Northboro Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Northboro Elementary School

400 40TH ST, West Palm Beach, FL 33407

https://nbes.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 Northboro Elementary is to create a learning environment where students value and recognize the purpose of the school and understand how to apply a diverse set of strategies and tools to reach their highest potential in attaining their academic and social goals.

Provide the school's vision statement.

The vision of Northboro Elementary is to empower students to appreciate and recognize the importance of diversity. Our academic goal is to ensure that students understand how Math, Reading, Writing, Science and Social Studies classroom concepts are used in the real world. It is also essential that we empower students to use various strategies and opportunities for growth and learning, and most importantly, teach them how to take active steps in attaining their academic and social goals.

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
Kinlaw, Chanda	Principal	Responsible for managing and supervising all aspects of the educational program. The decision maker in regards to professional learning community coordination, hiring new teachers and school improvement activities. The instructional leader in charge of executing and monitoring personnel, resources, and strategies to ensure all students have equitable access to standards based instruction.
Decker, Mary Beth	Assistant Principal	Assists in managing and supervising the educational program. She also assists in creating the master schedule, teacher evaluation using the Palm Beach Model of Instruction, professional development, participates in professional learning communities, hiring new teachers, and engaging in school improvement activities and ensuring all students have equitable access to standards based instruction.
Bower, Lourdes	School Counselor	School Based Team Leader and ESOL guidance counselor that oversees MTSS/RTI process and collaborates with teachers and administration to appropriately intervene on areas of needs and concerns. Additionally, she collaborates with the mental health team to plan and coordinate SEL lessons and assist in making referrals for services for students, as needed.
Greene-Whitaker, Tiffany	Math Coach	Supports teachers in data analysis, collaboration, research of best practice strategies, action planning to meet the diverse needs of all students, provides professional development with math content, and assists with facilitation of professional learning community (PLC) meetings.
Hart, Saneca	Instructional Coach	Supports teachers in data analysis, collaboration, research of best practice strategies, action planning to meet the diverse needs of all students, provides professional development with literacy content, and assists with

Name	Position Title	Job Duties and Responsibilities
		facilitation of professional learning community (PLC) meetings.
Smith, Keyana	Instructional Coach	Supports teachers in data analysis, collaboration, research of best practice strategies, action planning to meet the diverse needs of all students, provides professional development with literacy content, and assists with facilitation of professional learning community (PLC) meetings.

Stakeholder Involvement and SIP Development

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

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

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.

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

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

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

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

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

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

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year.
Student assessments include the new Progress Monitoring which occurs 3 times per year.

In K- Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing.

Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data. Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per grade level. Grade level teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

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

We strategically plan for a variety of monitoring techniques:
Review of Lesson Plans, Data Analysis, Classroom walks, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, Formative/Summative Assessments and Technology.

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement is at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction.

Our team works towards the following student achievement goals:
Strategic visioning and planning
Problem identification and root cause analysis
Developing action steps towards improvement
Creating and maintaining a culture of collaboration towards shared decision-making
Supporting professional learning and improvement

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	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
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) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: B
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	18	21	12	10	8	10	0	0	0	79
One or more suspensions	2	1	4	3	2	1	0	0	0	13
Course failure in English Language Arts (ELA)	25	63	44	38	50	31	0	0	0	251
Course failure in Math	17	54	33	19	20	32	0	0	0	175
Level 1 on statewide ELA assessment	0	0	0	33	33	25	0	0	0	91
Level 1 on statewide Math assessment	0	0	0	28	23	19	0	0	0	70
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	18	52	30	38	37	32	0	0	0	207

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	11	0	0	0	0	0	12
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	27	17	16	15	14	0	0	0	89
One or more suspensions	0	2	0	1	1	2	0	0	0	6
Course failure in ELA	0	23	55	37	35	16	0	0	0	166
Course failure in Math	0	16	34	23	23	16	0	0	0	112
Level 1 on statewide ELA assessment	0	0	0	1	29	28	0	0	0	58
Level 1 on statewide Math assessment	0	0	0	0	0	26	0	0	0	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	45	49	45	48	41	30	0	0	0	258

