0					70
FRL	36	64	59	38	67	74	20					66

| 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	28	36	36	22	8	4	17					27
SWD	11	17		8	0		14					24
ELL	26	39	50	18	9	10	17					27
AMI												
ASN												
BLK	30	35	29	26	8	0	17					32
HSP	24	42	42	18	8		19					32
MUL												
PAC												
WHT	19			13								11
FRL	28	37	36	21	8	4	16					27

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	30%	56%	-26%	54%	-24%
04	2023 - Spring	33%	58%	-25%	58%	-25%
03	2023 - Spring	28%	48%	-20%	50%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	41%	57%	-16%	59%	-18%
04	2023 - Spring	46%	52%	-6%	61%	-15%
05	2023 - Spring	32%	56%	-24%	55%	-23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	19%	51%	-32%	51%	-32%

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.

Evidence of low performance in a variety of assessments can be analyzed when looking at the data ranging from FY19 FSA to current data FY23 FAST (PM 1/PM2/PM3).

The performance of 5th grade showed the lowest performance.
FY23 FAST FY22 FSA FY21 FSA FY19 FSA PM 3 PM 2 PM1
5th 29.6% 43% 25% 40% 29.6% 32.3% 37.6%
In both instances, 5th grade had the lowest decline FY23 FAST by -13.4% from FY22 and showed this equal decline by -8% when comparing PM3 performance to PM1. It also trends with a -9.2% drop PM3 vs PM1. This data is concerning; however, in looking at 3rd and 4th grade, their respective performance

was not as low as 5th grade.

FY23 FAST FY22 FSA FY21 FSA FY19 FSA PM 3 PM 2 PM1
4th 32.5% 36% 22% 49% 32.5% 36.8% 30.1%
3rd 28.4% 23% 30% 32% 28.4% 28.3% 32.9%
Third grade had the lowest performance on the FY23 FAST in comparison of all three grades. However, both 3rd and 4th grades showed a -4.5% decline during the PM1 - PM3 testing window.
WHITE Subgroup data shows:
Overall 34.1% 31% 19% 80% 34.1% 29.4% 26.5%

ELLs and ESE students showed the lowest performance.
FY23 FAST FY22 FSA FY21 FSA FY19 FSA PM 3 PM 2 PM1
ELL 11.1% 30% 26% 31% 11% 12.9% 17.4%
ESE 16% 26% 11% 23% 16% 27.2% 34%
Both subgroups scored the lowest out of all subgroups on the above respective performance on the FAST.

We attribute these declines to two teacher vacancies in 3rd since Feb 2023 and 5th grade for the entire school year. In addition, last year, the ESOL department was attempting to rebuild with all new resource teachers. We also had 3 new teachers in 3rd grade and 1 new teacher in 4th grade. We did implement additional new teacher support beyond the district-mandated program. This year, our goal will be to provide additional teacher supports for key teachers during the reading block to allow on-demand teaching in conjunction with the ELL and/or ESE teacher. This will also allow more foundational/remedial support during small groups.

We will continue to engage in lesson planning and following PLC cycle during Professional Learning Communities; during this time, we will continue to foster collaboration, discuss best practices/model lessons, analyze data, monitor student progress and revise/enrich when data supports it. Using focus questions throughout all PLCs: 1. Plan- What do students need to know and understand from the standards using BEST Standards Specs? 2. Do- How do we teach effectively to ensure all students are learning? 3. Reflect- How do we know students are learning? 4. Revise- What do we do when students are not learning or reaching mastery as expected?

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

The data that showed the greatest decline from the prior year was the performance of Hispanic and ELL students.

FY23 FAST FY22 FSA FY21 FSA FY19 FSA
Hispanics 17.1% 34% 24% 33%
From FY23 to FY22, there was a -16.5% gap. It was the greatest decline among all subgroups.

PM 3 PM 2 PM1
Hispanics 17.5% 20.9% 29.7%
Hispanic Fem 15% 17% 29%
Hispanic Male 20% 26% 31%
During the progression of progress monitoring, it reveals that from PM1 to PM3, there as a -12.2% drop in performance in Reading. To further breakdown, the collective performance, Hispanic Female's scores dropped by -14% and Hispanic Males dropped by -8%. Additionally, there was a -6.2% drop in math achievement performance from PM1 to PM 3.

The large population of our Hispanic students are either ELLs and/or Dual Language students. As the

rigor increases during the progression of PM1 to PM 3, the foundation skills in reading is needed in order to counteract the above decline. Also ensuring that Hispanic students are using the five domains in Dual Language, this will assist with combating declines. More time is needed for Dual Language Teachers to have increase opportunities in attending PLC.

