

The School District of Palm Beach County

# Pine Jog Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

---

## Table of Contents

---

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>11</b>
<b>III. Planning for Improvement</b>	<b>16</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>0</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>24</b>
<b>VI. Title I Requirements</b>	<b>28</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

# Pine Jog Elementary School

6315 SUMMIT BLVD, West Palm Beach, FL 33415

<https://pje.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.**

The mission of Pine Jog Elementary is to develop a community of environmentally conscious learners who value and respect themselves, others and the world we share through integrating science, technology, nature, and art. This mission is accomplished through collaborative efforts with Pine Jog Environmental Education Center, Florida Atlantic University, and other community partners. We believe that every successful school is a community of learners and each member of the school community is a lifelong learner.

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

The vision statement of Pine Jog Elementary School is that every child can learn and will leave our school with an understanding that they are part of a global community. We believe that it is our responsibility to ensure that children have all they need to learn; set high expectations for them, express an unwavering belief in them, and challenge them. Our students will be equipped with the habits of mind necessary to succeed in the future and have a strong sense of personal responsibility to take actions needed to sustain our planet.

### 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
Thomas, Tarachell	Principal	Monitors the implementation of the SIP, instructional practices, school-wide data for growth and performance of the SIP goals. Ensures the alignment of SIP goals with the Palm Beach Model of Instruction as they pertain to Professional Development, Parent Involvement, Title I Initiatives. Monitors the use of school-wide AVID and other strategies that focus on increasing learning gains for all learners. Ensures that the SIP goals and District Initiatives align and are communicated to all stakeholder groups. Builds community involvement through agendas and planning of each SAC Meeting. Creates business partnerships throughout the local community to further support the SIP and needs of students.
Straker, Priscilla	SAC Member	Ensures that the SIP goals and District Initiatives align and are communicated to all stakeholder groups. Builds community involvement through agendas and planning of each SAC Meeting. Creates business partnerships throughout the local community to further support the SIP and needs of students.
Moreira, Christian	Assistant Principal	Ensures the alignment of SIP goals with the Palm Beach Model of Instruction as they pertain to Professional Development, Parent Involvement, Title I Initiatives. Monitors the use of school-wide AVID and other strategies that focus on increasing learning gains for all learners.
Clarke, Desreen	Other	The Single School Culture Coordinator (SSCC) supports teachers and resource teachers with coaching, planning and the delivery of effective lesson plans. Supports teachers with analyzing and interpreting data. Provides guidance and support to teachers and lead PLCs utilizing the Palm Beach Model of Instructions. Help ensure a safe and positive culture and climate and high expectations for students, staff, and teachers.

**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 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 Douglas High School Public Safety Act to have more mental health professionals in schools.

- Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavioral Health Professional, Co-located Therapist, Reading Coach and Learning Team Facilitator, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.

- Our ESOL Coordinator, ESOL School Counselor and CLF's work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

- A School District Officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "App" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus.

- Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

### **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 (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do.

Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year. Student assessments include the new Progress Monitoring which occurs 3 times per year. In Kindergarten- Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students proficiency in the areas of speaking, listening, reading, and writing. 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. Grade level teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender. This ensures that



teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Employing frequent monitoring will allow us to adjust the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement.

We strategically plan for a variety of monitoring techniques:

- Review of Lesson Plans
- Data Analysis, Classroom walks
- Student attendance, Data Chats
- Formal Observations, Professional Learning Communities attendance/participation
- Formative/Summative Assessments and Technology

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	87%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: B  2019-20: B  2018-19: B  2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	36	43	24	24	28	0	0	0	155
One or more suspensions	0	1	5	2	3	9	0	0	0	20
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	0	0	0	10	41	38	0	0	0	89
Level 1 on statewide Math assessment	0	0	0	9	35	45	0	0	0	89
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	11	26	14	18	0	0	0	80
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	11	32	35	41	56	0	0	0	175

**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	14	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

**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	41	40	39	30	40	31	0	0	0	221
One or more suspensions	3	5	3	3	7	5	0	0	0	26
Course failure in ELA	18	17	46	32	37	48	0	0	0	198
Course failure in Math	8	15	25	16	34	39	0	0	0	137
Level 1 on statewide ELA assessment	0	0	0	34	29	30	0	0	0	93
Level 1 on statewide Math assessment	0	0	0	38	45	62	0	0	0	145
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	28	32	64	36	34	35	0	0	0	229

