U. B. Kinsey/Palmview Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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U. B. Kinsey/Palmview Elementary

800 11TH ST, West Palm Beach, FL 33401

https://ubke.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.

UB Kinsey/Palmview Elementary school of the Arts, we inspire, embrace, and educate our students in an environment that is equitable for all students academically and artistically.

Provide the school's vision statement.

UB Kinsey/Palmview School of the Arts we envision a collaborative school culture that prepares all students regardless of their backgrounds to reach their highest potential by fostering each student's needs academically, socially and emotionally. UB Kinsey/Palmview Elementary School of the Arts will continue to strengthen students' arts and academics with the support from the teachers, staff, parents, and community.

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
Bembry, Alexander	Principal	The Principal is the instructional leader who is responsible for planning and developing a school climate that supports the learning and teaching environment of teachers and students. The Principal develops and maintains partnerships with parents, community members, and business partners by hosting school-wide events ie; parent-teacher conference night, PFEP meetings, SAC, PTO. The Principal participates and supports teachers in PLCs, faculty meetings, and professional development to make instructional and academic decisions that lead to academic success for all.
Vandergast, Jamie	Assistant Principal	The Assistant Principal is the instructional leader who is responsible for planning and developing a school climate that supports the learning and teaching environment of teachers and students. She provides instructional materials to all teachers. The Assistant Principal serves as the Title One Liaison. The Assistant Principal develops and maintains partnerships with parents, community members, and business partners by hosting school-wide events ie; parent-teacher conference night, PFEP meetings, SAC, PTO. The Assistant Principal participates and supports teachers in PLCs, faculty meetings, and professional development to make instructional and academic decisions that lead to academic success for all.
Jones, Michael	Magnet Coordinator	The job duties and responsibilities of the choice coordinator is to organize parent involvement events. The choice coordinator collaborates with community partners to organize events on and off-campus. He collaborates with teachers by bringing an awareness of the multi-cultural needs of art students to assist in the school decision-making process. He promotes the school at school fairs and outside community events. The choice coordinator serves as team leader and Palm Beach Focus Model Liaison to assist teachers in implementing art integrated lessons to increase achievement.
Starling, Krystal	Teacher, ESE	The ESE Contact's responsibility is to provide behavioral, and academic support. The ESE contact is part of the school-based team and helps determine appropriate behavioral/academic interventions. The ESE contact also provides guidance to the staff and recommends counseling services to engage and support parents of struggling students. Serving as an ESE contact and SBT member and she collaborates with teachers and parents in the decision-making process to help support students in need of accommodations.
Boursiquot, Kerline	Other	The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school–wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in

Name	Position Title	Job Duties and Responsibilities
		tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.

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 Behavioral Health Professional (SBHP) supports the behavioral and mental health of students.
The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local
referendum dollars. We incentivize Positive Behavior Support through trimester award ceremonies and student celebrations.

We support families with parent and family engagement training facilitated by our teachers and school counselors. Additional resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness. Our parent liaison and school counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.

A District Migrant Liaison coordinates with our ESOL Coordinator and ESOL School Counselor to provide
school and community support services for the families of our migrant students. 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.

The school nurse provides support and nutrition information for those students who have food allergies or
have been diagnosed with diabetes.

Through Parent Training 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.

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

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))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:
• Strategic visioning and planning
• Problem identification and root cause analysis
• Developing action steps towards improvement
• Creating and maintaining a culture of collaboration towards shared decision-making
• Supporting professional learning and improvement

UBKinsey/Palmview Elementary School implements multiple measures of analyzing school-wide data that drives
the RTI process. Student assessments include but are not limited to FLKRS, Diagnostics, Florida Standards Assessments, and iReady 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.

Monitoring of attendance, including late drop-offs and early pick-ups by our teachers and the SBT is key to
building a positive culture. To address the issue, the school-based team currently meets to discuss truancy
with students and families. When appropriate, attendance contracts are signed and/or a home visit is made.
On a daily basis, One Voice is used to call the homes of students that are absent. In addition, the school will
be using letters to reach out to families to inform them of their student(s)' total absences and the instruction
that they missed as a result of the absence(s).