PM 3 PM 2 PM1
ELLs 11% 12.9% 17.4%
ELLs Fem 11% 12% 15%
ELLs Male 11% 15% 19%

For ELLs, there was a -19% drop in their performance window of PM 1 to PM 3. In comparison, ELL Females decreased by -4%, and ELL Males decreased by -8% from PM 1 to PM3. Their performance, in comparison the FY22 FSA, drops significantly as 25% of ELL Females score on grade level, and ELL Males scored 17% on grade level.

The factors that contributed to this decline was the ESOL department is newly functioning with a new coordinator. The new ELL resource teachers received professional development on how to implement their push in support for students. Although these ELL teachers received this training this past year, additional training that support foundational reading skills is needed. Strategic placement to support ELLs in class while instruction is being provided are needed and will be adjusted within the master schedule.

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.

When looking at 2021- 2022, the FSA Achievement data and Assessments Results by Achievement Levels were as follows:
School State +/-
ELA Achievement 36% 56% -20%
ELA Learning Gains 64% 56% +8%
ELA Lowest 25% 60% 42% +18%
Math Achievement 38% 54% -16%
Math Learning Gains 66% 61% +5%
Math Lowest 25% 75% 51% +24

School State +/-
Level 1 36% 25% -9%
Level 2 28% 22% -6%
Level 3 19% 24% -5%
Level 4 14% 20% -6%
Level 5 3% 10% -7%

The data shows that we have underperformed in reference to achievement. We have less students on average scoring +3 or higher in contrast to the state. There is a -20% and -16% difference respectively. However, when it comes to learning gains in ELA and math, we outperformed the state on average. We had more students score high in showing an increase in learning within one year by +8% for ELA and +5%. Additionally, the students who are ranked in the 25th percentile outperformed the state on average in ELA by +18% and +24% in math.
Our ESSA identified subgroups of SWD was removed. However, white students scored below the Federal Index and are now our current ESSA subgroup.

When looking at this year's 2022 - 2023 FAST Progress Monitoring data for PM3, the data was as follows:

School vs State +/-
ELA Achievement 29.8% 56% -16.2%
Math Achievement 39% 54% -15%

Based on the current data, white students, who are considered the ESSA subgroup, will remain as such this year The trend for achievement levels for ELA and math show that we are significantly scoring below the state by at least 15%. The achievement levels show that there are gaps in foundational reading and math skills that students need in order to score on/at grade level. Teachers have to provide foundational skills using previous grade level and substantial background knowledge. Teachers have to be strategic in order to give students this baseline needed in order to begin current grade level standards and accelerate learning to show proficiency.

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

FY23 FAST FY22 FSA FY21 FSA
Black (Math) 43.2% 37% 26%
FRL (Math) 43.1% 38% 21%
Whites (ELA) 34.1% 31% 19%

PM 3 PM 2 PM1
5th Grade 31.5% 25% 13%
Black (Math) 43.2% 36% 42.6%
FRL (Math) 43.1% 35.1% 39.6%
Whites (ELA) 34.1% 29.4% 26.5%
For math, teachers committed to review of problems of the day so that students were exposed to math problems that spiral. In addition, tutorials that were held centered in strengthening math foundational gap as well as focusing on the current standards. An emphasis was made on students knowing their math facts and its usage for other math applications.

For ELA, our white students, who are labeled as our ESSA group, were the only subgroup to show improvement on the FY23 FAST. We did strategically focus on targeted tutorial support for white students to attend. We were able to analyze which standards were strengths and weaknesses. Strategic tutorial lessons were created and were based on foundational gaps, explicit teaching by the teacher, and reviewing the current standards that were not grasped.

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

Ensuring that students are able to reach high levels of achievement is an ongoing goal.
When looking at our Early Warning Systems indicators, our two potential areas of concerns are:

~Level 1 State Assessments ELA and Math
~Reading Deficiency

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

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

~ELA Achievement Growth for all subgroups (ESSA- White students)
~Continue Professional Development on the Science of Reading that will focus on foundational skills that readers need in order to become fluent readers that are able to show language comprehension.
~Professional Learning Communities that will focus on the plan (data disaggregation, instructional calendars) do (instructional focus lesson), check (assessment, monitoring) and act (tutorial and enrichment).
~Implement double down model strategically in targeted classrooms in grades 3 - 5.
~Continue push in model for ELA and Math block for SWDs and ELLs.

