# The Conservatory School At North Palm Beach School

**2023-24**

**Schoolwide Improvement Plan (SIP)**

## Table of Contents

# The Conservatory School At North Palm Beach

## 401 ANCHORAGE DR, North Palm Beach, FL 33408

## https://csnp.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:<br><br>1. Have an overall Federal Index below 41%;<br>2. Have a graduation rate at or below 67%;<br>3. Have a school grade of D or F; or<br>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years. |

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

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

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

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

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

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

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

## Purpose and Outline of the SIP

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

# I. School Information

## School Mission and Vision

### Provide the school's mission statement.

We inspire our school community through continuous inquiry, empowering all who join us with the skills, courage, optimism, and integrity to pursue their dreams. We seek to empower a diverse range of scholars, artists, and leaders through a unique and rigorous academic and music education. This is a place where the arts are valued and pursued, where children learn to draw, dance, and create music; where ideas are sought and explored. We gather here for the purpose of expanding our young people's notions of justice, broadening their visions of the possible, and creating a culture and habit of perseverance. Ours is a place of play, passion, and purpose.

### Provide the school's vision statement.

The Conservatory School envisions a school of inquiry and thought, where ideas are sought and explored. TCS envisions a place where all learners interact and grow, pursuing their dreams with purpose.

## 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 |
|------|----------------|--------------------------------|
| Schuemann, Derek | Principal | The Principal will monitor and work will all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal 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, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Ms. Napier must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning. |
| Cartagena, Christopher | Assistant Principal | As assistant Principal, Mr. Cartagena supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. He must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal 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. He also monitors and improves instruction by visiting classrooms to support and monitor instruction. |
| Biehl, Rachel | Assistant Principal | As assistant Principal, Mrs. Biehl 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. The Assistant Principal assists |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal 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. |

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

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

Stakeholders including the school leadership team, teachers, school staff, parents, and business partners provide input that was used in the SIP development process through School Advisory Council meetings. During these meetings, each stakeholder group is part of the discussion regarding the critical needs for our campus and we work collaboratively to brainstorm solutions following an analysis of root causes.

**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 outlines the continuous improvement work we do at our school to impact the achievement of students in meeting the State's academic standards. The SIP is updated throughout the year to ensure proper documentation of what we do and will be revised as necessary to ensure continous improvement. 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 Interim Assessments, District Diagnostics: FSQs/USAs, Reading Plus Diagnostics, Imagine Learning, Math Nation, FAST Progress Monitoring, STAR Early Literacy, Literacy, and Math, End of Course assessments, and Teacher made assessments. The FAST and STAR assessments will occur three times a year. The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated

instruction based on the results of data.

Professional Learning Communities occur bi-weekly per grade level. Content area teachers meet with the team leaders and administration to discuss and analyze data, modify instruction, and create standards-based learning goals and scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings.

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.

### 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) | Combination School PK-9 |
| **Primary Service Type** (per MSID File) | K-12 General Education |
| **2022-23 Title I School Status** | No |
| **2022-23 Minority Rate** | 63% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 91% |
| **Charter School** | No |
| **RAISE School** | Yes |
| **ESSA Identification** *updated as of 3/11/2024 | N/A |
| **Eligible for Unified School Improvement Grant (UniSIG)** | No |
| **2021-22 ESSA Subgroups Represented** (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD) English Language Learners (ELL) 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 | 24 | 26 | 29 | 17 | 13 | 10 | 3 | 3 | 125 |
| One or more suspensions | 0 | 3 | 2 | 3 | 8 | 0 | 1 | 2 | 2 | 21 |
| Course failure in English Language Arts (ELA) | 0 | 17 | 45 | 58 | 21 | 37 | 7 | 0 | 0 | 185 |
| Course failure in Math | 0 | 11 | 13 | 46 | 19 | 31 | 12 | 3 | 2 | 137 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 11 | 20 | 30 | 6 | 5 | 6 | 78 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 9 | 21 | 35 | 6 | 5 | 9 | 85 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 10 | 10 | 9 | 35 | 39 | 12 | 18 | 7 | 140 |