**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	12	16	29	42	54	60	0	0	0	213

**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	4	5	14	0	0	0	26
Students retained two or more times	0	0	0	1	0	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	41	40	39	30	40	31	0	0	0	221
One or more suspensions	3	5	3	3	7	5	0	0	0	26
Course failure in ELA	18	17	46	32	37	48	0	0	0	198
Course failure in Math	8	15	25	16	34	39	0	0	0	137
Level 1 on statewide ELA assessment	0	0	0	34	29	30	0	0	0	93
Level 1 on statewide Math assessment	0	0	0	38	45	62	0	0	0	145
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	28	32	64	36	34	35	0	0	0	229

**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	12	16	29	42	54	60	0	0	0	213

**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	4	5	14	0	0	0	26
Students retained two or more times	0	0	0	1	0	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*	44	53	53	57	59	56	51		
ELA Learning Gains				71			57		
ELA Lowest 25th Percentile				69			39		
Math Achievement*	46	57	59	48	53	50	42		
Math Learning Gains				57			42		
Math Lowest 25th Percentile				48			19		
Science Achievement*	48	54	54	49	59	59	43		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	52	56	59	40			55		

*\* 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	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	236
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	439
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	21	Yes	1	1
ELL	34	Yes	1	
AMI				
ASN	73			
BLK	40	Yes	1	
HSP	46			
MUL	63			
PAC				
WHT	55			
FRL	42			

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	45			
ELL	47			
AMI				
ASN	89			
BLK	49			
HSP	53			
MUL	67			
PAC				
WHT	69			
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	44			46			48					52
SWD	6			24							4	53
ELL	29			40			22				5	52
AMI												
ASN	67			79							2	
BLK	38			35			28				5	52
HSP	43			43			56				5	48
MUL	63			63							2	
PAC												
WHT	49			58			58				4	
FRL	38			37			41				5	51

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	57	71	69	48	57	48	49					40
SWD	33	69	61	29	56	53	16					40
ELL	42	66	65	38	52	41	30					40
AMI												
ASN	86	100		86	82							
BLK	47	66	74	36	46	55	41					25
HSP	56	70	65	48	60	39	43					45
MUL	67			67								
PAC												
WHT	72	78		58	57		79					
FRL	53	72	67	46	56	48	43					38

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	51	57	39	42	42	19	43					55
SWD	36	31		33	27		33					33
ELL	38	51	50	36	37	20	31					55
AMI												
ASN	80			70								
BLK	39	47	25	32	38	28	43					54
HSP	50	55	55	44	42	7	39					59
MUL	50			17								
PAC												
WHT	77	77		56	62		54					
FRL	46	53	35	36	36	15	36					54

**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	48%	56%	-8%	54%	-6%
04	2023 - Spring	42%	58%	-16%	58%	-16%
03	2023 - Spring	43%	48%	-5%	50%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	52%	57%	-5%	59%	-7%
04	2023 - Spring	32%	52%	-20%	61%	-29%
05	2023 - Spring	41%	56%	-15%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	45%	51%	-6%	51%	-6%

### 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.**

Grade Level End of Year Data when comparing PM Window 2 to PM Window 3:

ELA; -2% pts in 3rd Grade, -3.2% pts in 4th Grade, -4.2% pts in 5th Grade

Math; +3.6%pts in 3rd Grade, +5.7% in 4th Grade, 3.4% pts in 5th Grade.

Science; -3% pts

Subgroup:

ELA,

ELL: +2% pts, Blacks -6% pts, SWDs; -21.2% pts.

Math:

ELL: +9.4%, Blacks+2% pts, SWDs; -10% pts.

Science

ELL:-27%, Blacks -12.7%

Based on this data trend our focus will be to increase student proficiency in ELA and Science. Our data



trends show additional support is needed in ELA and Science content areas. Our instruction will focus on remediation of standards, foundational skills, and scaffolding instruction using research based strategies. We will also focus on identified subgroups- SWD and ELL who will continue to receive strategic, targeted support through various modes of instruction, including technology, small group, tutorials, data chats, and student monitoring.