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	ATSI
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: C 2019-20: B 2018-19: B 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	0	32	27	27	19	28	0	0	0	133
One or more suspensions	5	5	7	3	14	4	0	0	0	38
Course failure in English Language Arts (ELA)	0	11	24	32	31	14	0	0	0	112
Course failure in Math	0	9	20	34	24	32	0	0	0	119
Level 1 on statewide ELA assessment	0	0	0	6	25	32	0	0	0	63
Level 1 on statewide Math assessment	0	0	0	3	13	28	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	15	23	3	13	28	0	0	0	95

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	10	22	33	33	38	0	0	0	136

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	2	0	7	6	9	0	0	0	24
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	21	26	25	35	31	24	0	0	0	162
One or more suspensions	3	5	2	5	6	12	0	0	0	33
Course failure in ELA	10	18	27	37	11	37	0	0	0	140
Course failure in Math	9	11	19	33	17	12	0	0	0	101
Level 1 on statewide ELA assessment	0	0	0	31	24	30	0	0	0	85
Level 1 on statewide Math assessment	0	0	0	39	22	41	0	0	0	102
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	21	52	41	32	0	0	0	157

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	10	13	20	51	28	41	0	0	0	163

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	5	0	0	0	0	0	5
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	21	26	25	35	31	24	0	0	0	162
One or more suspensions	3	5	2	5	6	12	0	0	0	33
Course failure in ELA	10	18	27	37	11	37	0	0	0	140
Course failure in Math	9	11	19	33	17	12	0	0	0	101
Level 1 on statewide ELA assessment	0	0	0	31	24	30	0	0	0	85
Level 1 on statewide Math assessment	0	0	0	39	22	41	0	0	0	102
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	21	52	41	32	0	0	0	157

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	10	13	20	51	28	41	0	0	0	163

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	5	0	0	0	0	0	5
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	39	59	56	50		
ELA Learning Gains				49			55		
ELA Lowest 25th Percentile				35			38		
Math Achievement*	49	57	59	43	53	50	36		
Math Learning Gains				59			17		
Math Lowest 25th Percentile				59			19		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	36	54	54	11	59	59	18		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	32	56	59	71			60		

* 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)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	203
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	366
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

	2022-23 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	30	Yes	2	2
ELL	38	Yes	1	
AMI				
ASN				
BLK	43			
HSP	32	Yes	1	
MUL				
PAC				
WHT				
FRL	37	Yes	1	

	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	27	Yes	1	1
ELL	55			
AMI				
ASN				
BLK	42			
HSP	48			
MUL				
PAC				
WHT				
FRL	45			

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			49			36					32
SWD	36			36			8				4	
ELL	44			38							3	32
AMI												
ASN												
BLK	43			52			35				4	
HSP	44			33							3	20
MUL												
PAC												
WHT												
FRL	40			48			36				5	29

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	39	49	35	43	59	59	11					71
SWD	27	31		29	35		14					
ELL	42	67		37	57							71
AMI												
ASN												
BLK	38	47	35	44	59	60	9					
HSP	33	60		33	45							71
MUL												
PAC												
WHT												
FRL	37	47	35	42	58	59	10					71

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	50	55	38	36	17	19	18					60
SWD	48	61		28	16		7					
ELL	67			38								60

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	46	55	38	34	16	20	13					
HSP	83			46								60
MUL												
PAC												
WHT	70			70								
FRL	48	54	36	34	17	19	15					58

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	49%	56%	-7%	54%	-5%
04	2023 - Spring	49%	58%	-9%	58%	-9%
03	2023 - Spring	40%	48%	-8%	50%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	53%	57%	-4%	59%	-6%
04	2023 - Spring	52%	52%	0%	61%	-9%
05	2023 - Spring	56%	56%	0%	55%	1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	51%	-13%	51%	-13%

III. Planning for Improvement

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

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

When looking at FY19 data the achievement levels of all our tested grade levels in the content areas including our ESSA identified subgroups:
ELA 52%
SWD 46%
Math 72%
SWD 59%
Science 43%
SWD N/A

Our goal is to reach or surpass our FY19 data.

