Everglades Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Everglades Elementary

407 MARGINAL RD, West Palm Beach, FL 33411

https://eves.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.

Everglades Elementary is committed to providing a safe, positive, and nurturing environment educating all to successfully advance intellectually, socially and emotionally. We strive to prepare our students to become high school and college graduates, as well as contributing members of our world.

Provide the school's vision statement.

Everglades Elementary, a Green School of Excellence, is a welcoming place where teachers and students come together to grow and learn in an enriching environment that is safe and positive. Our goal is to promote analytical thinking to help ensure student academic success, social success, and college and career readiness.

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
Moore-Ross, Dwan	Principal	Mrs. Ross will monitor and work will all staff listed above to ensure implementation with MTSS and SIP support. She oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. Mrs. Ross will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, she hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. Mrs. Ross quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Mrs. Ross must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.
Tirado, Jennifer	Assistant Principal	As assistant Principal, Mrs. Tirado supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. Mrs. Tirado assists with eliminating barriers and distractions that interfere with effective teaching and learning. She supports Mrs. Ross in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Mahoney, Sarah	Teacher, K-12	Mrs. Mahoney is coleader of the first grade team and primary house leader. She is trained to assess data, modify, and implement differentiated instruction based on the results of data. She leads Collaborative Planning and Professional Learning Communities for the first grade team. Mrs. Mahoney guides the team in analyzing data, modify instruction, and create standards-based lessons. Student work and best practices are shared and analyzed. She also leads Teachers of Tomorrow where our 5th grade students support primary students in the classroom.
Aquilino, Rachel	Teacher, ESE	The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external

Name	Position Title	Job Duties and Responsibilities
		customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.
Bloat, Neira	ELL Compliance Specialist	The ESOL Contact/Teacher assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teaches in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.
Baker, Kari	Teacher, K-12	Mrs. Baker is coleader of third grade team and a Ron Clark house leader. She is trained to assess data, modify, and implement differentiated instruction based on the results of data. She leads Collaborative Planning and Professional Learning Communities for the 3rd grade team. She guides the team in analyzing data, modify instruction, and create standards-based lessons. Student work and best practices are shared and analyzed.
Ruch, Yasmine	Teacher, K-12	Mrs. Ruch is coleader of 2nd grade team and SAC Chair. She is trained to assess data, modify, and implement differentiated instruction based on the results of data. She leads Collaborative Planning and Professional Learning Communities for the 2nd grade team. She guides the team in analyzing data, modify instruction, and create standards-based lessons. Student work and best practices are shared and analyzed.
Comeau, Farrah		Ms. Comeau is our School Counselor and SBT leader. 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. She assists in implementing our Character Counts Program and with Student of the Month. She is also a member of our PBIS team.
Schilinski, Darby		Mrs. Schilinski is leader of fourth grade team and a Ron Clark house leader. She is trained to assess data, modify, and implement differentiated instruction based on the results of data. She leads Collaborative Planning and Professional Learning Communities for the 4th grade team. She guides the team in analyzing data, modify instruction, and create standards-based lessons. Student work and best practices are shared and analyzed. She also leads the PD team and assists admin in planning meaningful PD.
Schneider, Wendy	Teacher, K-12	Mrs. Schneider is our Media Specialist and a Ron Clark house leader. She assists teachers in implementing classroom library policies and procedures.

Name	Position Title	Job Duties and Responsibilities
		She also is part of the PD team and assists admin in planning meaningful PD. She organizes the morning NEWS and runs several student clubs such as Battle of the Books and WEVS NEWS crew.

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.

Our School Behavior Health Professional (SBHP), Mrs. Kelly, 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.

Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.

Our ESOL Coordinator/Teacher Mrs. Bloat and CLF, Mrs, Durrill work 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. They also 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.

A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.

A school district officer, Officer Skuza, 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, and most recently

Mrs. Comeau, our School Counselor, works 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.