**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 | 24 | 48 | 29 | 39 | 12 | 3 | 4 | 171 |

**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 | 2 | 2 | 2 | 14 | 2 | 7 | 0 | 3 | 3 | 35 |
| 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 | 0 | 33 | 30 | 28 | 9 | 19 | 5 | 4 | 3 | 131 |
| One or more suspensions | 0 | 1 | 2 | 2 | 1 | 2 | 2 | 5 | 2 | 17 |
| Course failure in ELA | 0 | 13 | 34 | 32 | 27 | 34 | 17 | 0 | 1 | 158 |
| Course failure in Math | 0 | 5 | 17 | 27 | 13 | 14 | 5 | 0 | 2 | 83 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 38 | 22 | 14 | 3 | 7 | 84 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 1 | 28 | 25 | 27 | 9 | 10 | 100 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 1 | 7 | 16 | 11 | 5 | 0 | 2 | 7 | 49 |

**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 | 9 | 21 | 24 | 34 | 32 | 18 | 3 | 6 | 147 |

**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 | 3 | 3 | 5 | 3 | 5 | 4 | 2 | 28 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 3 |

**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 | 33 | 30 | 28 | 9 | 19 | 5 | 4 | 3 | 131 |
| One or more suspensions | 0 | 1 | 2 | 2 | 1 | 2 | 2 | 5 | 2 | 17 |
| Course failure in ELA | 0 | 13 | 34 | 32 | 27 | 34 | 17 | 0 | 1 | 158 |
| Course failure in Math | 0 | 5 | 17 | 27 | 13 | 14 | 5 | 0 | 2 | 83 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 38 | 22 | 14 | 3 | 7 | 84 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 1 | 28 | 25 | 27 | 9 | 10 | 100 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 1 | 7 | 16 | 11 | 5 | 0 | 2 | 7 | 49 |

**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 | 9 | 21 | 24 | 34 | 32 | 18 | 3 | 6 | 147 |

**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 | 3 | 3 | 5 | 3 | 5 | 4 | 2 | 28 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 3 |

## 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* | 64 | 49 | 53 | 62 | 52 | 55 | 66 | | |
| ELA Learning Gains | | | | 63 | | | 69 | | |
| ELA Lowest 25th Percentile | | | | 53 | | | 57 | | |
| Math Achievement* | 61 | 51 | 55 | 57 | 45 | 42 | 54 | | |
| Math Learning Gains | | | | 62 | | | 41 | | |
| Math Lowest 25th Percentile | | | | 60 | | | 29 | | |
| Science Achievement* | 57 | 46 | 52 | 47 | 48 | 54 | 52 | | |
| Social Studies Achievement* | 90 | 63 | 68 | 86 | 57 | 59 | 74 | | |
| Middle School Acceleration | 88 | 68 | 70 | 87 | 51 | 51 | 88 | | |
| Graduation Rate | | 73 | 74 | | 38 | 50 | | | |
| College and Career Acceleration | | 39 | 53 | | 62 | 70 | | | |
| ELP Progress | 55 | 53 | 55 | 58 | 64 | 70 | 49 | | |

*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 | 66 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 463 |
| Total Components for the Federal Index | 7 |

| 2021-22 ESSA Federal Index | |
|---|---|
| Percent Tested | 100 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL Federal Index – All Students | 64 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 635 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 99 |
| Graduation Rate | |

## ESSA Subgroup Data Review (pre-populated)

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 37 | Yes | 1 | |
| ELL | 42 | | | |
| AMI | | | | |
| ASN | 93 | | | |
| BLK | 55 | | | |
| HSP | 70 | | | |
| MUL | 72 | | | |
| PAC | | | | |
| WHT | 76 | | | |
| FRL | 61 | | | |

| 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 | 43 | | | |
| ELL | 46 | | | |
| AMI | | | | |
| ASN | 83 | | | |
| BLK | 53 | | | |
| HSP | 65 | | | |
| MUL | 82 | | | |
| PAC | | | | |
| WHT | 72 | | | |
| FRL | 57 | | | |

**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 | 64 | | | 61 | | | 57 | 90 | 88 | | | 55 |
| SWD | 30 | | | 35 | | | 22 | 57 | | | 6 | 55 |
| ELL | 40 | | | 47 | | | 34 | | | | 5 | 55 |
| AMI | | | | | | | | | | | | |
| ASN | 100 | | | 85 | | | | | | | 2 | |
| BLK | 50 | | | 45 | | | 38 | 81 | 73 | | 7 | 58 |
| HSP | 63 | | | 64 | | | 57 | 95 | 96 | | 7 | 57 |
| MUL | 72 | | | 72 | | | | | | | 2 | |
| PAC | | | | | | | | | | | | |
| WHT | 75 | | | 74 | | | 74 | 93 | 88 | | 6 | |
| FRL | 50 | | | 52 | | | 43 | 86 | 97 | | 7 | 55 |

