

The School District of Palm Beach County

Sunset Palms Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Sunset Palms Elementary School

8650 BOYNTON BEACH BLVD, Boynton Beach, FL 33472

<https://spe.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 Sunset Palms Elementary is to educate, affirm, and inspire each student in an equity-embedded school system.

Provide the school's vision statement.

Sunset Palms Elementary 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.

Sunset Palms Elementary 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.

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.

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
Riddle, Karen	Principal	Leadership Team Leader, Oversees implementation of SIP goals, action steps and district strategic plan initiatives.
Gamelin, Justin	Assistant Principal	Leadership Team member, Assists with implementation of SIP goals and district strategic plan initiatives.
Burns, Pammy	Teacher, K-12	Leadership Team member, Assists with implementation of SIP goals and district strategic plan initiatives.
Faraguna, Lori	Teacher, K-12	Leadership Team member, Assists with implementation of SIP goals and district strategic plan initiatives.
Riseley, Deana	Teacher, K-12	Leadership Team member, Assists with implementation of SIP goals and district strategic plan initiatives.
Lledo, Jamie	Teacher, K-12	Leadership Team member, Assists with implementation of SIP goals and district strategic plan initiatives.
Stern, Julie	Teacher, K-12	Leadership Team member, Assists with implementation of SIP goals and district strategic plan initiatives.
Hoffman, Nikki	Teacher, K-12	Leadership Team member, Assists with implementation of SIP goals and district strategic plan initiatives.
Janisko, Lynn	Teacher, K-12	Leadership Team member, Assists with implementation of SIP goals and district strategic plan initiatives.
Levine, Elissa	Teacher, K-12	Leadership Team member, Assists with implementation of SIP goals and district strategic plan initiatives.
Marcus, Tami	Teacher, K-12	Leadership Team member, Assists with implementation of SIP goals and district strategic plan initiatives.

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.

Principal and Assistant Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are

responsive

to student needs. Thus, administrators can positively influence their school culture with strategies that encourage collaboration. Administrators are available for staff by having an open door policy.

School Counselor: Supports a positive culture and environment through small group interactions, unique one on one interactions and classroom guidance. Classroom lessons include character education and bullying. Counselor heads the PBS initiative and ensures students feel safe welcomed, valued, included and nurtured.

Teachers: Incorporate PBS, a framework that brings together school communities to develop positive, safe,

supportive learning cultures. PBS assists schools to improve social, emotional, behavioral and academic outcomes for children to ensure all students have equitable and equal opportunity to learn in a positive environment.

Parents and community: Members are highly involved in school functions, input and also contribute ideas via SAC meetings held monthly.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Administration will monitor for effective implementation by doing the following:

1. Implementation of district modules of instruction including B.E.S.T standards for Grades K-5.
2. Implement interventions with fidelity. Daily targeted or small group math instruction and small group reading instruction.
3. Provide collaboration and common planning time within and across grade levels to ensure teachers have time to meet to plan instruction, discuss standards and review assessment data.
4. Provide targeted students with opportunities to participate in tutorial program.
5. Focus on 80% or higher passing rates for iReady lessons.
6. School Based Team meets to address academic concerns for students not on grade level.
7. Administration will monitor USA and and iReady data.
8. Weekly classroom walkthroughs will be conducted by administration.
9. PLCs meet weekly and minutes submitted through PLC hub.
10. AP will organize and monitor tutorial attendance.
11. SBT Meetings will be held and monitored by SBT leader and administration.
12. Conduct and review FAST data K-5 including data chats with teachers.

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	33%
2022-23 Economically Disadvantaged (FRL) Rate	22%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	28	24	21	14	19	19	0	0	0	125
One or more suspensions	1	0	1	0	2	1	0	0	0	5
Course failure in English Language Arts (ELA)	16	18	11	11	12	12	0	0	0	80
Course failure in Math	4	4	4	10	11	7	0	0	0	40
Level 1 on statewide ELA assessment	0	0	0	12	15	22	0	0	0	49
Level 1 on statewide Math assessment	0	0	0	11	10	15	0	0	0	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	8	0	4	0	0	0	0	12

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	10	9	4	13	17	21	0	0	0	74

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	0	0	0	0	0	0	1
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	23	16	13	11	19	24	0	0	0	106
One or more suspensions	0	0	0	1	2	2	0	0	0	5
Course failure in ELA	2	13	15	7	17	7	0	0	0	61
Course failure in Math	2	5	6	6	11	7	0	0	0	37
Level 1 on statewide ELA assessment	0	0	0	10	16	8	0	0	0	34
Level 1 on statewide Math assessment	0	0	0	9	9	18	0	0	0	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	21	26	33	35	0	0	0	119