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. We make decisions based on the 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 occur 3 times per year. In K- 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 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 team leaders 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	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5

Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	64%
2022-23 Economically Disadvantaged (FRL) Rate	58%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
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	0	19	29	25	27	18	0	0	0	118
One or more suspensions	0	1	0	10	5	4	0	0	0	20
Course failure in English Language Arts (ELA)	0	22	28	36	39	17	0	0	0	142
Course failure in Math	0	12	12	30	24	9	0	0	0	87
Level 1 on statewide ELA assessment	0	0	0	9	28	12	0	0	0	49
Level 1 on statewide Math assessment	0	0	0	7	21	11	0	0	0	39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	4	5	28	12	0	0	0	51

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	12	21	30	47	13	0	0	0	123

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	2	0	9	1	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	35	39	25	24	38	29	0	0	0	190
One or more suspensions	1	2	3	1	5	3	0	0	0	15
Course failure in ELA	10	25	50	25	39	14	0	0	0	163
Course failure in Math	4	8	19	17	22	10	0	0	0	80
Level 1 on statewide ELA assessment	0	0	0	26	15	12	0	0	0	53
Level 1 on statewide Math assessment	0	0	0	19	19	32	0	0	0	70
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	4	3	1	3	0	0	0	14

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	6	12	28	29	33	19	0	0	0	127

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	0	13	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	35	39	25	24	38	29	0	0	0	190
One or more suspensions	1	2	3	1	5	3	0	0	0	15
Course failure in ELA	10	25	50	25	39	14	0	0	0	163
Course failure in Math	4	8	19	17	22	10	0	0	0	80
Level 1 on statewide ELA assessment	0	0	0	26	15	12	0	0	0	53
Level 1 on statewide Math assessment	0	0	0	19	19	32	0	0	0	70
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	4	3	1	3	0	0	0	14

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	6	12	28	29	33	19	0	0	0	127

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	0	13	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	67	53	53	74	59	56	75		
ELA Learning Gains				75			75		
ELA Lowest 25th Percentile				57			55		
Math Achievement*	68	57	59	74	53	50	71		
Math Learning Gains				70			42		
Math Lowest 25th Percentile				66			28		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	58	54	54	62	59	59	62		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	60	56	59	75			61		

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	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	313
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	553
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	31	Yes	1	1
ELL	48			
AMI				
ASN	78			
BLK	49			
HSP	58			
MUL	69			
PAC				
WHT	74			
FRL	46			

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	47			
ELL	70			
AMI				
ASN	80			
BLK	58			
HSP	69			
MUL	80			
PAC				
WHT	74			
FRL	62			

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	67			68			58					60
SWD	33			46			21				4	
ELL	53			53			24				4	60
AMI												
ASN	77			88			74				4	
BLK	55			55			45				4	
HSP	67			64			52				4	
MUL	71			58			77				3	
PAC												
WHT	74			78			65				4	
FRL	53			51			37				4	

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	74	75	57	74	70	66	62					75
SWD	40	61	51	45	56	57	18					
ELL	71	79	73	75	76		42					75
AMI												
ASN	80	83		92	83		64					
BLK	60	69	54	57	62	61	43					
HSP	75	70	57	72	67	71	70					
MUL	75	91		75	77							
PAC												
WHT	82	77	45	85	75		78					
FRL	63	72	56	63	69	67	44					

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	75	75	55	71	42	28	62					61
SWD	46	64	60	43	46	31	10					
ELL	65	71		65	24		40					61

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
2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
AMI												
ASN	87	81		82	63		81					
BLK	59	63	50	54	31		41					
HSP	73	78	54	69	41	29	50					71
MUL	76	64		76	45							
PAC												
WHT	86	80		80	43	33	72					
FRL	62	62	52	56	34	25	46					63

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	72%	56%	16%	54%	18%
04	2023 - Spring	82%	58%	24%	58%	24%
03	2023 - Spring	58%	48%	10%	50%	8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	76%	57%	19%	59%	17%
04	2023 - Spring	70%	52%	18%	61%	9%
05	2023 - Spring	62%	56%	6%	55%	7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	56%	51%	5%	51%	5%

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.

