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Palm Beach Gardens Elementary School

10060 RIVERSIDE DR, Palm Beach Gardens, FL 33410

<https://pbge.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 the School District of Palm Beach County is to educate, affirm, and inspire each student in an equity-embedded school system. We, the community at Palm Beach Gardens Elementary are committed to providing a safe, positive, and nurturing environment educating all to successfully advance intellectually, socially and emotionally. We will strive to ensure a shared commitment and collective responsibility for the academic success of every student because we want 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.

Palm Beach Gardens Elementary is a welcoming place where teachers and students come together to grow and learn in an enriching learning community. We foster hands-on, real-life instruction in an engaging environment that is clean, safe and orderly that promotes analytical thinking to help ensure student academic and social success.

At Palm Beach Gardens Elementary, a joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued and their physical, emotional, academic, and social needs are met.

Every student at Palm Beach Gardens Elementary School deserves the best instruction that pushes them academically and socially to achieve their highest potential. As a STEAM and Green School of Quality, we will implement hands-on, project-based STEAM based lessons to enrich instruction which will allow students the opportunities to find their passions and spark their creativity.

The School District of Palm Beach County is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish.

The school District of Palm Beach County will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.

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
Evans, Kimberly	Principal	<p>As principal of Palm Beach Gardens Elementary, Kimberly Evans manages and supervises all aspects of the educational program. First and foremost, Kimberly Evans is the instructional leader of this school. Mrs. Evans is responsible for the equitable instruction for all students. She is the decision maker in regards to the master schedule, teacher evaluations and supervision, curriculum counsel, Palm Beach Model of Instruction, professional development, hiring new teachers and school improvement activities. Mrs. Evans also manages and supervises the business side of this school. Mrs. Evans is also responsible for all budgetary decisions and contracts.</p>
Seren, Marianela	Assistant Principal	<p>As assistant principal of Palm Beach Gardens Elementary, Marianela Seren ensures fidelity and implementation of the school improvement plan. Mrs. Seren also monitors instructional strategies and the District's Scope and Sequence by ensuring teachers are on pace according to Blender and teaching the standards. Additionally, Mrs. Seren monitors student achievement data from various sources such as I-Ready, district and state assessments, to identify areas of need and support. She also assists with master schedule, teacher evaluations and supervision, curriculum, Palm Beach Model of Instruction, ESP, professional development, professional learning community coordination, and hiring new teachers.</p>
Pollio, Amanda	Teacher, ESE	<p>The ESE contact manages the caseload of 504 and 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/EP. She also provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with parents, teachers, counselors, related service providers, agencies and others.</p>
Buckelew, Kimberly	ELL Compliance Specialist	<p>As the ESOL contact, Kim Buckelew will actively participate in the SBT meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESOL contact will also collaborate with the general education teacher to create goals and interventions for individual students. The ESOL contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.</p>

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 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, Behavioral Health Professional, Co-located Therapist, ESOL & ESE Coordinators and the Administrative Team.

A District Migrant Liaison works with our ESOL Coordinator 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 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

Our ESOL Coordinator works 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. She also 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))

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 VPK-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 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 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 Differentiated Instruction Lesson Plans,
- *Data Analysis,
- *Classroom walks,
- *Student attendance,
- *Data Chats,
- *Formal Observations,
- *Professional Learning Communities attendance/participation,
- *Formative/Summative Assessments and Technology.

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:

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

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	67%
2022-23 Economically Disadvantaged (FRL) Rate	81%
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)

<p align="center">School Grades History</p> <p>*2022-23 school grades will serve as an informational baseline.</p>	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	26	11	19	18	14	0	0	0	88
One or more suspensions	0	4	7	2	2	3	0	0	0	18
Course failure in English Language Arts (ELA)	0	28	29	24	29	24	0	0	0	134
Course failure in Math	0	23	12	17	19	18	0	0	0	89
Level 1 on statewide ELA assessment	0	0	0	4	17	11	0	0	0	32
Level 1 on statewide Math assessment	0	0	0	3	14	14	0	0	0	31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	13	6	12	18	12	0	0	0	61

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	22	15	19	28	23	0	0	0	107

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	1	4	0	0	0	0	0	6
Students retained two or more times	0	0	0	1	0	0	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	0	19	19	20	9	8	0	0	0	75
One or more suspensions	0	2	5	1	1	0	0	0	0	9
Course failure in ELA	0	9	25	36	18	4	0	0	0	92
Course failure in Math	0	8	18	19	12	5	0	0	0	62
Level 1 on statewide ELA assessment	0	0	0	7	4	3	0	0	0	14
Level 1 on statewide Math assessment	0	0	0	0	4	13	0	0	0	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	11	5	9	20	3	6	0	0	0	54

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	8	20	20	12	9	0	0	0	69

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	4	12	5	2	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	0	19	19	20	9	8	0	0	0	75
One or more suspensions	0	2	5	1	1	0	0	0	0	9
Course failure in ELA	0	9	25	36	18	4	0	0	0	92
Course failure in Math	0	8	18	19	12	5	0	0	0	62
Level 1 on statewide ELA assessment	0	0	0	7	4	3	0	0	0	14
Level 1 on statewide Math assessment	0	0	0	0	4	13	0	0	0	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	11	5	9	20	3	6	0	0	0	54