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

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

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

Every year, our school has historically experienced a large number of students who are at-risk and are included in SIP's Early Warning System. These students' performances did not score as proficient on FY23 FAST and have additional concerns with attendance and/or behaviors that do not promote student achievement for the 2022 - 2023 school year

Indicator K 1 2 3 4 5 Total

Absent 10% or more days 41 42 27 35 14 21 180

One or more suspensions 7 4 6 16 11 12 56

Course failure in English Language Arts (ELA) 18 23 10 97 56 37 241

Course failure in Math 11 13 7 55 34 19 139

Level 1 on statewide ELA assessment 65 33 41 139

Level 1 on statewide Math assessment 46 22 54 122

PBIS DATA- Number of incidences
Overall end of year FY22: 93 incidences vs end of year FY 23 141 incidences

Looking at the Students Effectiveness Questionaire, we see that in FY23 83% of our students feel like they belong.

If we focus on positive school culture and environment, we will be able to reduce the number of students who are labeled within this Early Warning System. In alignment with the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in
student data to identify needs to support positive behaviors, attendance, and academic growth.

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

By the end of year, based on the monitoring section (see answer below):
1. There will be a 10% decrease on the above: student attendance/truancy, suspension using Educational Data Warehouse (EDW) and Student Information System (SIS).
2. There will be a 25% decrease on the above: Level 1 on statewide ELA and/or Level 1 on statewide math.

We will monitor the monthly/trimester numbers but will evaluate to determine if action plan is working.

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

There will be a monthly check on the above: student attendance/truancy, suspension using Educational Data Warehouse (EDW) and Student Information System (SIS). Course failure in ELA and math will occur every trimester (every 3 months). We will monitor the monthly numbers to determine if action plan is working.

Person responsible for monitoring outcome:

LaKeisha Nathan (lakeisha.nathan@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

~Schoolwide Attendance Plan- There will be monitoring of students who are absent excessively. Truancy packets are created.
~Schoolwide Suspension/Alternatives to Suspension Plan- There will be a data review on a monthly basis to review student discipline/infractions. When suspension is an option, the administration will attempt to seek other methods to discipline students instead of suspension in order to promote student attendance.
~Student Formative Assessment Results- Instructional Leadership Team (ILT) will provide professional development opportunities, training during PLCs, and peer observations on how to provide instruction on how to implement the Science of Reading and its various components on how to read.
~Required instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

~Schoolwide Attendance Plan There are many students who are absent five or more days, and this leads to truancy.
~Schoolwide Suspension/Alternatives to Suspension Plan- When students are present at school and not suspended, student are likely to perform better. When students attend school in lieu of suspension, students are able to keep the continuum of education going.
~Student Formative Assessment Results (Science of Reading)- When students are able to fluently express word recognition and language comprehension through: phonemic awareness, phonics, fluency, vocabulary and comprehension.
~Required instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Stakeholders play a key role in school performance and addressing equity.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

~Attendance/Truancy
1 Attendance will tracked and monitored by the Attendance Clerk and Guidance Counselor.
2 After 5 days, parents will be contacted by the school for a meeting to discuss the importance of school, sign attendance contract, and ask if the school can provide any services/agencies to the family. If

absences continue, a truancy packet will be completed and submitted to the district.
3 Principal, Parent Liaison & Counselor will provide Positive Behavior Supports (PBIS) in place to support the student with coming to school as well as incentives.
4 Truancy Team (see above) will continue to track student absences

Person Responsible: LaKeisha Nathan (lakeisha.nathan@palmbeachschools.org)

By When: Ongoing throughout the year August 2023 - May 2024

~Suspension/Alternatives to Suspension
1 When student infraction is committed, administration will review possible consequences.
2 If suspension is the only alterative, then suspension will be utilized. However, if there is another consequence that can be used instead of suspension, administration will utilize that method.
3 The PBS Team will review suspension data on a monthly basis to determine issues and seek solutions on how we can promote a single school culture using the school's matrix.
4 Principal and Positive Behavior Supports Team will recognize students who have had discipline and establish incentives for students who have shown improvement with behavior and exemplifying characteristics of the school's matrix.

Person Responsible: Anthony Moore (anthony.moore.1@palmbeachschools.org)

By When: Ongoing throughout the year August 2023 - May 2024

~Science of Reading
1 Instructional Leadership Team (ILT) will provide professional development opportunities to teachers.
2 Teachers will additional trainings in Professional Learning Communities (PLC) and will have peer observations to see how other teachers provide instruction on the various components on how to read.
3 ILT and Teachers will observe student data and track their students progression in the individual and/or all the components of: phonemic awareness, phonics, fluency, vocabulary and comprehension to determine student achievement.