ELA & Math:
In FY23, FAST ELA our ESE subgroup did show growth from PM1 (15%) to PM3 (34%) and ELL also showed growth from PM1(19%) to PM3 (38%) but continue to perform below our overall ELA Proficiency (70%).
In FY23, FAST Math our ESE subgroup did show growth from PM1 (5%) to PM3 (47%) and ELL also showed growth from PM1(6%) to PM3 (45%) but continue to perform below our overall Math Proficiency (70%).

In FY22, ELA Learning gains were 75%. Our ELL subgroup showed great growth & was above 70% in all areas (ELA 71% & Math 75%).
ELL Learning gains were 79% ELA & 76% Math.
However, SWD subgroups scored below overall proficiency in both Reading (40%) and Math (45%).
* Teacher absences and lack of substitutes did impact ESE/ELL support. Being pulled weekly to cover classes, even on a rotating basis, had a negative effect on support services.
* The NEW BEST standards were implemented as well as computer based testing in FY23..

Science:
In FY23 Science proficiency was 56% which was a 6 point decrease from FY22 (62%).
In FY22 Science showed no change in data 62% proficiency. The SWD subgroup was only 40% proficient, black students 60% & FRL 63%, which was below overall proficiency.
* We had a 5th grade Science/Math teacher out on maternity leave that taught two groups of students. We had a difficulty finding a permanent replacement.
* Students need improvement with science vocabulary.
* K-4 Science instruction needs to be monitored.

Attendance/Climate/Culture:
In FY23, the # of students absent 10% or more days is 1st- 19, 2nd-29, 3rd-29, 4th-25, 5th- 18 which is an increase in both 2nd and 3rd grade from FY22.
In FY22, all grades show an increase in "Count of Students With Less than 90% Attendance" from the previous year. K- 19 to 35, 1st-15 to 39, 2nd- 6 to 25, 3rd- 20 to 24, 4th- 14 to 38, 5th 10 to 29.
* Parents remained concerned about sending students to school sick.

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

ELA/Math:
In FY23, our ELA (70%) and Math Proficiency (70%) had a slight decrease from FY22 ELA & Math (74%). 4 points in each subject area.
* The NEW BEST standards were implemented as well as computer based testing in FY23.

In FY22, our ELL subgroup showed great growth & was above 70% in all areas (ELA 71% & Math 75%). However in FY23, this subgroup dropped in both subjects: ELA 38% and Math 45%.

FY22 FSA ELA proficiency decreased 1 point from 75% to 74%, and the SWD subgroup was only 40%

proficient, black students 60% & FRL 63%.

* Teacher absences and lack of substitutes did impact ESE/ELL support. Being pulled weekly to cover classes, even on a rotating basis, had a negative effect on support services.

Science:
In FY23 FAST Science proficiency decreased to 56% (6 points):
* We had a 5th grade Science/Math teacher out on maternity leave that taught two groups of students. We had a difficulty finding a permanent replacement.
* Students need improvement with science vocabulary
* K-4 Science instruction needs to be monitored.

In FY22 FSA, Science proficiency did not change from 62%. In addition, several subgroups performed below 62%. SWD scored 18% proficiency, ELL students were 42% proficient, Black students 42% and FRL 44%.

Attendance/Climate/Culture:
Based on data in FY23, attendance still remains a concern for K-5th grade.
In FY23, the # of students absent 10% or more days is 1st- 19, 2nd-29, 3rd-29, 4th-25, 5th- 18 which is an increase in both 2nd and 3rd grade from FY22.