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	8	20	20	12	9	0	0	0	69

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	4	12	5	2	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*	66	53	53	78	59	56	67		
ELA Learning Gains				83			64		
ELA Lowest 25th Percentile				80			55		
Math Achievement*	73	57	59	73	53	50	67		
Math Learning Gains				87			46		
Math Lowest 25th Percentile				86			53		
Science Achievement*	66	54	54	77	59	59	53		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	61	56	59	57			39		

* 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	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	326
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	78
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	621
Total Components for the Federal Index	8
Percent Tested	92
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	53			
ELL	48			
AMI				
ASN	92			
BLK	52			
HSP	67			
MUL	79			
PAC				
WHT	77			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	56			

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	65			
ELL	73			
AMI				
ASN	90			
BLK	66			
HSP	79			
MUL	92			
PAC				
WHT	90			
FRL	76			

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	66			73			66					61
SWD	50			53			64				5	46
ELL	45			58			47				5	61
AMI												
ASN	88			96							2	
BLK	49			52			57				4	
HSP	68			73			56				5	80
MUL	79			79							2	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	71			83			84				4	
FRL	56			59			57				5	59

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	78	83	80	73	87	86	77					57
SWD	49	71	65	68	82	86	50					47
ELL	59	88	85	69	78							57
AMI												
ASN	83	81		100	94							
BLK	63	81	75	67	74	76	52					42
HSP	78	91		83	88		76					57
MUL	85	82		100	100							
PAC												
WHT	87	83	90	91	92	100	88					
FRL	71	85	83	80	84	82	75					50

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	67	64	55	67	46	53	53					39
SWD	44	58	60	48	58	59	39					19
ELL	33	70		49	90		25					39
AMI												
ASN	71			83								
BLK	50	53	43	39	23	38	27					40
HSP	65	55		67	65		48					36
MUL	87			73								
PAC												
WHT	75	73		81	51		69					
FRL	60	57	52	59	43	55	38					40

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	70%	56%	14%	54%	16%
04	2023 - Spring	69%	58%	11%	58%	11%
03	2023 - Spring	57%	48%	9%	50%	7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	74%	57%	17%	59%	15%
04	2023 - Spring	65%	52%	13%	61%	4%
05	2023 - Spring	78%	56%	22%	55%	23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	64%	51%	13%	51%	13%

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.

Our lowest performance was third grade, performing at a 59% proficiency in ELA. This was a 6 percentage point increase from FY22 to FY23 but there is still room for growth. The contributing factors for not performing at our fullest potential was due to one teacher resigning during the first trimester of school. We were unable to fill the vacancy because of the lack of teacher applicants. Unfortunately the quality of instruction in that third grade was subpar because the vacancy was filled by day to day substitutes.

The trends we see from the above data shows us that our ELLs have shown a significant decline of 64% in both ELA and Math. We feel the decline in our ELLs is a trend and we need to focus additional support for our ELLs. We also need to ensure we continue to support our ELLs with strategic interventions.

Homeroom teachers will engage in standards-based instruction cycles during the collaborative planning (1) What do students need to know and understand? (Plan); (2) How do we teach effectively to ensure all students are learning (Do); (3) How do we know students are learning (Reflect); (4) What do we do when students are not learning or reaching mastery before expectation (Revise). Teachers will analyze standards and test item specifications during the planning process.

We also noticed that the fifth-grade science declined which leads us to believe that our K-4 needs to put more focus on the science skills and concepts.

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

One area of concern that we found in comparison to the previous years showed a decline within our ELL subgroup by -64% and a -16% decline for our SWDs.

The contributing factors were that while we were focused on our ELL students we needed to address their specific needs sooner than we did. Instead of waiting until the end of fall to begin closing gaps we needed to start right after returning to school. 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.

When looking at the FAST Progress Monitoring data for Window 3 we see the following data.

School State

ELA Achievement 78% (+24%) 54%

Math Achievement 77% (+13%) 64%

The data shows we have outperformed the state in ELA and Math which indicates we are moving in the right direction. Our lowest 25th percentile is where we find the biggest gap. This would definitely align with the issues we have seen with our ESSA identified subgroups our ELLs and SWDs.

Contributing factors were that while we were focused on our ELL students we needed to address their specific needs sooner than we did. In addition, data shows they were unclear of the use of best practices and the proper accommodations for the subgroups. Also, teachers need to use strategies consistently throughout the day and provide the appropriate accommodations to meeting students' learning needs.

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

In 5th grade our proficiency level increased to 7.8% when compared to the previous years in ELA. We also saw an increase when comparing the three FAST Windows for FY23 for our ESSA identified subgroups; Blacks and FRLs and for the school. AS shown below:

PM1 PM2 PM3

Total 63% 65% 65%

SWD 50% 77% 98%

The improvement is due to the ESE support facilitation staff being consistent with their teaching time. PBGE made an effort to not interrupt teaching time by not pulling teachers to do other duties. In ELA, teachers offered explicit instruction in the whole group, phonics, decodable readers, vocabulary and shared reading. Students will learn to explore and explain their thinking using text-based evidence to support their thinking and answers. In math, teachers received PD opportunities to learn best practices

of teaching mathematics conceptually and not just procedurally through the Math Cadres provided by the district. The Math Coach also provided PD sessions as needed.