Person Responsible: Tina Gore (tina.gore@palmbeachschools.org)

By When: Ongoing throughout the year August 2023 - May 2024

~Required instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Stakeholders play a key role in school performance and addressing equity.
1 Our school will infuse the above Florida State Statute and School Board Policy 2.09 as it relates to a specific grade, including but not limited to:
1003.42
g History of the Holocaust
h History of Africans and African-Americans
i History of Asian Americans and Pacific Islanders
o Health Education, Life Skills & Social Media
q Hispanic Contributions
r Women's Contributions
t Civic & Character Education
u Sacrifices of Veterans, and the value of Medal of Honor recipients.

2 Character Development program will be taught
3 Highlighting Multicultural Diversity

Person Responsible: LaKeisha Nathan (lakeisha.nathan@palmbeachschools.org)

By When: Ongoing throughout the year August 2023 - May 2024

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

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

If we focus our instructional practice schoolwide in ELA and math, then we will reach the rigor using benchmark-aligned instruction resulting increasing student performance in achievement and in learning gains. This will ensure alignment to the PBCS District's Strategic Plan of Theme A, Goal 3 "Academic Excellence & Growth" Objective 1 and 2. The first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

This area of focus is needed as a results of our historical achievement cells in Reading/ELA for FSA (FY19-FY22) and currently FAST (FY23). When looking at all data, all grade levels and all subgroups with the exception of white students scored lower in FY23 versus other test taking years. The ELA overall achievement improved eight points FY21(28%) vs FY 22(36%). However, there was a -6% decrease in ELA overall achievement FY22 (36%) vs FY23 (29.8%) vs FY23 (48.7%) district average. The math achievement improved sixteen points from FY21(22%) vs FY 22(38%) vs FY23 (55%) district average but has not been recaptured FY19(54%),leaving -16 deficit. The science achievement improved two points from FY21(17%) vs FY 22(19%) vs FY23 (19%); the science scores remained flat and unchanged. The score was not recaptured in FY19(32%), showing -13 percentage point deficit.

When comparing FY19 Overall Achievement versus FY22 for ELA, all of the subgroups were negative or statistically insignificant. Our ESSA identified subgroup SWDs was removed; however, whites are the ESSA identified subgroup and have been in decline. In FY19, 80% vs (FY21) 19%, there was a 61% decline and (FY19) vs (FY22), there was a 31% decline in FSA ELA Achievement. With FSA Math Achievement, white students had a 58% decline (FY19) 89% vs (FY21) 31%. White students also dropped 39% and 35% in ELA and Math Learning Gains.

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

Student Outcomes:
By PM2 (23-24), an overall percentage increase on the ELA Progress Monitoring by increasing six points from FY22 to 40%.
By May 2023, an additional ten points in overall percentage to 50%.

Teacher Outcomes:
By February 2024, 50% teachers will effectively utilize all components of the Gradual Release Model of Instruction, aggressively monitor, and provide double down instruction with multiple types of small groups.

By May 2024 90% teachers will effectively utilize all components of the Gradual Release Model of Instruction, aggressively monitor, and provide double down instruction with multiple small types of groups

Coaching Outcome
Provide tiered support for implementation of the Gradual Release Model and small group:Tier1/proficient, Tier2/approaching, Tier3/needs development

February 2024, 50% Tier1 teachers will transition to Tier2 and 15%Tier2 teachers will transition to Tier3
May 2024, 75% Tier1 teachers will transition to Tier2 and 50% Tier2 teachers will transition to Tier3

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

Ongoing Instructional Leadership Team will perform walkthroughs and monitor what is needed in order to quantify student progress. Principal will have conversations providing feedback. Monitoring current data versus previous year for student growth will take place during ILT meetings as well as monitoring teacher outcomes and coaching outcomes.

1 ILT designee will select grade level observation, observe the teachers instructional block and take anecdotal notes
2 ILT will confer on observations and Principal will create note/email actionable feedback
3 ILT designee will meet with teacher (if necessary) to review. Continue walks to observe if next steps are being implemented by the teacher.
5 Principal will meet with teachers (individually) on a monthly basis to discuss data and provide any additional support.
6 In ILT, designee will implement the PLC cycle (Plan, Do, Can, Act) is cyclical. There will be an increase of data analysis and role-play opportunities for teacher implementation.