FY22 all grades show an increase in "Count of Students With Less than 90% Attendance" from the previous year.
K- 19 to 35, 1st-15 to 39, 2nd- 6 to 25, 3rd- 20 to 24, 4th- 14 to 38, 5th 10 to 29.

* Parents remained concerned about sending students to school sick.

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.

In FY23 we performed above the state and district in both ELA (70%) and Math (70%) in all grades.
3rd ELA 68% district was 48%, state 50%
4th ELA 83%, district was 58%, state 58%
5th ELA 72%, district was 56%, state 54%

3rd Math 75%, district was 57%, state 59%
4th Math 70%, district was 52%, state 61%
5th Math 62%, district was 56%, state 62%

The FY23 State and district Science was 51%, we scored 5 points above the state with 56%.

In FY22 FSA, we also scored above the state in all areas of ELA (74%) & Math (74%).

Contributions to this trend:
* Administration and teachers increased progress monitoring, integrate i-Ready and discuss best practices in PLC for math, literacy & science.
* We used i-Ready diagnostics, Progress Monitoring FAST data 3 times a year & USAs to progress monitor this data, as well as the progress monitoring of the District's "Assurances Assessments" required by the State.
* Students monitored their progress using data in their AVID notebooks using WICOR Strategies.
* 3rd-5th implemented Benchmark FY23 and take assessments via Performance Matters (PM).
* Science tutoring for 5th grade students.

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

Math Learning gains, an area targeting FY22 showed the most learning gains. Math proficiency increased from 3% from 71% to 74%.
Math gains increased from 42% to 70% & Math Learning gains lowest 25% increased from 28% to 66%.

For FY22, in the area of Math, we implemented the following:
* We increased progress monitoring on USA assessments through the Assurances. These "assurances" are monitored via the Regional Office by the Instructional Superintendent which is a requirement by the State. Assurances are monitored by Administration to ensure they are submitted to the Regional Office by the deadline, as well as support student performance.
* We increased targeted math intervention in the daily intervention block & increase extra small group math support for the lowest 25%.
* We had math on the Fine Arts wheel as an additional math support K-5th grade on a 6 day rotation.
* We completed targeted math walk throughs with district math support staff.

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

Attendance/Climate/Culture:

* Student and teacher absences and lack of substitutes did impact ESE support. Being pulled weekly to cover classes, even on a rotating basis, had a negative effect on support services.
* At EES we will continue to focus on SEL and attendance. Attendance will be monitored by teachers, the guidance counselor, BHP and Administration. Attendance is monitored through SBiT. Parents will be contacted and parent conferences arranged as needed. Resources will be provided to parents as needed.
* Implementation of Ron Clark Academy Essentials and protocols to support behavior and academics K-5. Creation and implementation of the Houses system (3rd-5th).
* The importance of attendance was discussed with parents at the first FY24 Principal Coffee Talk and during Curriculum Night. Including limiting family vacation during the school year.

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

ELA gains & Math gains:
* Administration and teachers will increase progress monitoring, integrate iReady and discuss best practices in PLC for math, literacy & science.
* We will use FY24 i-Ready diagnostics, Progress Monitoring FAST data 3 times a year, USAs & Winter Science diagnostics to progress monitor this data. We will specifically monitor the SWD subgroup.
* Students will monitor their progress using data in their AVID notebooks using WICOR Strategies.
* 3rd-5th will implement Benchmark FY23.
* We increased the amount of AMP participants to 72 3rd grade students, 45 4th grade students & 29 5th grade students.
* Utilize WICOR AVID strategies in all subject areas
* School-wide strategy of the month determined by AVID Site Team
* Model strategy of the month at meeting ex. 2/3 column notes

ESE & ELL Subgroups-
* Increase the amount of push in support time provided by ESE & ELL teachers
* Administration will hold PLC meetings with all ESE support teachers, SLPs, School Psychologist to strategically plan next steps based on SWD data and student needs.