| **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 | 62 | 63 | 53 | 57 | 62 | 60 | 47 | 86 | 87 | | | 58 |
| SWD | 28 | 46 | 40 | 30 | 52 | 53 | 25 | 82 | | | | 32 |
| ELL | 35 | 59 | 52 | 32 | 58 | 58 | 14 | 50 | | | | 58 |
| AMI | | | | | | | | | | | | |
| ASN | 77 | 80 | | 85 | 90 | | | | | | | |
| BLK | 45 | 53 | 48 | 38 | 52 | 57 | 28 | 88 | 73 | | | 51 |
| HSP | 60 | 65 | 61 | 58 | 67 | 65 | 46 | 71 | 100 | | | 61 |
| MUL | 89 | 93 | | 79 | 67 | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 78 | 68 | 58 | 75 | 68 | 57 | 66 | 91 | 90 | | | |
| FRL | 49 | 60 | 51 | 46 | 58 | 56 | 28 | 78 | 84 | | | 57 |

| **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 | 66 | 69 | 57 | 54 | 41 | 29 | 52 | 74 | 88 | | | 49 |
| SWD | 28 | 53 | 52 | 24 | 30 | 29 | 17 | | | | | 45 |
| ELL | 33 | 60 | 48 | 27 | 32 | 27 | 24 | 70 | | | | 49 |
| AMI | | | | | | | | | | | | |
| ASN | 73 | 60 | | 73 | 30 | | | | | | | |
| BLK | 51 | 59 | 45 | 36 | 32 | 28 | 30 | 67 | 88 | | | 48 |
| HSP | 62 | 75 | 76 | 48 | 37 | 43 | 59 | | 77 | | | 51 |
| MUL | 75 | 79 | | 55 | 43 | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 81 | 74 | 75 | 74 | 52 | 25 | 68 | 81 | 92 | | | |
| FRL | 53 | 65 | 54 | 41 | 31 | 26 | 37 | 65 | 80 | | | 49 |

**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 | 64% | 56% | 8% | 54% | 10% |
| 07 | 2023 - Spring | 84% | 48% | 36% | 47% | 37% |
| 08 | 2023 - Spring | 73% | 47% | 26% | 47% | 26% |
| 04 | 2023 - Spring | 57% | 58% | -1% | 58% | -1% |
| 06 | 2023 - Spring | 61% | 45% | 16% | 47% | 14% |
| 03 | 2023 - Spring | 46% | 48% | -2% | 50% | -4% |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 80% | 54% | 26% | 54% | 26% |
| 07 | 2023 - Spring | 35% | 36% | -1% | 48% | -13% |
| 03 | 2023 - Spring | 51% | 57% | -6% | 59% | -8% |
| 04 | 2023 - Spring | 57% | 52% | 5% | 61% | -4% |
| 08 | 2023 - Spring | 78% | 65% | 13% | 55% | 23% |
| 05 | 2023 - Spring | 41% | 56% | -15% | 55% | -14% |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2023 - Spring | 58% | 46% | 12% | 44% | 14% |
| 05 | 2023 - Spring | 56% | 51% | 5% | 51% | 5% |

| ALGEBRA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 88% | 48% | 40% | 50% | 38% |

| GEOMETRY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 100% | 50% | 50% | 48% | 52% |

| CIVICS | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 90% | 65% | 25% | 66% | 24% |

## III. Planning for Improvement

**Data Analysis/Reflection**
Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Based on the data from the FY23 PM3 data, the areas that showed the lowest performance were 4th and 6th grade ELA. In 4th grade our scores decreased by 9% while in 6th grade our student performance decreased by 18% from FY22 to FY23. Additionally, in the area of mathematics, we saw a decrease in student performance in grade 4 with a decrease of 7% and grade 5 mathematics with a 16% difference between our student performance compared to the district in this content area.

We also noticed that within our data across grades 3-8, that the subgroups of Students with Disabilities (SWD) and English Language Learners (ELL) were under performing their peers based on the FY23 data. In ELA SWD students only had a proficiency rate of 24% and ELL students had a proficiency rate of 18% compared to the overall proficiency rate of 63%. In the area of Math, SWD had a proficiency rate of 34% and ELL students had a proficiency rate of 30% compared to the overall proficiency rate of 58%.

Some contributing factors for these areas of weakness include a large number of new staff schoolwide. Within these new hires, there were 4 new teachers to the field of education and 9 new teachers to TCS. Additionally, the district adopted new curriculum for grades 3-8 and moved from the FSA to the newly adopted FAST test which was a completely new model for all students.