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

The greatest need for decline was across ELA in grades 3-5 and Science Grade 5. In FY23 , PM 3 we show: 3rd grade ELA (43.2%) -6.1%, 4th grade ELA (42.4) -16.1%, and 5th grade (48.5%) -8.5%. 5th grade science overall (44.5%) -2.9% with our ELL students (3.8%) -26.2% and Blacks (28.3%) -12.7%. The contributing factors to the decline was student and teacher absences, hands on learning, and small group instruction. Intervention groups were interrupted due to substitute issues, the lack of highly qualified teachers, and teacher capacity in the use and knowledge of technology all impacted student achievement. With our subgroups some contributing factors included not addressing specific needs of the students sooner than we did. In addition, we needed to find a different way to allow for quality, standards-enriched accountable talk. In previous years we dedicated instructional time for accountable talk thus allowing students to build on prior knowledge from each other and talking through their learning. This past year we did not set time for that with fidelity. Teachers need to use strategies consistently throughout the day and provide the appropriate accommodations to meeting students' learning needs.

**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.**

School State

ELA Achievement 44.5% 50%

ELA Lowest 25th percentile 21% 58%

Math Achievement 46.6% 58%

Math Lowest 25th Percentile 32% 25%

The data shows that we performed lower than the state in ELA (-9.5%) and Math (-11.4%) which indicates that we need to incorporate more reading strategies to comprehend and understand what is being asked.

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

In ELA our Multi-Racial student proficiency level increased to 62.5% which was a 6.2% increase from PM1 to PM3. In Math our overall performance increased 2.8% from 43.8% in PM1 to 46.6% in PM3. We also say an increase when comparing the FAST Windows for three subgroups: Asian, White, and Hispanics for the school.

ELA PM1 PM2 PM3

Total 43.8% 42.9% 46.6%

Asians 72% 76% 76.9%

White 52.5% 62.3% 60.7%

Hispanics 22.2% 18.6% 28.7%

This has contributed to the teachers being more aggressive in their daily monitoring of the student's achievement of the ELA standards. Students had access to grade level or above grade level texts. We provided opportunities to collaborate with student about the text and receive tasks that are aligned. Teachers follow up by providing students with specific feedback to address their thinking and learning needs. During PLCS, teams collaboratively planned small group instruction to target deficits. Data chats

with instructional staff to monitor progress and also identify the lowest 25 percent in in the content areas. To ensure an equitable and equal opportunity for all our students, we positively influence student growth and achievement through AVID programming with prepares students for college and career readiness. We implemented AVID strategies of WICOR. (Writing, Inquiry, Collaboration, Organization, and Reading)

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

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

- 10% or more Absences
- Course Failure in Reading and Math.

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

Our Highest Priorities for School Improvement in the upcoming school year  
Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students. We plan to ensure that teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction.  
Ongoing professional development in the Benchmark Reading Series(ELA), using iReady Data Results(ELA/Math) and Science for teachers in grades K-5.  
We will utilize various data results( iReady, USA's, FSQ's, STAR and FAST) to create fluid instructional groups.  
ELA Achievement Growth for our Hispanics and Science Achievement for our Blacks. We will analyze the data and monitor students for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students. In addition we will thoroughly review ELL student data and provide data support as needed.

**Area of Focus**

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

## #1. Instructional Practice specifically relating to 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.

If we focus on standards-based instruction to increase ELA proficiency school-wide then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & Growth. Our first instructional priority is to deliver content, concept, or skill that is aligned to the benchmark and intended learning. The results of our FY23 ELA showed a 10.8% decrease in proficiency levels when comparing the FSA scores from SY22 with the scores from SY23. Third grade proficiency went from 49.3% to 43.2%. Our SWDs and ELLs have demonstrated a declining trend. The data showed us that our SWDs have a significant decline in ELA with a 30% decrease in proficiency. We also noticed that ELLs declined in ELA 25.3%. Data indicates that we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners. The gap between 2023 ELA Achievement(44.5%) and the District average (48.7%) is four percentage points. In the FY23 window we show: 3rd grade ELA (43.2%) -6.1%, 4th grade (42.4%) -16.1%, 5th grade (48.5%) -8.5%. 5th grade (44.5%) -2.9%. For Science, 5th-grade scores decreased 2.9% (from 47.4% to 44.5%). Our Subgroups data, for Science, shows Black students: -28.3%, which decreased by -19.7% and ELL students: 3.8%, which decreased -26.2% .