Science:

* STEM on the fine arts rotation every 6 days for all K-5th grade students.
* Science tutorial will target specific students, student strengths & student weaknesses after Winter Diagnostics.
*Science curriculum and standards will be taught using the science website created and developed by Mrs. Trapani.
*Our Media Specialist will assist in Media teaching fair game benchmarks to reinforce those standards via Media
*Monitor K-4 Science Implementation and data.

Attendance/Climate/Culture:
* PBIS new matrix PAWS/matrix aligned to RCA
* Implementation of Ron Clark Academy Essentials and protocols to support behavior and academics K-5.
* Creation and implementation of the Houses system (3rd-5th).
* Ron Clark Academy Essentials and protocols to support behavior and academics K-5:
* During preschool/monthly faculty meetings
* Creation and implementation of the Houses system (3rd-5th).
* RCA Tidbits shared weekly in Morning Messages
* Summer PD at Ron Clark Academy in Georgia

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.

In FY23 FAST ELA Proficiency decreased from FY22 FSA ELA 74% to 70%.
In FY23, FAST ELA our ESE subgroup did show growth from PM1 (15%) to PM3 (34%) and ELL also showed growth from PM1(19%) to PM3 (38%) but continue to perform below our overall ELA Proficiency (70%).

In addition, FY23 Early Warning system data "Count Of Students with a Failure in ELA" shows a need to focus on ELA instruction for our current 3rd-5th grade students: 3rd-36, 4th- 39, 5th-17

In FY23 we performed above the state and district in both ELA (70%) and Math (70%) in all grades.
3rd ELA 68% district was 48%, state 50%
4th ELA 83%, district was 58%, state 58%
5th ELA 72%, district was 56%, state 54%

Currently on the FY24 FAST Progress Monitoring #1 the following percent of students showed "On/above grade level" as of September 2023: K- 61%, 1st- 46% Early Lit.90% Reading, 2nd-64%, 3rd- 33% (1 point increase from PM #1 FY23), 4th- 40% (a 5 point decrease from PM #1 FY23), 5th- 49% (same as PM #1 from FY23)

FY24 iReady September 2023: Percent On or Above grade level:
K- 27%, 1st- 20%, 2nd- 37%, 3rd- 53%, 4th- 40%, 5th- 45%

In FY22 FSA ELA proficiency decreased 1 point from 75% to 74%. Overall learning gains were 75% and lowest 25 was 57%. Our SWD subgroup was only 40% proficient, black students 60% & FRL 63%. Our lowest subgroups for the lowest 25% were SWD at 51% & white students at 45%.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, 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.

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

By May 2024, 3rd-5th will increase ELA Proficiency from 70% to 74% on FAST #3. ELL will increase from 38% to 55% and ESE will increase from 34% to 55%. ELA Learning gains will be 60% or higher.

In addition, 3rd grade will increase proficiency from 68% to 70% or higher on FAST #3
4th & 5th ELA Learning gains will be 60% or higher for lowest 25% and 60% or higher for Overall learning gains.

Our Mid-year Goal (Jan/Feb after PM #2), all grades will increase ELA Proficiency from PM #1 to PM #2 by at least 10%. The mid year iReady assessment in Dec/Jan will also show a minimum of 10% increase for grades K-5.

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 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.

At Everglades we strategically plan for a variety of monitoring techniques:
- Monitor all student achievement, assessment (iReady, Reading Plus, USAs, etc) and intervention, including the lowest 25%, through the School Intervention Team Process with teachers, each grade every 8 weeks.
- School leadership monitors instruction and data analysis. Use of strategies in the classroom are monitored through walkthroughs done by Administration.
- AVID monthly Site Team monitors Site Plan Implementation
- Teachers will integrate small group differentiated instruction based on student needs.
- Implement the Ron Clark Essential protocols and House system. Monitoring house points using the app.