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	2	5	6	9	18	11	0	0	0	51

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	23	16	13	11	19	24	0	0	0	106
One or more suspensions	0	0	0	1	2	2	0	0	0	5
Course failure in ELA	2	13	15	7	17	7	0	0	0	61
Course failure in Math	2	5	6	6	11	7	0	0	0	37
Level 1 on statewide ELA assessment	0	0	0	10	16	8	0	0	0	34
Level 1 on statewide Math assessment	0	0	0	9	9	18	0	0	0	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	21	26	33	35	0	0	0	119

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	2	5	6	9	18	11	0	0	0	51

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	75	53	53	81	59	56	80		
ELA Learning Gains				71			77		
ELA Lowest 25th Percentile				58			52		
Math Achievement*	79	57	59	85	53	50	80		
Math Learning Gains				68			59		
Math Lowest 25th Percentile				61			56		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	68	54	54	70	59	59	67		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	64	56	59	91			67		

* 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	72
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	361
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	73
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	585
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	44			
ELL	54			
AMI				
ASN	92			
BLK	58			
HSP	67			
MUL	79			
PAC				
WHT	76			
FRL	65			

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	52			
ELL	68			
AMI				
ASN	89			
BLK	68			
HSP	66			
MUL	84			
PAC				
WHT	72			
FRL	64			

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	75			79			68					64
SWD	46			44			33				4	
ELL	59			48			45				4	64
AMI												
ASN	87			96							2	
BLK	60			56							2	
HSP	76			70			56				5	60
MUL	82			76							2	
PAC												
WHT	75			82			72				4	
FRL	67			63			57				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	81	71	58	85	68	61	70					91
SWD	58	59	36	61	58	40	50					
ELL	59	68	55	72	82		50					91
AMI												
ASN	91	87		96	80							
BLK	67	88		60	67	73	54					
HSP	71	66	39	79	64	54	57					100
MUL	86	73		93	82							
PAC												
WHT	84	70	62	88	67	61	75					
FRL	65	58	46	72	67	55	50					100

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	80	77	52	80	59	56	67					67
SWD	60	59	38	61	55	46	41					
ELL	53	42		63	58		42					67

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
AMI												
ASN	82	69		86	54		85					
BLK	65	75		65	67		38					
HSP	77	81	69	78	59	45	61					73
MUL	100			94								
PAC												
WHT	81	76	35	81	59	60	70					
FRL	69	71	57	71	50	38	53					

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	73%	56%	17%	54%	19%
04	2023 - Spring	80%	58%	22%	58%	22%
03	2023 - Spring	73%	48%	25%	50%	23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	54%	*	54%	*
03	2023 - Spring	87%	57%	30%	59%	28%
04	2023 - Spring	82%	52%	30%	61%	21%
05	2023 - Spring	71%	56%	15%	55%	16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	67%	51%	16%	51%	16%

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.

FY 23 vs FY 22 data

76% Meeting high standards in ELA (81% in 2022)

81% Meeting high standards in Math (85% in 2022)

67% Meeting high standards in Science (70% in 2022)

By grade level:

73% Meeting high standards in gr 3 ELA (85% in 2022)

80% Meeting high standards in gr 4 ELA (75% in 2022)

73% Meeting high standards in gr 5 ELA (81% in 2022)

87% Meeting high standards in gr 3 Math (89% in 2022)

82% Meeting high standards in gr 4 Math (79% in 2022)

71% Meeting high standards in gr 5 Math (82% in 2022)

The lowest Performance was in 5th grade science. We were aware that this grade level had been low in reading for several years. This group of students was generally a lower performing grade level. Science teachers struggled to teach all content with only a 30 minute block for teaching science. Teachers also expressed their concerns that students were struggling to recall fair game questions from 3rd and 4th grade.

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

The greatest decline from FY 22 to FY 23 was in ELA and more specifically, grade 3 ELA. Scores dropped from 85% to 73% proficiency.

The FAST assessment was a new test for 3rd grade students and it was also the first year they were exposed to the benchmark curriculum.

Teachers expressed that it was a concern that there was not a district provided test prep unit or passage practice questions as we have had in prior years.