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	20	34	23	30	24	0	0	0	131

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	1	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) 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	27	17	16	15	14	0	0	0	89
One or more suspensions	0	2	0	1	1	2	0	0	0	6
Course failure in ELA	0	23	55	37	35	16	0	0	0	166
Course failure in Math	0	16	34	23	23	16	0	0	0	112
Level 1 on statewide ELA assessment	0	0	0	1	29	28	0	0	0	58
Level 1 on statewide Math assessment	0	0	0	0	0	26	0	0	0	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	45	49	45	48	41	30	0	0	0	258

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	20	34	23	30	24	0	0	0	131

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	1	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*	43	53	53	51	59	56	52		
ELA Learning Gains				63			49		
ELA Lowest 25th Percentile				41			32		
Math Achievement*	57	57	59	61	53	50	54		
Math Learning Gains				70			34		
Math Lowest 25th Percentile				58			9		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	49	54	54	58	59	59	44		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	55	56	59	62			48		

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	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	247
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	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	464
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	22	Yes	1	1
ELL	35	Yes	1	
AMI				
ASN				
BLK	64			
HSP	39	Yes	1	
MUL				
PAC				
WHT				
FRL	46			

	2021-22 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	51			
AMI				
ASN				
BLK	64			
HSP	53			
MUL				
PAC				
WHT				
FRL	56			

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	43			57			49					55
SWD	10			24			11				5	56
ELL	23			43			28				5	55
AMI												
ASN												
BLK	61			67			71				4	
HSP	29			47			32				5	55
MUL												
PAC												
WHT												
FRL	39			52			43				5	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	51	63	41	61	70	58	58					62
SWD	24	44	28	31	68	59	40					38
ELL	38	50	42	52	68	50	45					62
AMI												
ASN												
BLK	57	70	36	65	79	79	62					
HSP	43	55	43	55	66	48	51					63
MUL												
PAC												
WHT												
FRL	48	60	41	58	69	57	51					62

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	52	49	32	54	34	9	44					48
SWD	25	27	27	30	7	0	8					58
ELL	33	37	25	40	24	11	21					48

					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												
BLK	67	63		64	40		65					
HSP	39	41	29	45	30	10	30					48
MUL	100			82								
PAC												
WHT												
FRL	47	46	32	50	31	9	38					48

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	51%	56%	-5%	54%	-3%
04	2023 - Spring	47%	58%	-11%	58%	-11%
03	2023 - Spring	41%	48%	-7%	50%	-9%

				MATH		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	56%	57%	-1%	59%	-3%
04	2023 - Spring	46%	52%	-6%	61%	-15%
05	2023 - Spring	69%	56%	13%	55%	14%

				SCIENCE		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	51%	-2%	51%	-2%

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.

The data component that showed the lowest performance is 3rd and 4th grade ELA. In looking at the trend from the last two years, the data shows that we have either stayed stagnant of made less than 4% gains. I believe the contributing factor to the low performance is due to the learning loss during the pandemic. Our 3rd graders last year started elementary school virtually and our 4th graders started 1st grade virtually. While we have provided students with interventions to close the achievement gaps students still have deficits.

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

The data component that showed the greatest decline was Science and 5th grade Math. We decreased in both proficiency by 10%. One of the 5th grade Math/Science teachers passed away unexpectedly a month prior to the State Assessment which was devastating to our students and staff mentally and emotionally.

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 data component that had the greatest gap was 4th grade ELA. We had 47% of our students that were proficient and the state average was around 58%. I believe this was due to the achievement gaps due to the pandemic.

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

The data component that showed the most improvement was 4th grade Math. We increased our proficiency from a 44% to a 46%. We focused on consistently reviewing the foundational skills in math.

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

In reflecting on the EWS data, the number one area of concern for Northboro is the number of students that were retained in 3rd grade last year.

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

1. Ensuring that our retainees make learning gains.
2. Increase 3rd and 4th grade ELA proficiency to 50% or above.
3. Increase 4th grade Math proficiency to 50% or above
4. Increase Science proficiency by 12%

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:
(g) History of the Holocaust
(h) History of Africans and African Americans

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

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

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

#1. Positive Culture and Environment specifically relating to 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.

One of our areas of focus this school year is to enhance our positive culture and environment. We have received recognition from the state for the past 3 years as being a Model School as it relates to PBIS. However, we wanted to enhance our PBIS by implementing the House System.