Person responsible for monitoring outcome:

Dwan Moore-Ross (dwan.moore-ross@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. AVID: K-5 teachers will integrate WICOR AVID Strategies into lesson planning to increase student achievement and ensure a career and college ready culture.
2. Small Group Differentiated Instruction: Teachers will implement targeted small group differentiated instruction.
3. Personalized online learning such as iReady will increase students' mastery of the standards and adjust based on student performance.
4. PLCs: Teachers will engage in data analysis, focused PD and collaborative planning to strengthen instruction.
5. Addition of STEM teacher on the fine arts rotation will reinforce grade level concepts, vocabulary and provide extra student support.
6. Implement the Ron Clark Essential protocols and House system to support academics and behavior. Including instruction with academic vocabulary utilizing hand movements.

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

1. AVID is a research based strategy that utilizes WICOR (Writing, Inquiry, Collaboration, Organization, Reading) integrated into standard based lessons. Students enrolled in AVID courses show an increase in student achievement, have a greater percentage of graduation rate, as well as greater post secondary success. Interactive notebooks are a research based AVID strategy. Using the 5 Phases of note-taking and revisiting notes improves retention of content.
2. Targeted focused small group instruction allows teachers to identify areas of needed remediation.
3. Adaptive technology will assist in gauging student's progress towards mastery of standards.
4. Teacher collaboration allows for deep focused professional development and teacher support.
5. Adding additional staff to support STEM reinforces grade level concepts.
6. Ron Clark Academy is based on a researched based system that supports climate and culture school wide for faculty, staff and students. Their academic strategies has increased student achievement for their students, including vocabulary introduction.

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. K-5 Implementation of AVID through the WICOR (Writing, Inquiry, Collaboration, Organization, Reading) skills
- AVID Site team will determine the school-wide monthly focus skill (ex. September: One Pagers).
- In PLC, teachers will share AVID best practices and embedded strategies in Standard based lesson planning with the support of Admin, team leaders and AVID Site Team Members.
- Teachers will have students create Math Interactive Notebooks, integrate note taking strategies and share best practices in PLC.
- Teachers will integrate WICOR strategies across content areas.
- Students will set goals in Reading, Writing, Math and Science

Person Responsible: Jennifer Tirado (jennifer.tirado@palmbeachschools.org)

By When: Ongoing/May 2024

2. Teachers will increase small group intervention in Reading and monitoring of the lowest 25%.
- ESE students will receive a double dose of small group instruction.
- Teachers will update SBiT class sheets with current data monthly.
- Teachers will analyze data in PLC, SBiT and through data chats to determine student needs.
- Teachers will identify their lowest 25%.
- Administration created ESE/ELL schedule with maximum support.
- ESE/ELL teachers will attend PLC and SBiT as available to support student needs.
- K-2 will use UFLI for reading intervention support
- Admin will monitor small groups during walkthroughs.

Person Responsible: Dwan Moore-Ross (dwan.moore-ross@palmbeachschools.org)

By When: Ongoing/May 2024

3. Personalized online learning such as iReady Reading (K-5) & Reading Plus (3-5) will increase students mastery of the standards and adjust based on student performance.
- Teachers receive ongoing iReady & Reading Plus support.
- Leadership and teachers will monitor student usage (30-45min per week)
- Leadership and teachers will monitor lesson success and Acceptable Performance using data reports.
- Students will track their progress and set goals in their AVID binder.
- Admin will recognize classes and students monthly.

Person Responsible: Jennifer Tirado (jennifer.tirado@palmbeachschools.org)

By When: Ongoing/May 2024

4. Teachers will participate in biweekly PLCs and biweekly common planning.
- Meetings will follow the master PLC schedule from 2:15pm-3:30pm.
- Admin will support PLCs which include teacher collaboration, data analysis and planning.
- Ongoing PD will be embedded in PLCs.
- District PLC support will be provided as needed (ex. iReady, AVID, Benchmark support, etc)
- Admin will conduct CWTs to monitor implementation of strategies.