Person responsible for monitoring outcome:

LaKeisha Nathan (lakeisha.nathan@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Professional Learning Communities (PLCs): ELA, ELL, ESE teachers will engage in PLC to analyze data of students' strengths/weaknesses (assessment performance), model best instructional delivery practices in order to reteach based on students' needs, review and reassess. (Nathan, Moore, Gore, Kimmel, Gibson, Perry, Ortiz).
2. Using the Problem-Solving Process from Florida's MTSS/FICM model will allow teaches the opportunity to not only provide instruction and intervention but also plan and/or problem-solve to improve all students. (Gore, Nathan, Kimmel)
3. Standards-based technology (I Ready/iStation) to supplement learning. (Gore, Kimmel, Moore, Gibson, Ortiz)
4. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product. (All teachers)
5. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Professional Learning Community/Share will provide the venue for teachers to discuss best instructional practices as well as data driven analysis
2. The process will allow teachers to match instructional resources to each student's education need(s).
3. The technological platforms (iReady/iStation) will allow students to receive differentiated instruction need to strengthen their background knowledge and/or enhance their learning.
4. Incorporate small group instruction utilizing FSQ/USA/NGSQs/PM data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA.
5. Students who participate in the FSA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.

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. Professional Learning Communities
a. Instructional coaches (math, science, LTF and SSCC) will meet with the Instructional Leadership team weekly to discuss instructional practices that are observed in the classroom during instructional blocks.
b. After coaches observe lessons in the classroom, the team will discuss learning growth (effective teaching strategies that are observed) and learning growth (teaching strategies that may need to be revisited) in order to increase understanding of the standard by all students.
c. Coaches will meet with the grade level teachers during PLC to ensure PLC cycle is taking place to review data points, use planning time, review gradual release/small group instruction and reteach, if needed.
d. Coaches will go back after PLC to see if instruction aligns with recommendations made.
e. Coaches will monitor upcoming FSQs/USAs/NGSQs/PM to determine the impact of student performance and discuss data analysis with principal and ILT for next instructional steps.

Person Responsible: LaKeisha Nathan (lakeisha.nathan@palmbeachschools.org)

By When: Ongoing throughout the year August 2023 - May 2024

2a. Problem Solving/MTSS/FICM
i. Teachers will follow the standards-based instructional plans as designed by the district.
ii. School wide Data Chats: Teachers distribute assessments & provide feedback the next day after testing. Students learn to understand their success & weakness. They develop a data chat and set goals.
ii. ILT will perform walkthroughs to observe teachers, provide opportunities
with coaching, timely feedback to analyze student performance.
2b. SBT/RtI Process
1. Students, who are continuing to have difficulty with learning, will confer with the teacher to begin SBT/RtI process.
2. Students who in need of interventions will be assigned an interventionist who will provide foundational skills to help student bridge the gap.
3. Interventionist tracks data and confers with SSCC on student progress and next steps are determined.

Person Responsible: Tina Gore (tina.gore@palmbeachschools.org)

By When: Ongoing throughout the year August 2023 - May 2024

3. Technology
a. Teachers and the Instructional Leadership Team will monitor for completion, usage, and student progress.
b. Teachers will use the completion and usage data to inform how they will proceed in tutorials.
c. From student performance, teachers will be able to determine how to align their instruction using the data form the technology platform.
d. Teachers will still have access to analyze student data, to the platform usage for completion, and to use data to reteach for student understanding
e. From data, announcements and incentives will be given to students who are showing increased performance on the platform.

Person Responsible: Anthony Moore (anthony.moore.1@palmbeachschools.org)

By When: Ongoing throughout the year August 2023 - May 2024

4. Small Group (Guided Reading/Reteach/Strategies)
a. Students will be monitored during instruction. If students are not able grasp the concept, the teacher will place students into small group for reteaching.
b. When assessing using FSQs and USAs in both math and Language Arts. Teacher will analyze the data and provide small group instruction based on student performance, strengths and weaknesses.
c. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching

methodologies to support all learners.
d. Teachers develop ongoing formative assessments to track student learning and adjust instruction.
e. Monitoring will occur through the review of lesson plans, conducting teacher data chats, review student data and adjust student groups as needed.

Person Responsible: LaKeisha Nathan (lakeisha.nathan@palmbeachschools.org)

By When: Ongoing throughout the year August 2023 - May 2024

5. Tutorial
a. Analyze student data to determine students for tutorial groups.
b. Choose research-based supplemental materials and resources tutorial instruction.
c. Analyze teacher classroom data to determine who will be tutors.
d. Provide training for tutors in order to understand the expectations and become familiar with materials.
e. Students will be selected and grouped for pullout tutorials, afterschool and Saturday boot-camps based on the results from FY23 FAST (PM3), FSQs, USAs and FY24 (PM1 & PM2) and ESSA identified subgroups: White (FY22 & FY23)
f. Monitor through the review of data, lesson plans, and conducting observational walks.