This system was created by the Ron Clark Academy (RCA), and it has a proven track record of creating a positive school climate and culture that is embraced by students, staff, and families. We want our students to look forward to coming to school each day, and schools around the world that have implemented the program have reported many positive outcomes, such as a decrease in discipline referrals, more positive relationships among peers and staff, better school attendance, and improvements in academic performance. This is because the system encourages students to take ownership of their learning and behavior while working together to achieve common goals.

A key element of the House System is the way that it increases students' motivation to succeed in school by fostering a sense of belonging among all students, staff, and parents often report feeling more connected to the school community as well. To achieve this, each student will be a part of one of 4 houses and will have the opportunity to participate in house-specific events and activities throughout the year. Parents will have some opportunities to participate as well. By being a part of a house, every child has a smaller group within the larger school community. Additionally, students will have the opportunity to take on leadership roles within their houses, such as serving as heads of house, heads of committees, or organizers of house events.

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

By implementing the House System our school plans to build a more cohesive community amongst our staff, students, and parents. Which in turn will help to motivate students to want to excel academically and help us to secure the buy-in from parents to partner with us to implement academic strategies at home to assist students academically in order to increase student achievement. Students will receive House points for academic achievements which will result in a House celebration.

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

We will monitor our area of focus by facilitating student surveys and their feedback during our House monthly meetings. We will also monitor formative assessment data.

Person responsible for monitoring outcome:

Chanda Kinlaw (chanda.kinlaw@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.)

Each House has a staff Team Leader that will help to mentor student house leaders to be the facilitators of the student House meetings, students will discuss the data and other areas that need improvement in the meeting with students to get student buy-in for improvement.

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

Students have a tendency of of buying in when their voices can be heard and they are included in the decision making.

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.

Each House will meet on a monthly basis. Student House leaders will facilitate the meetings with the support of staff House Leaders. Students will receive a summary of how many points their House has acquired. Students that help to contribute to points for their House will be acknowledged. Goals for each of the Houses will also be discussed along with areas that are in need of improvement.

Person Responsible: Mary Beth Decker (marybeth.decker@palmbeachschools.org)

By When: Monthly starting in September until the end of the school year.

#2. 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.

Increasing proficiency in 3rd and 4th Grade ELA is our number one priority. The ELA school-wide proficiency in grades 3-5 decreased 4 percentage points from a 51% to a 47%. Our 3rd grade proficiency decreased from 43% to 41% and our 4th grade proficiency decreased from 50% to 47%. In reviewing the trends over the past two years the data shows that we have been stagnant or we have decreased in proficiency. Efforts are in place to strengthen student reading skills in grade 3-4 by ensuring they are proficient in Phonemic Awareness and Phonics at their grade level so that the achievement gap in reading is closed. We will also target our ELL and SWD and provide them with targeted instruction based on formative assessment data. All students will be provided with small group instruction with an additional teacher (academic tutors, ESOL and ESE teachers). The goal is to close the achievement gap and ensure that our students make learning gains. Extended learning opportunities will be provided for students performing below grade level.

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

Our goal is to increase 3rd and 4th grade ELA proficiency to 50% or higher as well as make sure that students make at least a year's worth of growth.

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

Weekly walkthroughs by administration will be conducted to monitor instruction to ensure tat teachers are providing students with effective standards based instruction. Administration will engaged in monthly data chats with teachers to review student data and to action plan on next steps.

Person responsible for monitoring outcome:

Chanda Kinlaw (chanda.kinlaw@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Incorporate small group instruction that is differentiated with a variety of tasks, processes, and product.
2. Extended learning opportunities through tutorial after school.
3. ELA teacher will receive PD to improve their capacity.
4. PLCs/PD will ensure teachers collaboratively plan to focus on best practices. PD will support the development of teacher expertise and instructional strategy success and focus.

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

1. Incorporate small group instruction utilizing formative assessments data to meet student's need for standard based practice and to identify areas of weakness for targeted remediation.
2. Students who participate in tutorial have demonstrated an increase in student achievement based on the most recent data from assessments.
3. Core Action PD will assist teachers in strengthening their instructional practice.