Person Responsible: Dwan Moore-Ross (dwan.moore-ross@palmbeachschools.org)

By When: Ongoing/May 2024

5. K-5 students will receive additional STEM support on the fine arts rotation every 6 days to reinforce science/math prerequisite skills and build math & science vocabulary.
- Integration of content vocabulary in Science & Math will support literacy instruction across genres.
- The STEM teacher will follow the district math/science scope and sequence to reinforce grade level concepts
-- The STEM teacher will collaborate with Admin and grade level teams to determine needs.
- The STEM teacher will assist in providing small group support/tutorial to the lowest 25% in grades 4 & 5 when possible.
-The 3rd & 4th grade fair game Science benchmarks will be reinforced by the media specialist.

Person Responsible: Dwan Moore-Ross (dwan.moore-ross@palmbeachschools.org)

By When: Ongoing/May 2024

6. Implement the Ron Clark Essential protocols and House system to support academics and behavior. Including instruction with academic vocabulary utilizing hand movements.
- Admin & teachers attend Summer RCA PD (at the RCA and district led)
- RCA Team meets to plan next steps for teachers and students
- PD on Best Practices such as Kollins Vocabulary method (using hand signals) for literacy and content areas.
- Share "Tidbits"/ strategies with staff
- Directly teach the 25 Essentials, with NEWS support.
- Share best practices in faculty meetings.
- Give house points and track on the app for academic accomplishments when appropriate.

Person Responsible: Dwan Moore-Ross (dwan.moore-ross@palmbeachschools.org)

By When: Ongoing/May 2024

#2. Positive Culture and Environment specifically relating to Other

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.

By May 2024, 100% of teachers will implement and reinforce positive classroom strategies to support a positive school climate and culture.

Attendance/Climate/Culture:
In FY23, the # of students absent 10% or more days is 1st- 19, 2nd-29, 3rd-29, 4th-25, 5th- 18 which is an increase in both 2nd and 3rd grade from FY22.

In alignment to 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 in order to support positive behaviors.

Administration promotes collaboration among staff members and a safe environment for staff and students. Administration also collaborates with parents, PTO, SAC and Business Partners for a positive school environment

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

Teacher practice outcomes:
By January 2024, 80% of our teachers will positively reinforce student behaviors.
By May 2024, 100% of our teachers will positively reinforce student behaviors.

Student Outcomes:
Students will increase attendance and belonging in school, reducing the amount of students with 10% or more absences by 5% in January 2024 & by 10% by the end of the year.

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 Everglades 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 and team leaders

* Admin will utilize Classroom observation.
* Scheduled pulling of Attendance data monthly by attendance clerk.
* K-2 will collected paws in class and will redeem paws on a google doc

* 3rd-5th monitoring will be done through the Ron Clark Academy (RCA) app for tracking points.
* We will review and monitor student discipline data at our PBIS/ monthly faculty meetings.

Person responsible for monitoring outcome:

Dwan Moore-Ross (dwan.moore-ross@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. District provided SLL resources and SLL Student Support
2. Implement the Ron Clark Essential protocols and House system
3. PBIS Behavior Matrix & School Expectations
4. Required Instruction Florida State Statute 1003.42 and Policy 2.09

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

1. SLL is supported through Morning Meetings, guidance/BHP support and Monthly Character Traits (Responsible, Respect, Citizenship, Healthy Choices, Growth Mindset). Mental and emotional health partnership are developed with parents and supported by our Guidance Counselor and BHP.
2. FY23 Implementation of Ron Clark Academy Essentials and protocols to support behavior and academics K-Creation and implementation of the Houses system (3rd-5th).
3. SWPBS- School-wide Positive Behavior is used to encourage students' academic and behavioral success
4. 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.