Person Responsible: Laura Kimmel (laura.kimmel@palmbeachschools.org)

By When: Ongoing throughout the year August 2023 - May 2024

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

As an identified Additional Targeted Support and Improvement School (ATSI), we complete a School Improvement Plan (SIP) aligned to the PBCS District's Five Year Strategic Plan. The principal and ILT attend the SIP Training to ensure that support is provided in order to complete this plan. Working in collaboration with the ILT, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five Year Strategic Plan and complementary in the funded strategies and supports for our school's continuous improvement.

Federal ESSER Funds are allocated to support all students and our ESSER subgroup. Currently, our ESSER are white students. Resources and allocations are focused on:

~Currently, we have three Instructional Coaches from ESSER Funds: Accelerated Coach, Learning Team Facilitator and Supplemental Academic Interventionist. These supplemental coaches provide targeted support to teacher development and growth. In addition, these coaches work with all of our students, especially our ESSER subgroup (see above) to promote maximum student learning and growth.

~Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social learning growth through the resources found in the Skills for Learning and Life (SLL) Resource Center to promote character education.

~Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide
additional training and support, and the Regional District Reading Collaboration team provides professional

development to schools based on needs.

~Participation in Reading Conferences to promote ILT's professional development in order to assist our teachers in learning best practices in the Science of Reading.
~Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.

~ Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.

~Resource teachers (ESOL and ESE) support during small group instruction.

~We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

If we focus on Standards-based instruction to increase overall K-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

According to the data our students are not entering third grade prepared for the rigors of the standards and state
assessment. Star Literacy FY 23 data that 33% and similarly on iReady FY23 indicates 43% of our incoming third grade students are reading at an on-grade level data. Here is additional iReady scores:

Kindergarten- 72% Proficient (Spring FY23) vs 13% (Fall Aug 23)
Data to support a lack of proficiency in foundational skills are:
Kindergarten- Phonological awareness- 65% (Spring FY23) vs 30% (Fall Aug 23)
Phonics- 70% (Spring FY23) vs 24% (Fall Aug 23)
High-Frequency Words- 52% (Spring FY23) vs 10% (Fall Aug 23)

Vocabulary- 60% (Spring FY23) vs 24% (Fall Aug 23)
Comprehension Literature- 69% (Spring FY23) vs 31% (Fall Aug 23)
Comprehension Informational- 70% (Spring FY23) vs 24% (Fall Aug 23)

First Grade- 40% Proficient (Spring FY23) vs 11% (Fall Aug 23)
Data to support a lack of proficiency in foundational skills are:
Phonological awareness- 39% (Spring FY23) vs 7% (Fall Aug 23)
Phonics- 43% (Spring FY23) vs 14% (Fall Aug 23)
High-Frequency Words- 56% (Spring FY23) vs 18% (Fall Aug 23)
Vocabulary- 38% (Spring FY23) vs 16% (Fall Aug 23)
Comprehension Literature- 45% (Spring FY23) vs 18% (Fall Aug 23)
Comprehension Informational- 35% (Spring FY23) vs 15% (Fall Aug 23)

Second Grade- 43% Proficient (Spring FY23) vs 10% (Fall Aug 23)
Data to support a lack of proficiency in foundational skills are
Phonological awareness- 76% (Spring FY23) vs 45% (Fall Aug 23)
Phonics- 44% Proficient (Spring FY23) vs 11% (Fall Aug 23)
High-Frequency Words- 64% (Spring FY23) vs 35% (Fall Aug 23)
Vocabulary- 35% Proficient (Spring FY23) vs 9% (Fall Aug 23)
Comprehension Literature- 39% (Spring FY23) vs 9% (Fall Aug 23)
Comprehension Informational- 26% (Spring FY23) vs 12% (Fall Aug 23)

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

Based off progress monitoring and 2023 state assessments, the data components that demonstrates the greatest need for drastic improvement in reading achievement across all grade levels. There had been a decreasing decline in the percentage of proficiency for the past few years in 3rd, 4th, and 5th grade.
3rd- 32% (FY19), 30% (FY21), 23% (FY22), 28% (FY23)
4th- 50% (FY19), 22% (FY21), 36% (FY22), 33% (FY23)
5th- 40% (FY19), 25% (FY21), 43% (FY22), 30% (FY23)
Within that decline, there has been an increase of students scoring at level 1, especially 3rd graders, who are currently facing the possibility of retention.