### Measurable Outcome:

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

By February 2024, we will increase the overall percentage of students proficiency on the ELA on FAST Progress Monitoring to 45%. We will increase our 3rd grade ELA proficiency by 3% bringing us to 46%. By May 2024, Pine Jog Elementary will attempt to make up the decline of four points in ELA overall proficiency and the six percentage decline in 3rd grade proficiency. SWDs 15%, ELL 7%( 15% increase in our ELA SWD proficiency increasing from 0% to 15%. ELL would increase from 18% to 25%) We will increase our 5th grade Science proficiency to 51% increasing seven percentage points. ELLs 10% and Blacks 10%. (Increasing ELLs from 3.8% to 13.8% and Blacks to 38.3% from 28.3%)

### Monitoring:

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact. At Pine Jog Elementary we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology. The monitoring will be supported by key members of the leadership team: Assistant Principals support content and grade levels  
Single School Culture Coordinator Reading Coach.

### Person responsible for monitoring outcome:

Tarachell Thomas (tarachell.thomas@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. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. Tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Training on the use and implementation of the various adaptive technologies such as iReady, Benchmark and Voyager Literacy programs to ensure the ELA Literacy block is taught with fidelity.
4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

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

Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing USA and FSQ data to meet the students need for standards based practice and to identify areas of weakness for targeted remediation. Both USAs and FSQs have proven successful in preparing students for the end of year assessments.
2. Students who participate in the tutoring have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. iReady, Benchmark, Voyager, and the incorporation of writing strategies are effective tools that enable teachers to differentiate instruction based on a students specific area of need which will lead to increased comprehension, student growth, and capacity.
4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

#### **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. Incorporate small group instruction using USAs and FSQs in Language Arts and Science.
2. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and all content areas.
3. Teachers will analyze student data to determine strengths and weaknesses in content area.
4. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, ELLs).
5. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
6. Teachers develop ongoing formative assessments to track student learning and adjust instruction.

**Person Responsible:** Tarachell Thomas (tarachell.thomas@palmbeachschools.org)

**By When:** Within the first two weeks of school. Teachers will review data from Fy23 and conduct formative assessments to ensure that groups are fluid and flexible.

1. Analyze student data to determine students for tutorial groups and the support necessary.
2. Choose research-based supplemental materials and resources to during tutorials.
3. Analyze teacher classroom data to determine who will be tutors.
4. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
5. Students will be selected and grouped for afterschool success academies based on the results from

FY23 FAST, FSQs, USAs and Winter Diagnostics; and Identified subgroups: Black, ELL, and SWD.  
6. Instructors will monitor and track student progress to adjust instruction as needed.

**Person Responsible:** Tarachell Thomas (tarachell.thomas@palmbeachschools.org)

**By When:** Tutorials will begin in February 2024 to May 2024. Student participants will be based on data. They will be grouped based on need and separated by content.

1. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
3. Two Instructional coaches and resource teacher will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
4. SSCC, Instructional coaches and Resource teachers will assist with standards-based planning to build teachers capacity with FAST standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
5. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.

**Person Responsible:** Desreen Clarke (desreen.mahabeer-clarke@palmbeachschools.org)

**By When:** PLCs and Professional Development will begin in August 2024. PDs will be determined based on data and observations of classroom walks PLC's and PD will continue throughout the school year.

1. Provide teachers with professional development to ensure appropriate use of adaptive technology.
2. Teachers will develop a rotational schedule to ensure all students have access to technology.
3. Teachers will engage students in small group instruction based on adaptive technology results. Small groups are fluid and flexible and will be updated based on data and student needs.

**Person Responsible:** Tarachell Thomas (tarachell.thomas@palmbeachschools.org)

**By When:** Technology will begin within the second week of school. Students will utilize the program during the content area block. The program will be used throughout the school year.