* Morning Meetings led by teachers
* Monthly Character Traits and Student of the Month
* Suite360 taught by the school counselor & BHP
* Guidance small groups
* Student refection & student mediation
* Individual student behavior plans for T2 students
* SBiT meetings with the SBT, admin & teachers to address student emotional and behavioral concerns as needed

Our guidance counselor also supports Character Counts, Red Ribbon Week and other programs to foster a safe, drug free learning environment supporting student wellness, student achievement, and the appreciation of diversity. Student of the Month is determined by the monthly Character Trait and recognizes 1-2 students per class.

Our BHP supports the behavioral and mental health of students. She also provides parents community resources as needed. She works collaboratively with staff, students and parents to provide intervention and resources.

Suite 360 is the curriculum that the school district selected to implement the state mandated instruction related to youth mental health and awareness. Our guidance counselor and SBHP support the implementation of the Suite 360 curriculum in grade K-5.

Person Responsible: Dwan Moore-Ross (dwan.moore-ross@palmbeachschools.org)

By When: May 2024

* FY24 Continue Implementation of Ron Clark Academy Essentials and protocols to support behavior and academics K-5.
* Implementation of the Houses system (3rd-5th) in FY23.
* Sort 3rd grade students and new 4th/5th students into a House.
* Alignment of the PBIS matrix and Essentials.
* 3rd-5th earn House Points for positive behavior.
* 3rd-5th House Assemblies and exemplar students spin for extra points
* House leaders elected in 5th grade to support student voice and leadership.
* In school and out of school family house events to encourage and support community.
* Ron Clark teacher leader collaboration meetings

Person Responsible: Dwan Moore-Ross (dwan.moore-ross@palmbeachschools.org)

By When: Ongoing/May 2024

* Our PBIS Team meets once a month.
* At Everglades we use PAWS, we are Positive, Act Responsibly, Work Hard, Stay Safe, Healthy & Green.
* School Expectations are reviewed and practiced for all school locations (classrooms, cafeteria, hallways, bus).
* K-2 students earn Panther Paws to redeem as incentives.
* Scripts using universal language are in place for Safety Drills and procedures.

Person Responsible: Dwan Moore-Ross (dwan.moore-ross@palmbeachschools.org)

By When: Ongoing/May 2024

#7. Policy 2.09 and Required Instruction Florida State Statute 1003.42

1. 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
2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
3. Our school highlights multicultural diversity within the curriculum and the arts.

Our students participate in activities and studies including, but not limited to, art expos of different cultures

and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures. We celebrate cultures through designated months such as Hispanic Heritage Month.

Our physical education teachers support Student and Staff Wellness such as Jump Rope for Heart, Breast Cancer awareness and other health and wellness activities. The school nurse provides support and nutrition information for those students with food allergies.

Everglades has a very supportive PTO that coordinates many school activities such as School Spirit Night, Virtual Paint Night, Student/Teacher Incentives and Community Support (food drive etc). They assist teachers with copying and bulletin boards which is positive support for all K-5 teachers and supports a positive campus environment.

Parents participate in Curriculum Night, FSA Parent Night, SAC and other nights to stay informed of school goals and initiatives. This allows parents to provide input and feedback. Parents also can attend the Principal Coffee Talk which further allows for positive discussion. The Principal utilizes the Parent Link system to send important school information weekly to parents.

Everglades offers several after school clubs such as Safety Patrol, Art Club, Mileage Club and SECME to support student's positive overall school experience outside of the classroom. Everglades has a large after school program that integrates academic initiatives, enrichment and wellness activities to enhance the daily school curriculum.

Person Responsible: Dwan Moore-Ross (dwan.moore-ross@palmbeachschools.org)

By When: Ongoing/ 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).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals.

Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, 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 each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. 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.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
5. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development if needed.
6. Curriculum Resources: Curriculum resources to enhance ELA, Science & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
7. We have partnerships with our Parent Teacher Organization (PTO), 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.