Similarly, a drastic improvement in math achievement across all grade level is needed as well.

3rd- 45% (FY19), 23% (FY21), 35% (FY22), 41% (FY23)
4th- 52% (FY19), 28% (FY21), 48% (FY22), 46% (FY23)
5th- 51% (FY19), 13% (FY21), 25% (FY22), 32% (FY23)

In science, there is also a need to drastically improve the achievement level in science for grade 5.
5th - 30% (FY19), 17% (FY21), 19% (FY22), 19% (FY23)
With an increase in achievement will be a decrease in the amount of students scoring in level 1's. Attendance is another area where an improvement can be made as non-attendance has a massive effect on student learning, retention, and achievement. Attempts are made to reach parents; however, stronger alternatives to engage parents in the negative effects that excessive absences will continue to be made.

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

For Grade K-2, the measurable outcomes for iReady 2024 are:

Kindergarten- 13% Proficiency (Aug 23)
Aug 23 February 2024 May 2024
Phonological awareness- 30% 50% 80%
Phonics- 24% 50% 75%
High-Frequency Words- 10% 50% 75%
Vocabulary- 24% 50% 70%
Comprehension Lit- 31% 50% 65%
Comprehension Inf- 24% 50% 65%

First Grade - 11% Proficiency (Aug 23)
Aug 23 February 2024 May 2024
Phonological awareness- 7% 50% 80%
Phonics- 14% 50% 70%
High-Frequency Words- 18% 50% 70%
Vocabulary- 16% 50% 67%
Comprehension Lit- 18% 50% 65%
Comprehension Inf- 15% 50% 65%

Second Grade - 10% Proficiency (Aug 23)
Aug 23 February 2024 May 2024
Phonological awareness- 45% 80% 100%
Phonics- 11% 50% 80%
High-Frequency Words- 35% 70% 80%
Vocabulary- 9% 50% 67%
Comprehension Lit- 8% 50% 65%
Comprehension Inf- 12% 50% 65%

Grades 3-5 Measurable Outcomes

For Grade 3-5, the measurable outcomes for PM 3 FY23 are:
FSA 23 February 2024 May 2024
3rd 28% 37% 51%
4th 32% 43% 51%
5th 30% 47% 51%

For Grade 3, the measurable outcomes for iReady 2024 are:

Third Grade - 17% Proficiency (Aug 23)
Aug 23 February 2024 May 2024
Phonological awareness- 100% 100% 100%
Phonics- 28% 50% 70%
High-Frequency Words- 77% 90% 100%
Vocabulary- 18% 31% 60%
Comprehension Lit- 21% 37% 65%
Comprehension Inf- 16% 32% 65%

Fourth Grade - 10% Proficiency (Aug 23)
Aug 23 February 2024 May 2024
Phonological awareness- 100% 100% 100%
Phonics- 53% 63% 70%
High-Frequency Words- 91% 93% 100%
Vocabulary- 12% 31% 51%
Comprehension Lit- 20% 37% 60%
Comprehension Inf- 11% 32% 60%

Fifth Grade - 15% Proficiency (Aug 23)
Aug 23 February 2024 May 2024
Phonological awareness- 100% 100% 100%
Phonics- 74% 82% 100%
High-Frequency Words- 95% 100% 100%
Vocabulary- 14% 31% 51%
Comprehension Lit- 24% 37% 60%
Comprehension Inf- 19% 32% 60%

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.

There are a variety of monitoring pieces that can be utilized to inform us of student strengths and student opportunity of growth. If we are monitoring with fidelity, we will be able to track and provide on-demand feedback and corrective instruction, which will impact student achievement.

Common planning for teachers is an opportunity for teachers to discuss student progress with their grade level.
In addition during PLCs, monitoring the data will take place.