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

Based on the data from the FY23 PM3 data, the areas that showed the greatest decline performance were 4th and 6th grade ELA. In 4th grade our scores decreased by 9% while in 6th grade our student performance decreased by 18% from FY22 to FY23. Additionally, in the area of mathematics, we saw a decrease in student performance in grade 4 with a decrease of 7% from the previous year.

Some contributing factors for these areas of weakness include a large number of new staff schoolwide. Within these new hires, there were 4 new teachers to the field of education and 9 new teachers to TCS. Additionally, the district adopted new curriculum for grades 3-8 and moved from the FSA to the newly adopted FAST test which was a completely new model for all students.

**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 comparing our FY23 school data to that of the state's, it is clear that our greatest gaps exist within the area of mathematics, specifically within 5th Grade math. Our FY23 data increased by 31% from FY22, but compared to the state data from FY23, our students are performing 15% lower.

It is important to note that a contributing factor of this discrepancy between TCS student data and that of the state's is that about half of our student body in 5th grade takes AMP math meaning they are not reflected in the data shown.

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

The areas that showed the most improvement in FY23 in the area of ELA was 7th grade ELA with an increase of 14% from FY22 to FY23. In the area of mathematics, 5th grade math increased by 31% from FY22 to FY23.

Some actions that TCS took to positively impact these areas include but are not limited to:
*Collaborative grade levels meetings in both ELA and Math (grades 3-8)
*Additional support staff for both content areas to provide classroom and small group support
*Placement of an experienced teacher within 5th grade mathematics
*purchase of IXL as supplemental support for grades 5-8

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

The biggest area of concern based on the EWS data for us is the number of students with 10%+ days missed of school. High absentee rates directly impact student achievement as days not present at school mean learning loss and poor student outcomes.

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.**

1.Increase ELL student performance in ELA and Math
2.Increase SWD student performance in ELA and Math.
3.Decrease number of students with 10%+ absentee rate.

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 art

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

| #1. ESSA Subgroup specifically relating to Students with Disabilities |
|---|

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

Based on the FY23 data noticed that within our data across grades 3-8, that the subgroups of Students with Disabilities (SWD) were under performing their peers across grade levels. In ELA SWD students only had a proficiency rate of 24% compared to the overall proficiency rate of 63%. In the area of Math, SWD had a proficiency rate of 34% compared to the overall proficiency rate of 58%.

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

Increase SWD student performance in ELA to proficiency by at least 20% by PM3 assessment. Increase SWD student performance in Math to proficiency to 50% by PM3 assessment.

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

1. Interim assessments - set up testing calendar and track progress monthly on all District interim assessments.
2. Add tutorial for students not meeting expectations, add Math Lab class for middle school students not meeting expectation.
3. Planning / PLC - biweekly planning
4. Classroom walk-through
5. Progress Monitoring
6. Add additional resource teachers to support students in ELA and Math across grade levels.

**Person responsible for monitoring outcome:**

Rachel Biehl (rachel.biehl@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. Small group instruction in classroom, tutorial, and math labs
2. Extended instruction through tutorial, math labs
3. Collegial planning at PLC and with regional support for 5th grade math teachers.

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

1.Tracking of interim assessments allows for quick review, reteach for students who are struggling.
2.PLC planning allows for sharing of best practices, also using the expertise of math resource teachers beyond the school site.
3.Extended learning opportunities allow students to practice with support in tutorial and math lab settings.

**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.

Implementing a calendar of instructional Focus
Implementing a calendar of interim assessments
PLC - sharing of best instructional practices.
Master schedule: providing scheduled support for 6-8 students in math lab classes.
Tutorials: recruit master math and ELA teachers to provide small group tutorial for grades 3-8 by November 2023.

**Person Responsible:** Rachel Biehl (rachel.biehl@palmbeachschools.org)

**By When:** November 2023

| #2. ESSA Subgroup specifically relating to English Language Learners |
|---|

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

Based on FY23 data from PM3,it was identified that within our data across grades 3-8, that the subgroups of English Language Learners (ELL) were under performing their peers. In ELA ELL students had a proficiency rate of 18% compared to the overall proficiency rate of 63%. In the area of Math, ELL students had a proficiency rate of 30% compared to the overall proficiency rate of 58%.

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

Increase ELL student performance in ELA to proficiency by double to 36% by PM3 assessment. Increase ELL student performance in Math proficiency to 40% by PM3 assessment.