FY 23 vs FY 22 data

76% Meeting high standards in ELA (81% in 2022)

81% Meeting high standards in Math (85% in 2022)

67% Meeting high standards in Science (70% in 2022)

By grade level:

73% Meeting high standards in gr 3 ELA (85% in 2022)

80% Meeting high standards in gr 4 ELA (75% in 2022)

73% Meeting high standards in gr 5 ELA (81% in 2022)

87% Meeting high standards in gr 3 Math (89% in 2022)

82% Meeting high standards in gr 4 Math (79% in 2022)

71% Meeting high standards in gr 5 Math (82% in 2022)

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.

The greatest gap when compared with the state average was 3rd grade math. The state average was 59% and we were 87% which is a significant difference of 23%.

The teachers have focused on the standards and provide rigorous practice. Our teachers did a great job sticking to the district pacing and modifying as needed to meet the needs of our students. Additionally, teachers did an excellent job planning together at PLC's and stuck to the scope, sequence and instructional methods and/or resources. Teachers provided rigorous tasks on a daily basis and followed through teaching small group with fidelity.

FY 23 vs FY 22 data

76% Meeting high standards in ELA (81% in 2022)
81% Meeting high standards in Math (85% in 2022)
67% Meeting high standards in Science (70% in 2022)

By grade level:

73% Meeting high standards in gr 3 ELA (85% in 2022)
80% Meeting high standards in gr 4 ELA (75% in 2022)
73% Meeting high standards in gr 5 ELA (81% in 2022)
87% Meeting high standards in gr 3 Math (89% in 2022)
82% Meeting high standards in gr 4 Math (79% in 2022)
71% Meeting high standards in gr 5 Math (82% in 2022)

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

The subject area that showed the most improvement was 4th grade math. Scores jumped 5% from 75 to 80%. This was one of our WIG's and school improvement goals from last year. We focused on this subject extensively.

Students were exposed to practice constantly, assessments matched instruction better, and our tutorial program and small group instruction was done with fidelity.

FY 23 vs FY 22 data

76% Meeting high standards in ELA (81% in 2022)
81% Meeting high standards in Math (85% in 2022)
67% Meeting high standards in Science (70% in 2022)

By grade level:

73% Meeting high standards in gr 3 ELA (85% in 2022)
80% Meeting high standards in gr 4 ELA (75% in 2022)
73% Meeting high standards in gr 5 ELA (81% in 2022)
87% Meeting high standards in gr 3 Math (89% in 2022)
82% Meeting high standards in gr 4 Math (79% in 2022)
71% Meeting high standards in gr 5 Math (82% in 2022)

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

Two areas of concern are that we had a significant amount of students with 10% or more absences. We do not have a transient population so these are due to illness and/or vacation days for students. Additionally, we had a larger than normal amount of level 1 students in ELA. This number was elevated compared to other years. Possibly the cause of this could be the different structure and format of the test that was given. It was the first year of the new standards and Benchmark curriculum for teachers and students.

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

Our top priority is 3rd grade reading. It is, and has always been, a district priority considering it is a mandatory retention year. It has been one of our school improvement goals for several years and this year it is also going to be a standalone score for school grades.

Our second priority is 5th grade science. Our science scores have come down a few points each year for the past several years ending with 67% proficiency in 2023.

Our 5th grade ELA and Math scores could be considered as priority numbers 3 and 4. However, the class that just exited the school had traditionally been a lower performing grade level. This is likely the reason for the drop in both ELA and Math in 5th grade.

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

If teachers deliver effective and relevant instruction to meet the needs of all students, then we will increase the percentage of students reading on grade level by grade 3.

Rationale- Theme 1 of the district strategic theme (Academic Excellence and Growth-1.

Ensure all students engage in teaching and learning that results in academic excellence).

Measurable Outcome:

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

By May 2024, the percentage of students reading on grade level by third grade will increase by at least 7%

to 80% or higher.

Monitoring:

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

Administration will monitor FAST, Benchmark USAs, and iReady data.

Weekly classroom walkthroughs will be conducted by administration.

PLCs meet weekly and minutes submitted through PLC hub.

AP will organize and monitor tutorial attendance.

SBT Meetings will be held and monitored by SBT leader and administration.