4. PLCs and PD will allow teachers and administration to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. Incorporate Small Group Instruction-Teachers will facilitate small group differentiated instruction based on student's needs.
2. Tutorials-Student data will be analyzed to determine tutorial groups
3. Teachers will attend PD and District Cadre Meetings to build their capacity.
4. PLCs-During PLCs teachers will collaboratively plan instruction and coaches and administration will monitor best practices.

Person Responsible: Chanda Kinlaw (chanda.kinlaw@palmbeachschools.org)

By When: Continuously throughout the school year.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

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

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

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

Our focus will be on providing our students with standards-based instruction to increase the overall K-2 proficiency school-wide in ELA, then we will increase proficiency in 3rd grade and ensure we are alignment with the District's Strategic Plan, Theme A: Academic Excellence and Growth. We will focus on improving student's Phonemic Awareness and Phonics knowledge in order to help them to build their capacity to read. Students will be provided with the necessary intervention in order to remediate their deficiencies so they are prepared for 3rd grade rigor of the standard.

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

Our focus is to build the capacity of students in 3rd-5th grade in Phonemic Awareness and Phonics for 6 weeks. We will monitor after 3 weeks to see if they are performing at their grade level after 3 weeks. As a result it will help students to be able to read the text. We will then work on vocabulary, and comprehension. During small group instruction students in grades 3rd-5th will have additional support (academic tutor, ESOL teacher, ESE teacher) to provide them with differentiated instruction on the standard to help to remediate their deficiencies.

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

2023 Outcomes of Students below 40%
K-36%
1st-44%
2nd-42%

2024 Goal of Students scoring below 40%
K-30%
1st-38%
2nd-34%

Grades 3-5 Measurable Outcomes

2023 Outcomes of Students Scoring below Level 3
3rd-59%
4th-53%
5th-49%

2024 Outcomes of Students Scoring below Level 3
3rd-49%
4th-47%
5th-42%

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 through analyzing student's data and through weekly walkthroughs in classrooms by administration. Administration will also review lesson plans, have data chats with teachers and students. Teachers will have an opportunity to review student's formative assessment data and student work in PLCs.

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

Kinlaw, Chanda, chanda.kinlaw@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 support staff will provide strategic differentiated instructional support for students.
2. Professional Development: Teachers and support staff will attend ongoing scheduled PD sessions to engaged in deep focused, collaborative planning to improve instructional practices.
3. PLC Attendance: Teachers will have an opportunity to collaborate and focus on best practices, analyze data, and action plan.

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 based on student needs to help them remediate their deficiencies.
2. Teachers will receive ongoing PD to help them plan. organize, and implement consistent differentiated instruction for all students.
3. PLCs allows teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

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
Literacy Leadership-Develop a plan to monitor the implementation and ensure compliance with the ELA plan. Weekly Walkthroughs will be conducted to monitor instruction and interventions. Action plans will be created based on data.	Kinlaw, Chanda, chanda.kinlaw@palmbeachschools.org
Assessment-Incorporate small group instruction that is standard based and differentiated. Teachers will analyze student's data to determine strengths and weaknesses. Teachers will create lesson plans utilizing a variety of resources and teaching methodologies to support learners.	Decker, Mary Beth, marybeth.decker@palmbeachschools.org
Professional Development-School leaders will share and plan with staff in PLCs. Principal will monitor the implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure the plan is being implemented. Instructional Superintendent will monitor the implementation.	Kinlaw, Chanda, chanda.kinlaw@palmbeachschools.org
Literacy Coaching-Coaches will provide ongoing modeling and in class support. Ongoing observations by administration with feedback to teachers. Administration will create ongoing PD for teachers to attend.	Kinlaw, Chanda, chanda.kinlaw@palmbeachschools.org

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 SIP will be presented and discussed in our School Advisory Council Meeting, and a PDF copy will be linked to our website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Parent will be invited to attend SAC meeting, Literacy, Math and Science Nights where they can receive information on strategies to assist their student at home. In addition, Weekly Newsletters are sent to parents on Sundays to keep them informed about academics and events at school.

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))

By having data chats with students, teachers collaborating with one another on best practices, offering students extended learning opportunities, building teacher capacity through PLCs and PDs.

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))

NA