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

1. Interim assessments - set up testing calendar and track progress monthly on all District interim assessments.
2. Add tutorial for students not meeting expectations, add Math Lab class for middle school students not meeting expectation.
3. Planning / PLC - biweekly planning
4. Classroom walk-through
5. Progress Monitoring
6. Add additional resource teachers to support students in ELA and Math across grade levels.

**Person responsible for monitoring outcome:**

Christopher Cartagena (christopher.cartagena@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. Small group instruction in classroom, tutorial, and math labs
2. Extended instruction through tutorial, math labs
3. Collegial planning at PLC and with regional support for 5th grade math teachers.

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

1.Tracking of interim assessments allows for quick review, reteach for students who are struggling.
2.PLC planning allows for sharing of best practices, also using the expertise of math resource teachers beyond the school site.
3.Extended learning opportunities allow students to practice with support in tutorial and math lab settings.

**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.

Implementing a calendar of instructional Focus

Implementing a calendar of interim assessments

PLC - sharing of best instructional practices.

Master schedule: providing scheduled support for 6-8 students in math lab classes.

Tutorials: recruit master math and ELA teachers to provide small group tutorial for grades 3-8 by November 2023.

**Person Responsible:** Christopher Cartagena (christopher.cartagena@palmbeachschools.org)

**By When:** November 2023

## #3. 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.

While reflecting on areas of need for our student body, data showed that an area of need was a shift in our school climate and culture to increase positive behavior and decrease disruptive, negative behavior. We had seen an increase in student behavioral write-ups and concerns, including suspension, and time out of class for disruptive, ongoing behaviors over the last 2 years across many grade levels.

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

Our ultimate goal is to decrease the number of suspensions by at least 20% while establishing and building a positive school culture through a PBIS model, using a house points system across grade levels.

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

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success students various incentives to promote positive behavior. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to students, classes, and staff throughout the year for going above and beyond.

Our school is utilizing a point system, where students and classes can earn points towards a collective goal by demonstrating "Triple Crown Behavior" Respect, Responsibility and Service.

**Person responsible for monitoring outcome:**

Christopher Cartagena (christopher.cartagena@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.)

Interventions that have been put into place to support the newly implemented PBIS model include:
1. Triple Crown expectation assemblies to go over expectations and PBIS systems.
2. Signage throughout school to reinforce expectations.
3. Monthly "Dolphin of the Month" rewards for students in every class and grade level in K-5 to reinforce Triple Crown Expectations.

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

The rationale for these specific interventions was to continuously reinforce our school wide behavior expectations through many means to move students towards more on task, positive behavior which increases instructional time and benefits student achievement overall.

**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.

1003.42 Mandatory Curriculum & Content

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42.

Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(g) History of Holocaust

(h) History of Africans and African Americans

(i) History of Asian Americans & Pacific Islanders

(o) Health Education, Life Skills & Social Media

(q) Hispanic Contributions

(r) Women's Contributions

(t) Civic & Character Education

(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

**Person Responsible:** Christopher Cartagena (christopher.cartagena@palmbeachschools.org)

**By When:** November of 2023

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

**Area of Focus Description and Rationale**

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

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

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

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

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

If we focus on Standards-based instruction to increase overall k-2 proficiency school-wide in ELA, then we will
increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide
corrective feedback aligned to the benchmark and intended learning.
According to the data our students are not entering third grade prepared for the rigors of the standards and

state assessment. According to iReady FY 23 data 36% of our incoming third grade students are reading at an
on-grade level data. iReady for FY 24 also shows that our overall primary grades proficiency is low.
Kindergarten- 22% On or above grade level
First Grade- 16% On or above grade level
Second Grade- 19% On or above grade level
It also gives us data to support a lack of proficiency in foundational skills
Phonics - 41% proficient
Comprehension- 26% Proficient
Vocabulary- 25% Proficient
Due to a lack of foundational skills, students over al reading comprehension proficiency is 28% For literature
text and 26% for Nonfiction text.
When looking at FY24 FAST PM #1, we see the following percentages are on track
PM1
K: 52%
1st : 43%
2nd : 39%

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

If we focus on Standards-based instruction to increase overall grade 3 proficiency school-wide in ELA, then we will increase student proficiency in all students to ensure alignment to the District's Strategic Plan, Theme 1
Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide
corrective feedback aligned to the benchmark and intended learning.
The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:
ELA
3rd FY21 63% FY22 42% FY23 46%