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:
ELA PM1 Pm2 PM3
3rd Grade 51% 43% 40%
4th Grade 34% 39% 50%
5th Grade 50% 45% 49%
SWDs 23% 23% 42%

Math
3rd Grade 38% 44% 53%
4th Grade 24% 46% 52%
5th Grade 52% 50% 56%
SWDs 15% 27% 43%

Science FY22 FY23
5th Grade 11% 36%

Our lowest performance was third grade, dropping 10 percentage points from PM1-PM3. The contributing factors to this decrease was due to lack of support staff being able to provide consistent intervention or secondary standards due to class coverage. This caused the students to not be able to receive either daily small group or interventions. Teachers lacked PLC planning time due to afterschool tutorials or other obligations. This caused teachers to not be as familiar to the standards as necessary and this assessment was new to all of the teachers.

We also noticed that the fifth grade ELA declined which leads us to believe that our lack of push in support and PLC support effected their performance as well.

We feel the decline in our SWDs is a trend and we need to focus additional support for our SWDs. We also need to ensure we continue to support our EESE with strategic interventions. We need to implement a stronger coaching and mentoring program to help develop and support new teachers to the professions. Our goal is to work closely with the ESE at the district to further ensure our teachers are receiving all the support they need to ensure student growth and achievement.

Lastly, we will ensure Professional Learning Communities are rescheduled to fir the availability of all third through fifth grade teachers to increase overall attendance. PLC's will be focused and aligned on the review of data and best practices. We will foster collaboration and data-focused conversations to monitor student progress. By focusing on standards-based instruction in PLC we can ensure that all students receive rigorous instruction

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

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

One decline we noticed is across Math in our 5th grade group. In FY23, window 3 we show:
Overall math proficiency 55.8 which is 5% decrease from the FY22 school year. The contributing factors to the decline was participation in after-school tutorials, student and teacher absences hands-on learning, and small group instruction. Intervention groups were interrupted due to substitute issues, and teacher capacity in the use and knowledge of technology all impacted student achievement.

One area of concern that we found in comparison to the previous years showed a decline within our ELL subgroup by -7% in ELA and a -8% decline math. The contributing factors were that while we were focused on our ELL and SWD students we needed to address their specific needs sooner than we did. Instead of waiting until the end of fall to begin closing gaps we needed to start right after returning to school. In addition, we needed to find a different way to allow for quality, standards-enriched accountable talk. In previous years we dedicated instructional time for accountable talk thus allowing students to build on prior knowledge from each other and talking through their learning. This past year we did not set time for that with fidelity. Teachers need to use strategies consistently throughout the day and provide the appropriate accommodations to meeting students' learning needs.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When looking at the FAST Progress Monitoring data for Window 3 we see the following data.
School State
3rd ELA Achievement 40% 50%
4th ELA Achievement 50% 57%
5th ELA Achievement 46% 55%
3rd MATH Achievement 53% 59%
4th MATH Achievement 52% 61%
5th MATH Achievement 54% 55%
5th Grade Science 36% 51%

The data shows we have have not able to outperform the state in ELA and overall proficiency. Math achievement is very close to the state a difference of 2%. While ELA achievement shows we are 6% under the state. Contributing factors were there were many new teachers to the grade levels and they were inexperienced with the rigor of the standards. In addition, these teachers had difficulty managing their time appropriately to incorporate all aspects of the gradual release model of instruction. Also data shows they were unclear of the use of best practices and the proper accommodations for the subgroups.

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

In 4th grade our Math proficiency level increased to 14.4% when compared to the previous years. We also saw an increase when comparing the three FAST Windows for FY23 for our ESSA identified subgroups;
ESE Students:
FY22 FY23
Math Total 38% 52%
SWD total 23% 53%

This is contributed to the teachers being more aggressive in their daily monitoring of the student's achievement of the Math standards.

Addressing improvement
Students had access to below grade-level or on grade level daily interventions. We provided opportunities to collaborate with students about the standards and receive tasks that are aligned. Teachers follow up by providing students with specific feedback to address their thinking and learning needs. Students need opportunities to experience mathematics to learn mathematics by building, drawing, writing, talking, and thinking mathematically. Teachers received PD opportunities to learn best practices of teaching mathematics conceptually and not just procedurally through the Math Cadres provided by the district. The PLCS also provided PD sessions as needed.