Person responsible for monitoring outcome:

Karen Riddle (karen.riddle@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. Implementation of Benchmark for instruction including B.E.S.T standards for Grades K-5.
2. Implement reading interventions with fidelity. Daily targeted or small group reading instruction.
3. Provide collaboration and common planning time within and across grade levels to ensure teachers have time to meet and unpack standards and benchmarks.
4. Provide targeted students with opportunities to participate in tutorial program.
5. Focus on 80% or higher passing rates for iReady lessons.
6. School Based Team meets to address academic concerns for students not on grade level.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Implementation of district scope and sequence for instruction including B.E.S.T standards for Grades K-5. Benchmark offers a research based consistent framework for teachers to teach from.
2. Implement reading interventions with fidelity. Daily targeted or small group reading instruction.
3. Provide collaboration and common planning time within and across grade levels to ensure teachers have time to meet and unpack standards and benchmarks. Teachers will disaggregate data and plan for consistency to ensure rigorous standards based instruction.
4. Provide targeted students with opportunities to participate in tutorial program. Tutorial will provide additional lessons, practice and small group instruction for struggling students.
5. Focus on 80% or higher passing rates for iReady lessons. Adaptive technology will benefit students especially when passing rates are a priority.
6. School Based Team meets to address academic concerns for students not on grade level. SBT meeting will identify and target struggling students.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Administration and teachers review unit assessment and iReady data. Regular classroom walkthroughs conducted by administration to monitor implementation of district provided curriculum. (Monitored by Karen Riddle and Justin Gamelin)
A. Data will be pulled regularly and inputted into the monitoring matrix.

Person Responsible: Karen Riddle (karen.riddle@palmbeachschools.org)

By When: Ongoing

2. Regular walkthroughs during reading and intervention blocks. (Monitored by Karen Riddle and Justin Gamelin)

Person Responsible: Karen Riddle (karen.riddle@palmbeachschools.org)

By When: Ongoing

3. Common planning time will be made available on a weekly basis. Administration and teachers will review unit assessments and iReady data. (Monitored by Karen Riddle and Justin Gamelin)
A. Data will be pulled regularly and inputted into the monitoring matrix.

Person Responsible: Karen Riddle (karen.riddle@palmbeachschools.org)

By When: Ongoing

4. Administration will monitor attendance in the tutorial program. (Monitored by Justin Gamelin)
A. Low 25% of students in grades 3-5 will be targeted with approximately 5-10 teachers teaching biweekly for 3 months.
B. The most struggling readers in the primary grades will be provided with after school tutorial

Person Responsible: Justin Gamelin (justin.gamelin@palmbeachschools.org)

By When: February, 2024

5. Administration reviews iReady data and share with teachers ongoing throughout the year. (Monitored by Karen Riddle and Justin Gamelin)

Person Responsible: Karen Riddle (karen.riddle@palmbeachschools.org)

By When: Ongoing

6. SBT meetings will be held regularly. (Monitored by Karen Riddle and Justin Gamelin)

Person Responsible: Karen Riddle (karen.riddle@palmbeachschools.org)

By When: Ongoing

#2. Instructional Practice specifically relating to Science

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 teachers deliver effective and relevant instruction to meet the needs of all students, then we will increase the percentage of 5th grade students earning a proficient score in Science.
Rationale- Theme 1 of the district strategic theme (Academic Excellence and Growth-1. Ensure all students engage in teaching and learning that results in academic excellence).

Measurable Outcome:

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

By May 2024, the percentage of 5th grade students proficient in science will increase by at least 13%, hitting a target of at least 80%.

Monitoring:

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

Administration will monitor USA data. Weekly classroom walkthroughs will be conducted by administration. PLCs meet weekly and minutes submitted through PLC hub. AP will organize and monitor tutorial attendance. SBT Meetings will be held and monitored by SBT leader and administration.

Person responsible for monitoring outcome:

[no one identified]

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. Implementation of district scope and sequence.
2. Implement interventions with fidelity. Daily targeted or small group instruction.
3. Provide collaboration and common planning time within and across grade levels to ensure teachers have time to meet and unpack standards and benchmarks.
4. Provide targeted students with opportunities to participate in tutorial program.
5. School Based Team meets to address academic concerns for students not on grade level.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Implementation of district scope and sequence.
2. Implement interventions with fidelity. Daily targeted or small group instruction.
3. Provide collaboration and common planning time within and across grade levels to ensure teachers have time to meet and unpack standards and benchmarks. Teachers will disaggregate data and plan for consistency to ensure rigorous standards based instruction.
4. Provide targeted students with opportunities to participate in tutorial program. Tutorial will provide additional lessons, practice and small group instruction for struggling students.
5. School Based Team meets to address academic concerns for students not on grade level. SBT meeting will identify and target struggling students.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Administration and teachers review FSQ and/or unit assessments. Regular classroom walkthroughs conducted by administration to monitor implementation of district provided curriculum. (Monitored by Karen Riddle and Justin Gamelin)

A. Data will be pulled regularly and entered into the monitoring matrix.

Person Responsible: Karen Riddle (karen.riddle@palmbeachschools.org)