Our FY24 FAST Data shows the following percentages are level 3 or higher.
PM1
3 rd : 17%

**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

Dec 2023 May 2024
Kindergarten- 60% On Track 65% On Track

First Grade- 50% On Track 65% On Track
Second Grade- 50% On Track 65% On Track

### Grades 3-5 Measurable Outcomes

Dec 2023 3rd 30% Proficient May 2024 52% Proficient

## Monitoring

### Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and
growth monitoring checks, Reading running records, and end of unit assessments from the Benchmark Series.
We will also use grade level FSQ and USA to track growth within standards.
We will also 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

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

Biehl, Rachel, rachel.biehl@palmbeachschools.org

## Evidence-based Practices/Programs

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

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

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

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

1. Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.
2. Professional Development: Teachers and support staff will attend ongoing professional development to
engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers.
collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

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

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

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

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the students
need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards. Small groups make it easy
for teachers to give students the one-on-one attention they need, to observe their learning in action, and to
provide constructive feedback. Students take personalized feedback and use it during whole class instruction
and when doing homework, so the result is improved student outcomes.
2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated
learning for all students. They will target remediation and enrichment within their planning and PD. It also fosters a positive and inclusive learning culture, where students feel valued, respected, and motivated. By differentiating instruction and assessment, teachers can enhance the quality and effectiveness
of your teaching and learning.
3. PLCs allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to
improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies. The process will allow teachers to match instructional resources to each students education need(s). PLCs allow educators opportunities to directly improve teaching and learning. PLCs allow teachers an
easy way to share best practices and brainstorm innovative ways to improve learning and drive student

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

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

| Action Step | Person Responsible for Monitoring |
|---|---|
| 1. Develop Literacy Leadership Schools must have a Literacy Leadership Team, consisting, in part, of a<br><br>-School administrator - Derek Schuemann<br>-3-8 ELA Resource Teacher - Natricia Finegan-Foreman<br>-K-2 ELA Resource Teacher - Katie Molzer<br>-SBT Leader - Rebecca Galatowitsch<br>Walkthroughs to weekly monitor and support reading instruction &amp; intervention (Look Fors, CAO updates)<br>School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data) | Schuemann, Derek, derek.schuemann@palmbeachschools.org |
| 2. Assessment:<br>1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking &listening) (Professional Learning/ Literacy Coaching)<br>a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQs in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction<br>(Assessment).<br>b. Teachers will analyze student data to determine strengths and weaknesses in content area.<br>c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities<br>d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching<br>methodologies to support all learners.<br>e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning &<br>adjust instruction continuously | Schuemann, Derek, derek.schuemann@palmbeachschools.org |
| 3. Interventions (Assessment / Professional Learning)<br>1. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific<br>instruction, resources, time, and intensity needed for success.<br>2. Use K-5 Reading intervention with guidelines for schools to determine students' needs | Galatowitsch, Rebecca, rebecca.galatowitsch@palmbeachschools.org |
| 4. Professional Development<br>1. School admin and Literacy Leadership Teams attend training on the operational plan for collection and<br>regular review of progress monitoring data to evaluate the effectiveness of instruction in Core (Tier 1) and<br>to monitor progress of students receiving Supplemental (Tier 2) and Intensive (Tier 3) interventions.<br>2. School leaders share the plan with staff in faculty meetings and PLCs.<br>3. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure<br>the plan is implemented effectively.<br>4. The Regional and Instructional Superintendents monitor the | Schuemann, Derek, derek.schuemann@palmbeachschools.org |

| Action Step | Person Responsible for Monitoring |
|---|---|
| implementation, and the District Reading Collaboration team provides professional development. | |

## Title I Requirements

**Schoolwide Program Plan (SWP) Requirements**
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**
List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan will be shared and disseminated to stakeholders at the School Advisory Council meeting. Updates of our progress towards our goals in the School Improvement Plan will occur at the monthly School Advisory Council meetings.

The Conservatory School's School Wide Plan is publicly available on the school's website: https://www.palmbeachschools.org/Page/14191

This plan was also distributed to stakeholders through emails in a language they could understand.

**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))

The Conservatory School staff will work with students and their parents and families and other community stakeholders to fulfill the school's mission, support the needs of students and keep their parents informed of their child's progress. to support students' academic success. We plan to provide a safe, supportive, and effective learning environment to increase student achievement, promote respect of and value for all cultures, provide a high-quality curriculum and instruction that is appropriate for each child, keep a positive, two-way communication with parents and families on an on-going basis, and maintaining meaningful communication between school and home in a language they understand, provide parents and families with frequent reports on their child's progress and partner with them to improve student achievement, provide families with specific strategies and resources to support their child's learning at home, and provide trimester curriculum events spotlighting student performance and enrichment opportunities for students so they can increase their academic success.