Increase Grade 4 ELA achievement increased to 7% when compared to the previous years. We also saw an increase when comparing the three FAST Windows for FY23 for our ESSA identified subgroups;

FY22 FY23
ELA Total 42% 50%
SWD total 31% 42%

With the rollout of the Benchmark literacy system, students receive a balanced literacy to address the reading foundation and the learning loss students faced during the FY21 school year. The Benchmark system offers explicit instruction in the whole group, phonics, decodable readers, vocabulary and shared reading. Students will learn to explore and explain their thinking using text-based evidence to support their thinking and answers.

To support ESSA subgroups, all ESE teachers where scheduled to attend PLC's in which classrooms they provide service in. These teachers provided PD to classroom teachers with best classroom practices in supporting ESE students within their classrooms. ESE student progress was monitored and tracked closely using FSQ/USA and other assessments.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are
ensuring our students receive the support needed for growth and achievement. When looking at our Early
Warning System indicators our two potential areas of concern are:

? 10% or more Absence
? Course Failure in ELA and Math

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

Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

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

Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students. Continue double down model in all ELA/Math classrooms focusing on the needs of our ESSA identified subgroups. Continue push in model for ELA and Math block for SWDs and ELLs

ELA Achievement Growth for SWD progress for ESSA sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students. In addition, we will thoroughly review ELL student data and provide support as needed.

We plan to ensure that teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction, ongoing professional development in reading, math, and science in grades 3-5, ongoing professional development in the Benchmark Reading Series, using iReady Diagnostic Results to create fluid instructional groups, and aligning human resources to provide intervention to targeted students. Develop a collaborative culture of learning and improvement. Engaging multiple stakeholders in the continuous improvement process can generate a sense of ownership and empowerment. With a focus on:
• Work together to develop trust, build common understanding and language, to
support an appropriate level of transparency
• Learn from one another and give constructive feedback through a safe protocol that
can move the work forward
• Collaboratively examine data with an equity lens—from improvement cycles,
formative assessments, or other relevant data that can inform practice
• Communicate with and gather input from students, parents, and community
partners about reform efforts

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 Small Group Instruction

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.

When looking at FY19 data the achievement levels of all our tested grade levels in the content areas including our ESSA identified subgroups:
ELA 52%
SWD 46%
Math 72%
SWD 59%
Science 43%
SWD N/A

Our goal is to reach or surpass our FY19 data.

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:
ELA PM1 Pm2 PM3
3 51% 43% 40%
4 34% 39% 50%
5 50% 45% 49%
SWDs 23.3% 23.3% 41.9%

Math
3 37.6% 43.6% 52.7%
4 24.3% 45.9% 52.4%
5 52.2% 50% 55.8%
SWDs 15.2% 27.2% 42.9%
Science FY22-FY23
5 11% 36%
SWDs

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will
increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

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

Our first goal would be that least 75% of our ese students in K-2 reach their outlined goal of a year worth of growth by progress monitoring 3.

By February 2024, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 3% bringing us to 49%. SWD will increase 3% bringing them to 44%
By May 2024, UBKinsey/Palmview Elementary school will attempt to make up the decline of three points in ELA overall learning gains. This would be an increase from 46% to 52%. SWD will increase an additional 3% brining this subgroup to 47%.

Teacher Practice Outcomes:
By February of 2024, 85% of our teachers will be effectively utilize small group differentiated instruction to ensure all students are successful.
By May 2024, 95% of our teachers will be effectively utilize small group differentiated instruction to ensure all students are successful.

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

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.
Monitoring will occur throughout our PLC for each grade level. ESE support staff will review iready diagnostic and growth monitoring checks, Reading running records, and end of unit assessments from the Benchmark Series. ESE support will build lessons that work towards each students individual goal as outlined on their IEPs as well as supporting the rigor of their grade level standards.
We will also review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/ binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology

The monitoring will be supported by key members of the leadership team:
Principal
Assistant Principal
Single School Culture Coordinator
Reading Coach
ESE Coordinator

Person responsible for monitoring outcome:

Alexander Bembry (alexander.bembry@palmbeachschools.org)

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

1. Small group instruction: Teachers as well as ESE support teachers will provide strategically, differentiated instructional support for all learning.
2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support students with disabilities within small group planning and implementation
3. Collaborative planning will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Iready Technology- Support in tracking and monitoring growth in overall growth and proficiency as well as foundational skills.