Some assessments that will be monitored are:
* iReady diagnostic
*Reading running records
*End of unit assessments from the Benchmark Series
*USAs
*Data Analysis (Classroom vs School vs District)
*Student work samples (Exemplars)
*Student attendance
*Admin/ (Student and Teacher) Data Chats
*Classroom walkthroughs/Informal/Formal Observations
*All available Technology (iReady/ iStation /Imagine Learning)

During Instructional Team Leadership (ILT) meetings, data from various formative assessments will be reviewed to determine if the standard mastery was achieved. If not, ILT will follow the FCIM model to determine what reteaching, reviews, homework spirals and/or small group will be implemented to improve future student outcomes. The ILT will collaborate with the grade levels to ensure that individual students are making progress toward standard mastery. ILT will provide opportunities to discuss student data with the teachers and ILT will partner with teachers to give extra support in having data conversations with students about their work and goals toward student achievement.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Nathan, LaKeisha, lakeisha.nathan@palmbeachschools.org

Evidence-based Practices/Programs

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence-based practices can be found in the following websites:
Florida Department of Education Early Literacy and Webinars
Florida Center for Reading Research (fcrr.org)
Results: Literacy (ed.gov)
Reading Program Repository
UFLI- University of Florida Literacy Institute

1. Professional Learning Community (PLC) will ensure teachers the ability to plan, do, check and act as prescribed by the Florida Continuous Improvement Model.

2. Professional Development: Teachers and support staff will attend ongoing instructional trainings that will allow them to implement best practices with students.
BEST Standards Training
K-2 Science of Reading Cohort (UFLI)

3. Small group instruction: Homeroom teachers and resources teachers will provide supplemental instruction (reteach, strategy, guided reading) to strategically differentiate instruction learning. Students will be provided foundational information in order to master the standard.

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

- Do the evidence-based practices/programs address the identified need?

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

1. PLCs allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies.

2. Teachers will receive ongoing PD to help them understand the foundational skills needed in order for students to learn how to read. The teachers will have an opportunity to receive hands-on training and implementation on how to assist their students within the Science of Reading.

3. Incorporate small group instruction utilizing iReady reading diagnostic results. This data provides instructional groups for teachers to use in order to meet with students. In this small group, the teacher will provide instruction based on the foundational skill that is deemed an areas of weakness for targeted remediation. Also, iReady will be strategically used to improve foundational issues that will be differentiated for each student.

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
1.The Literacy Leadership Team will consist of * School administrator (Principal, Assistant Principal) *Single School Culture Coordinator *Learning Team Facilitator *Media Specialist *Lead teacher or designee for each grade level The Literacy Leadership Team will work together to develop a plan to monitor the implementation and facilitate ensure collaboration among teachers to promote compliance with the reading plan within each grade level. The Literacy Leadership Team (Administration, SSCC, LTF and designated Lead teachers) will incorporate walkthroughs to monitor (look-fors), to support reading instruction in the class (rotation), to promote the love of reading at home and in the community (parental engagement/involvement). Resulting from walkthroughs, administration will have a process to identify areas of strengths and next steps based on observations or data.	Nathan, LaKeisha, lakeisha.nathan@palmbeachschools.org
Professional Development will consist of: The Professional Development Team will analyze the school data. From the data, the PD Team will create the environment for series of reading/ literacy trainings/workshops. These on-going trainings will be state, district, and/or school driven. If the training is school driven, the Professional Development Team will design a session(s) as a team or invite a district representative to conduct the training to meet the needs of the faculty. The PD Team will deploy master teachers to provide on-demand push-in support for a teacher(s), who may ask for assistance or who may has been observed in needing additional instructional assistance. The Professional Development Team will align the trainings in order for teachers to receive annual "in-service" points based on teachers completing the PD assignment.	Nathan, LaKeisha, lakeisha.nathan@palmbeachschools.org
*Assessments are including but not limited to the following: ~Incorporate Small group instruction using differentiated instruction (Phonic Groups / Guided Reading / or Reteach) ~Students will be assessed using summative assessments: FAST K-2 STAR, FAST 3-5 Cambium PM, iReady, Benchmark Unit Assessments and USAs in Language Arts. ~Teachers will follow District Assessment schedule of ongoing formative assessments to track student learning and adjust instruction continuously. ~Teachers will analyze student data to determine strengths and weaknesses in content area.	Gore, Tina, tina.gore@palmbeachschools.org

Action Step	Person Responsible for Monitoring

*Assessments can also include interventions including but not limited to the following:

~ Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.

~Use K-5 Reading intervention with guidelines for schools to determine students' needs

*Professional Learning Communities will take place using the following actions including but not limited to: ~Develop a PLC schedule to include all content area teachers and resource teachers. ~Focus on data analysis and effective instruction based on the needs ~Implement the PLC coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction ~Model how to provide instruction using the best research based strategies for the reading standards being discussed ~Teachers working collaboratively to plan and develop lessons focused on strategies aligned to the standards	Gore, Tina, tina.gore@palmbeachschools.org

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.

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

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))

n/a

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))

n/a

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))

n/a

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))

n/a

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))

n/a

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).

n/a

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))

n/a

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))

n/a