The school's Parent and Family Engagement Plan is publicly available on the school's website: https://www.palmbeachschools.org/Page/14191

This plan was also distributed to stakeholders through emails in a language they could understand and via the students' backpacks with a printed copy in a language they could understand.

**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))**

The Conservatory School plans to strengthen the ELA program in school by building foundational reading skills including but not limited to phonics skills for K-2 students and intermediate grade students, increasing student vocabulary in order to access grade level text in the classroom and on state assessments, and building fluent readers in all grade levels K-5 in order to access all grade level texts given. We plan to increase the quality of learning time by providing additional instructional support within the content area of reading to support teacher, classrooms, and students to build fluent readers with strong decoding/phonics skills in order to access grade level and advanced texts. We also plan to have reading and writing training for teachers and support staff who work with general education, ELL, and ESE students to build strong foundational reading skills. Professional development will take place in the form of Orton Gilligham training for K-2 and support teachers, professional development with district ELA department, in house professional development by master ELA teachers/coaches, and outside experts (in person and virtual) in phonics, fluency, and comprehension by grade levels bands. Finally we will have teacher modeling/classroom visits and collaborative planning led by master teachers/coaches for new and struggling teachers (Teacher Tuesday).

The Conservatory School plans to strengthen the math program in school by building foundational math skills for K-2 students and intermediate grade students. We plan to increase the amount and quality of learning time by providing additional instructional support within the content area of math and science to support teachers, classrooms, and students. We will also purchase math educational software for grades 3-5 to supplement and enrich the classroom instruction. To support instruction, we will have professional development with the district Math department, in house professional development by master Math teachers/coaches, and outside experts (in person and virtual). We will also have teacher modeling/ classroom visits and collaborative planning led by master teachers/coaches for new and struggling teachers (Teacher Tuesday).

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

The plan is developed in coordination and integration with other Federal and local services and resources and programs. The Multicultural Education department works to meet the language and academic needs of a diverse student population of English Language learners and their families. Among their services include translation and interpretation services to provide comprehensible input for students and families. In partnership with The Conservatory School, the NPB Public Library offers every TCS student a library card regardless of whether they live in the Village of North Palm Beach. The library also promotes educational programs around topics such as literacy to support learning outside of school. Finally, the library hosts visits from TCS classrooms in order to facilitate an interest in reading and utilizing library resources. The TeamWork Education foundation provides funds which supports the funding of Artists in Residence who can work in smaller groups with students in grades 4-8. This allows families who cannot afford private tutoring or coaching to get support for their children as they grow in their music proficiency.

**Optional Component(s) of the Schoolwide Program Plan**
Include descriptions for any additional strategies that will be incorporated into the plan.

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

At the Conservatory School, we strive to recognize the whole child and work to build students' skills outside of academic subject areas. Students participate in morning meetings geared towards addressing their social/emotional needs.

In K-2, we have members of our Wellness Team conduct a Fine Art rotation that focuses on building coping skills, teaching resilience and persistence, promoting healthy habits, and promoting positive behavior. In a similar vein, our middle school students participate in CREW with members of the Wellness Team which expands on what is being done at the elementary level by adding emphasis on fostering a growth mindset and building strong study habits through developing organizational skills.

Character development is also a major focus with the new points system for elementary students and the House System for middle school students. Students earn points for various positive behaviors that help their class or house win a prize at the end of a specified period of time. In addition, each elementary class selects two students as the "Dolphin of the Month" who display either exemplary Triple Crown behavior or have shown tremendous growth in their Triple Crown behavior.

Finally, a major component of our Triple Crown is Service. In this, students work to develop a sense of service for others and contribute to the community both within and outside the walls of The Conservatory School. Middle School students are expected to participate in twelve community service hours per school year and receive an honor cord at middle school graduation in recognition of their community service. Safety Patrols also work to service the school community in a variety of ways.