By When: Ongoing

2. Regular walkthroughs. (Monitored by Karen Riddle and Justin Gamelin)

Person Responsible: Karen Riddle (karen.riddle@palmbeachschools.org)

By When: Ongoing

3. Common planning time will be made available on a weekly basis. Administration and teachers will review FAST, FSQ, and unit assessments. (Monitored by Karen Riddle and Justin Gamelin)

A. Data will be pulled regularly and entered into the monitoring matrix.

Person Responsible: Karen Riddle (karen.riddle@palmbeachschools.org)

By When: Ongoing

4. Administration will monitor attendance in the tutorial program. (Monitored by Justin Gamelin)

A. Low 25% of students in grades 5 (science) will be targeted with approximately 5-10 teachers teaching biweekly for 3 months.

Person Responsible: Justin Gamelin (justin.gamelin@palmbeachschools.org)

By When: February 2024

5. SBT meetings will be held regularly. (Monitored by Karen Riddle and Justin Gamelin)

Person Responsible: Karen Riddle (karen.riddle@palmbeachschools.org)

By When: Ongoing

#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.

In alignment to the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

Discipline Data comparison FY 22 and FY 23:

Physical aggression decreased from 12 to 10.

Disobedience/insubordination decreased from 5 to 1.

Disruptive (unruly) behavior increased from 0 to 6.

Disrespectful language increased from 2 to 3.

Menacing statements, non criminal increased from 0 to 2.

Profanity/obscene language increased from 0 to 2.

Bus disruption decreased from 1 to 0.

Cell phone violation from 1 to 0.

Prohibited items Non-criminal 0 to 1.

Bus rules violation increased 0 to 1.

Threat non criminal increased from 0 to 1.

Overall behavior incidents increased from 21 to 27.

Measurable Outcome:

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

Student Outcome: Reducing the amount of discipline referrals by 5% by December 2023 and by another 5% by the end of the year.

Teacher Outcome:

By December 2023, 80% of our teachers will positively reinforce student behaviors.

By February 2024, 100% of our teachers will positively reinforce student behaviors.

Maintain ratings above 90% on the SEQ.

Previous year data-98.5% positive staff ratings, 93.7% positive parent ratings, and 91.3% positive student ratings

Monitoring:

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

Classroom observations.

Scheduled pulling of Suspension data. (Monthly by Mr. Gamelin)

Positive Behavior Support meetings and minutes.

Person responsible for monitoring outcome:

Karen Riddle (karen.riddle@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. Grade level Discipline Plans submitted to administration.
2. Faculty handbook with universal expectations
3. Schoolwide Discipline Plan
4. CHAMPS
5. SWPBS

6. Parent Involvement

7. Required Instruction Florida State Statute 1003.42 and Policy 2.09

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1-2. A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be.

3. Attendance/Tardy Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It is difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.

4. CHAMPS: is a classroom management program that aims to improve student behavior plus strengthen learner engagement through a strategic system of clearly defined expectations

5. SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order which increases instructional time.

6. Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school.

7. Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Stakeholders play a key role in school performance and addressing equity.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

#1-2. Collect grade level classroom management plans. Share faculty handbook and ensure teachers are in compliance with management and discipline expectations.

Person Responsible: Karen Riddle (karen.riddle@palmbeachschools.org)

By When: First week of school.

#3. Students are expected to be on campus on time. Principal communications to parents, morning announcements, parents get absence notifications and Guidance Counselor follows up with truancy issues.

Person Responsible: Karen Riddle (karen.riddle@palmbeachschools.org)

By When: Ongoing

#4. CHAMPS/SWPBS-Provide teachers with professional development to understand CHAMPS/SWPBS. Ensure all expectations are clearly explained and understood. Develop a buddy/peer support system of experienced and new teachers to ensure proper mentoring and coaching.

Ensure the school has postings of the SWPBS expectations in all common areas and in classrooms. Monitor executions and implementation with fidelity.

Person Responsible: Karen Riddle (karen.riddle@palmbeachschools.org)

By When: First week of school. Ongoing.

#5. SWPBS meets monthly. School wide expectations are posted.

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.

Person Responsible: Tami Marcus (tami.marcus@palmbeachschools.org)

By When: Ongoing

#6-Hold multiple community events throughout the school year for students, parents and staff.

Person Responsible: Karen Riddle (karen.riddle@palmbeachschools.org)

By When: Monthly

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

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

Our school highlights multicultural diversity within the curriculum and the arts.

Florida State Statutes 1003.42 dictates that members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following

Person Responsible: Karen Riddle (karen.riddle@palmbeachschools.org)

By When: Ongoing