## #2. 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.

Looking at the data for the Early Warning Signs it showed that Pine Jog had a total of 156 students with Course Failure in ELA and 135 students in Math. The SY22 data showed that we had a total of 210 students with course failure in ELA and 195 students in Math. The data also showed that the number of students that have 10% or more absences is 155. That was a decrease of 66 students from the previous school year. Ensuring student success is at the forefront of our focus. If we address the area of concern above we are ensuring that our students are receiving the support they need for growth and achievement. In SY22 the number of students that scored a Level 1 on the ELA State assessment was 137 and 155 students for Math. In SY22 the number of students decreased to 89 students for both ELA and Math. In alignment to the District's Strategic Plan, to ensure all students engage in teaching and learning that results in academic excellence.

### Measurable Outcome:

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

Reducing the amount of student absences by 15% by December 2023 and by another 15% by May 2024. Reducing the number of students with Course Failure in ELA and Math by 35% by May 2024. By May 2024 we will decrease the overall number of students with 10% or more absences by 15% lowering the number of students to 100. By May 2024 we will decrease the number of students with Course Failure in ELA and Math by 35% lowering the number of students for ELA to 101 and 88 students for Math.

### Monitoring:

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

Data analysis of formative and summative assessments, Data Chats, review of lesson plans, student word samples, student attendance, formal observations, and Professional Learning Communities attendance and participation.

### Person responsible for monitoring outcome:

Priscilla Straker (priscilla.straker@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. Incorporating small group instruction to support student learning at their ability with a variety of tasks, processes, and products.
2. Required Instruction Florida State Statute 1003.42 and Policy 2.09
3. PLCs will ensure teachers collaboratively unite to focus on best practice and methodologies. During PLCs teachers will coaboratively analyze data to differentiate whole/small group instruction.
4. Tutorial programs to ensure learning supplemented with additional resources and teacher support.
5. Parent Involvement

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

iReady, USAs, FSQs, and FAST PM data identifies areas of weaknesses for targeted standards based remediation. USAs and FSQs have proven successful in preparing students for end of the year assessments.

Policy 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. PLC's allow teachers an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. Participating in tutorials have demonstrated an increase in student achievement based on the most recent data from standardized assessments. Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school

**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.

Policy 2.09 and Required Instruction Florida State Statute 1003.42 (Must ADD this verbiage)  
 Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

**Person Responsible:** Tarachell Thomas (tarachell.thomas@palmbeachschools.org)

**By When:** By May 2024 Pine Jog Elementary will be in compliance with Policy 2.09 and Required Instruction Florida State Statute 1030.42

Utilize differentiated instruction strategies in all content areas. Analyze data to determine student strengths and weaknesses. Teachers will develop ongoing formative assessments to track student learning and make adjustments to instruction

**Person Responsible:** Tarachell Thomas (tarachell.thomas@palmbeachschools.org)

**By When:** Differentiation in instruction will begin the first week of school. Analyzing of student data will begin once assessments have been completed. First week of September 2024

Collaboratively analyze data to differentiate whole/small group instruction in PLCs.SSCC, K-2 Reading Coach and 3-5 Reading Coach will provide support for teachers. Coaches will model, coach, and support teachers to ensure instruction is strategic, data driven and effective in meeting students needs for improving achievement during PLCs.

**Person Responsible:** Tarachell Thomas (tarachell.thomas@palmbeachschools.org)

**By When:** PLCs will begin the week of August 14 2024 and continue through the end of the school year.

Providing opportunities for our Pine Jog parents to become actively involved in the learning process on and off campus. This also includes Community members, business partners to they provide support, funding, and insight on implementation of our incentives.

**Person Responsible:** Tarachell Thomas (tarachell.thomas@palmbeachschools.org)

**By When:** By October 2024 we will improve parent involvement and continue through the end of the school year.

## 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. According to iReady FY 23 data 49% of our incoming third grade students are reading at or on-grade level. iReady also shows that our overall primary grades proficiency

Kindergarten- 79% Proficient

First Grade- 53% Proficient

Second Grade 48% Proficient

It also gives us data to support a lack of proficiency in foundational skills

Phonics- 67% Proficient

Vocabulary- 51% Proficient

Due to a lack of some foundational skills, students' overall reading comprehension proficiency is 54%

For literature text and 47% for Nonfiction text.