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

We build students' awareness of and readiness for postsecondary opportunities and the workforce first through accelerated course offerings. At the middle school level, all of our students have the opportunity to take advanced coursework. We also offer Algebra I Honors, Geometry Honors, and Spanish I for high school credit. Students are also accelerated at the elementary level through AMP in 4th and 5th grade. Through Project Based Learning, TCS students develop critical skills such as the ability to collaborate with peers, effectively communicate, and think critically about the world around them. They also are able to interact with guest speakers and experts in the fields they are studying. 8th grade students also have standards based around career readiness and exploration. Our guidance counselors also meet with students to help prepare them for accelerated high school pathways.

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

Students are identified for tiered support through teachers collecting classroom data and using the state standards to identify which students are making adequate progress and to identify those in need of remediation. Once a teacher has identified that a student is not making adequate progress towards the state standards, they reach out to the School Based Team (SBT) leader to set up a meeting in order to discuss the students' needs. The SBT leader then gives out a referral packet that needs to be filled out. If a teacher notices that a child is struggling with behavior and has attempted classroom based interventions without noticeable improvement towards the targeted behavior, then they can refer the student to the MTSS team in order to identify interventions to address the concerns seen in the

classroom.

To determine the supports needed, the teacher meets with the MTSS team and brings both data and anecdotal notes to show the areas of need for the student. Based on this information, the team discusses and identifies the foundational skills that are the root causes of the deficiencies or areas of concern in order to select the appropriate interventions and progress monitoring tools to track student progress through the SBT process.

All students are provided with a 30 minute block of iii, this is Tier 2 intervention which can be provided by the classroom teacher on a daily basis. Support staff supports the SBT process by providing an additional 15 minutes of Tier 3 support for those needing the additional time based on their progress monitoring data. In some cases support staff can provide both the 30 and the additional 15 minute SBT support to students as needed.

Student progress is collected by the interventionist on a weekly or biweekly basis. A progress monitoring tool is assigned to each student based on the area of concern and a correlating progress monitoring tool is assigned to track student progress throughout the SBT process. Tier 2 intervention data is collected for a consecutive 8 weeks based on student progress the team decides if the level of support needs to increase. If so, an additional 8 weeks of data collection is completed by the interventionist to track student progress.

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

At the Conservatory School we believe in building the capacity for all of our staff members to improve the delivery of instruction. This is done primarily through the work of our Professional Learning Communities (PLCs). In this setting, the grade chair helps the team to analyze their student data and they formulate a plan to improve student instruction. We also empower our grade chairs to mentor teachers formally and informally. One example of this is through our Teacher Tuesday peer observation program where new teachers have the opportunity to visit the classroom of a veteran teacher (usually the grade chair) to gather ideas on how to improve specific elements of their classroom whether it is instructional design or behavior management. Teachers are also provided with opportunities to attend professional development at schools that we are modeling our instruction after including Phillips-Exeter Academy in New Hampshire for their Harkness method and High Tech High in San Diego for their approach to Project Based Learning. We are also provided support by district curriculum specialists who work with smaller groups of teachers on improving the delivery of instruction and accessing district created resources.

At The Conservatory School we believe that the success of our students depends largely on our ability to recruit, develop, and retain effective educators. To this end, there are a number of methods we utilize to recruit teachers. First we believe in utilizing word of mouth recruitment from our current teachers to help us identify candidates for open positions. This is because our current teachers have a strong understanding of our culture and values and are better able to see if a candidate is a good fit for what we are trying to accomplish. Next we collaborate with HR and the North Region Office in attending job fairs aimed at attracting candidates. This allows us to reach a wider variety of applicants than word of mouth. We have also looked at hiring interim teachers and long term substitute teachers.

With regards to retention, we work to orient new teachers to the unique aspects of TCS culture and provide them with a mentor through the Educator Support Program. This is one example of the professional development we provide the new staff on our campus. We also have them engage with collaborative planning with their team leaders and department chairs. Through the work in the Professional Learning Communities, new teachers get the support they need to become more effective

in their craft. Administrators and other teacher leaders also work to support new staff through coaching. Administrators also keep an open door policy to allow new staff to feel welcomed and supported. Finally, we work with the PTA in order to host staff appreciation events in order to maintain school and employee morale.

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

The Conservatory School has a number of programs to assist preschool students in transitioning from early childhood education programs to elementary school. To begin, we have a VPK program on our campus. In addition, we host a Kindergarten Round-Up each spring to drum up excitement for parents and students to attend our school. The program also allows parents a sneak peak into what classroom activities could be in store for their students. When the school year begins, TCS hosts a Meet the Teacher event to orient students and their parents to what life will be like in their specific kindergarten classroom. Finally, TCS has a staggered start to ease preschool students into the elementary school during the first few days of the school year.