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 Absence
- Level 1 State Assessments ELA & Math

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

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

Monitoring of effective instructional practices for all students- We will implement a double down model in all ELA/Math classrooms focusing on the needs of our ESSA identified subgroups. Continue push in model for ELA and Math block for ELLs. ELA Achievement Growth for ELLs- Ensuring learning gains & progress for ESSA sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored 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 support as needed.

Purposeful Differentiated instruction- Our PLCs will be 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 reading, math, and science in grades 3-5, ongoing professional development in the Benchmark Reading Series, using iReady Diagnostic Results to create fluid instructional groups, and aligning human resources to provide intervention to targeted students.

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 the 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.

Area of Focus

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

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

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If we focus on standards-based instruction to increase proficiency 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. Our first instructional priority is to deliver content, concept, or skill that is aligned to the benchmark and intended learning.

Our ELA proficiency was our lowest when comparing the scores from one year to the next. The ELA school-wide proficiency decreased ten percentage points. Our ESSA identified subgroups ELLs have demonstrated a decline of 42% over the past two years. 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.

ESSA data shows and ELLs (9%) do not meet the required federal threshold of 41 percentage points. FY23 state assessment results show a decline in all of our subgroups SWDs -16%, ELLs -64%, Blacks -20%, Whites -15%. For science, 5th-grade scores went down 10% (from 77% to 67%). In FY23, we saw a decrease of 10% in ELA, and a 4% decrease in Math.

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 making learning gains on the ELA Progress Monitoring by 5% bringing us to 73%. We will increase the low 25% learning gains by 5%, an increase to 69%.

By May 2024, Palm Beach Gardens Elementary School will attempt to make up the decline of ten points in ELA.

We will increase the percentage of students making learning gains in ELA and Math by 5% , and increase 5% for all subgroups.

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 adaptation 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.

Person responsible for monitoring outcome:

Kimberly Evans (kimberly.evans@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.)

Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Incorporate small group instruction utilizing PM, iReady, USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation.

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.

Incorporate Small group instruction:

1. Students will be assessed using USA's and FSQ's in both Math and Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.
2. Teachers will analyze student data to determine strengths and weaknesses in content area.
3. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, ELLs).
4. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
5. Teachers develop ongoing formative assessments to track student learning and adjust instruction.

Person Responsible: Kimberly Evans (kimberly.evans@palmbeachschools.org)

By When: Small group instruction will begin within the first two weeks of school. Teachers will review data from Fy23 and they will conduct formative assessments to ensure proper placement of students within the groups. The small group participation is fluid and flexible and will be updated continuously from data analysis. Small groups will continue throughout the year.

#2. Instructional Practice specifically relating to Professional Learning Communities

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 proficiency 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. Our priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. 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. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.

Our ELA proficiency was our lowest when comparing the scores from one year to the next. The ELA school-wide proficiency decreased ten percentage points. Our ESSA identified subgroups ELLs have demonstrated a decline of 42% over the past two years. 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.

ESSA data shows and ELLs (9%) do not meet the required federal threshold of 41 percentage points. FY23 state assessment results show a decline in all of our subgroups SWDs -16%, ELLs -64%, Blacks -20%, Whites -15%. For science, 5th-grade scores went down 10% (from 77% to 67%). In FY23, we saw a decrease of 10% in ELA, and a 4% decrease in Math.

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 making learning gains on the ELA Progress Monitoring by 5% bringing us to 73%. We will increase the low 25% learning gains by 5%, an increase to 69%.

By May 2024, Palm Beach Gardens Elementary School will attempt to make up the decline of ten points in ELA.

We will increase the percentage of students making learning gains in ELA and Math by 5% , and increase 5% for all subgroups.

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 adaptation 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. At Palm Beach Gardens Elementary School, we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/ portfolio/ 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 Principal-support content and grade levels

Kimberly Buckelew-SBT coordinator-Monitor student progress

Person responsible for monitoring outcome:

Kimberly Evans (kimberly.evans@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.)

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.

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.

PLC's/Professional Development:

1. Development of a PLC schedule to include all content area teachers and resource teachers.
2. The PLCs/PD sessions will focus on data analysis and effective instruction based on needs
3. LTF teacher will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
4. LTF and curriculum specialist will assist with standards-based planning to build teachers capacity with state standards 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: Marianela Seren (marianela.seren@palmbeachschools.org)

By When: PLCs and Professional Development will begin within the first month of the start of the new year. PDs will be determined based on data and observations of classroom walks. LTF & professional development team will support teachers with tiered PD. PLCs will focus on student achievement data analysis, best practices, and peer/buddy support. PLC's and PD will continue throughout the school year.

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).

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

N/A

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

N/A

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

N/A

Grades 3-5 Measurable Outcomes

N/A

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.

N/A

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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?

N/A

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?

N/A

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

N/A

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