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

If we focus on standards-based instruction to increase learning gains in school-wide ELA, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our instructional priority is to deliver content, concept, or skill that is aligned to the benchmark and intended learning. Our FY23 PM #1 data showed our third-grade students were only 43.2% proficient. The winter



iReady diagnostic also stated that 38% of students were predicted to be proficient by the end of FY23. This proves that students are entering third grade unprepared for the rigor of the state assessment and standards. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. The ELA FAST from PM1 to PM3 data showed an overall increase of 29%. From PM1 to PM3 our identified subgroups SWDs decreased by -6% and ELLs demonstrated an increase of 12%. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners. The gap between 2023 PM3 ELA Achievement (44.5%) and the District average (58%) is 13.5 percentage points. Our identified subgroup SWDs; there was a decrease in ELA (30%) and a 4% increase in Math. Our White students showed an increase in ELA of 8%. During FY23 PM#3 state assessment results show a decrease for our subgroups SWD's had a -33% decline and a -24% decrease for our ELL students. For Science, 5th-grade scores went down 2.9% (from 47.4% to 44.5%). Our Subgroups data, for Science, shows Black students: -28.3%, which decreased by -19.7% and ELL students: 3.8%, which decreased -26.2% . We know if we address Literacy, all content areas will improve.

### 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

Grade K-2

The measurable outcomes for 2023 are:

February 2024 May 2024

Kindergarten- 35% Proficient 40% Proficient

First Grade- 57% Proficient 60% Proficient

Second Grade- 52% Proficient 55% Proficient

Phonological awareness- 80% Proficient 87% Proficient

Phonics- 71% Proficient 74% Proficient

High-Frequency Words- 80% Proficient 87% Proficient

Vocabulary- 55% Proficient 58% Proficient

### Grades 3-5 Measurable Outcomes

Grade 3-5

The measurable outcomes for 2023 are:

February 2024 May 2024

3rd 50% Proficient 55% Proficient

4th 35% Proficient 42% Proficient

5th 49% Proficient 54% Proficient

### 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.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring checks, Oral Running Records, and end of unit assessments from the Benchmark Series. We will also use grade level FSQs and USAs to track growth within standards. We will also review Lesson Plans, Data Analysis, Classroom walks, Student work samples, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology.

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Clarke, Desreen, desreen.mahabeer-clarke@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?

To achieve the desired measurable outcomes in each grade level we will utilize the following evidence-based practices/programs:

Leveled Literacy Intervention (LLI)

S.P.I.R.E

Imagine Learning

iReady Personalized Instruction

Small Groups- Teachers as well as supplemental support teachers will provide strategically, differentiated instructional support for all students.

Professional Development: 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. PD will support the development of teacher expertise and instructional strategy success and focus.

**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. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the students' need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards.

2. Teachers will receive ongoing PD to help them plan, organize, and implement consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD.

3. PLC's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teachers in collaboration with best teaching strategies. The process will allow teachers to match instructional resources to each student's education need(s). PLCs allow educators opportunities to directly improve teaching and learning. PLCs allow teachers an easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement.

**Action Steps to Implement**

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership- School administrator, Single School Culture Coordinator, Reading Coaches, Lead Teachers Walkthroughs to weekly monitor and support reading instruction &amp; intervention (Look Fors, CAO updates) School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data)</p> <p>Literacy Coaching: Coaches and SSCC will create an ongoing PD session that consist of mandatory and voluntary sessions that teachers will attend.</p> <p>b. Coach and SSCC will provide ongoing modeling, pre and post conferences, and in class room support</p> <p>c.c. Instructional coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.</p> <p>1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking &amp; listening) (Professional Learning/Literacy Coaching)</p> <p>a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQs in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment).</p> <p>b. Teachers will analyze student data to determine strengths and weaknesses in content area.</p> <p>c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities</p> <p>d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.</p> <p>e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning &amp; adjust instruction continuously</p> <p>6. PLC's: (Professional Learning)</p> <p>a. Development of a PLC schedule to include all content area teachers and resource teachers.</p> <p>b. The PLCs sessions will focus on data analysis and effective instruction based on the needs</p> <p>d. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.</p>	<p>Thomas, Tarachell, tarachell.thomas@palmbeachschools.org</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.

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