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

1. Incorporate small group instruction utilizing goal outlined on students IEPs as well as iReady needs assessment data. This will ensure teachers meet the students' need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be provided in line with student's accommodations.
2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning when working with ESE Students.
3. Collaborative planning allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher to collaborate with ESE support.
4. iReady data chats will be held to support the overall tracking and monitoring of student data. As

students take growth monitoring checks monthly, teachers will be able to make decisions when it comes to instruction based on the results.

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 focused on IEP/ iready goals:
a. Students will be assessed using iReady, USA's and FSQ's in Language Arts. Teacher will utilize best teaching strategies and small group instruction in all ELA and Math courses.
b. Teachers will analyze student data to determine strengths and weaknesses in content area.
c. Teachers will create all small group rotational cycles to ensure all students with disabilities are supported
d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
e. Teachers use small group instruction to support accommodations when assessing
f. ESE teachers support gen-ed teacher with modeling of strategies and interventions and will support students through the analyze of data.

Person Responsible: Jamie Vandergast (jamie.vandergast@palmbeachschools.org)

By When: September 2023-May 2024

Professional Development
a. teachers will receive PD on best teaching practices and strategies when working with ESE students
b. Teachers will receive district PD in PLCs to identify students who are demonstrating a potential learning disability.
c. Coach, SSCC, and ESE team will provide ongoing opportunities for teachers understand Individual Education Plans and how to support them within the classroom daily.
d. Ongoing observations from principal and assistant principal with feedback will be provided to teachers.

Person Responsible: Alexander Bembry (alexander.bembry@palmbeachschools.org)

By When: September 2023-May 2024

Collaborative Planning
a. Development of a schedule to include all content area teachers and resource teachers.
b. The sessions will focus on data analysis focusing on students with disabilities and comparing them to their non-disabled peers to ensure all students are demonstrating the same growth and proficiency,
c. Instructional coaches and ese support will develop and implement the coaching cycle to build teachers capacity with the best teaching practices, small group instruction, and differentiated instruction.
d. Teachers will work collaboratively to plan and develop lessons with ESE support staff
e. Resource teachers are scheduled to attend collaborative sessions and provide support.

Person Responsible: Kerline Boursiquot (kerline.boursiquot@palmbeachschools.org)

By When: August 2023-May 2024

iReady Technology
a. Provide teachers with professional development to ensure appropriate use of adaptive technology.
b. Teachers will develop a rotational schedule to ensure all students have access to technology.
c. Teachers will engage students in small group instruction based on adaptive technology results.

d. ongoing growth monitoring checks will happen monthly to determine students growth.
e. Data chats will be conducted to focus on the growth and predicted proficiency of all ESE students in grades K-5

Person Responsible: Jamie Vandergast (jamie.vandergast@palmbeachschools.org)

By When: August 2023-May2024

#2. Positive Culture and Environment specifically relating to Other

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

According to the FY 23 school data 7% of the student population received an out of school suspension. Our 4th grade group received the highest amount with 14% of the students missing school due to suspensions. In addition 7% of our ESE population has received at least 1 Out of school suspension. On future evaluation of the data we also noticed that 24% of the student population have attended less than 90% of the school year due to absences

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

Our goal by the end of the FY 24 school year is to reduce the amount of out of school suspension by 5% as well as decrease the number of students not attending at least 90% of the school year by 10%.

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

Analyze teachers daily attendance, formulate a system to make sure students who arrive late are marked as tardy and not absent. Administration will analyze attendance records monthly with the attendance team and contact families who are showing signs of truancy or high absences early in the school year. Administration will also monitor discipline using the Ron Clark App.

Person responsible for monitoring outcome:

Alexander Bembry (alexander.bembry@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. Required Instruction Florida State Statute 1003.42 and Policy 2.09
2. SWPBS

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

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.

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

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.

Policy 2.09 and Required Instruction Florida State Statute 1003.42 (Must ADD this verbiage)
Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels,
including but not limited to:

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

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

Person Responsible: Alexander Bembry (alexander.bembry@palmbeachschools.org)

By When: August 2023-May 2024

SwPBS Action Steps:
a. Cafeteria assemblies are conducted to review expectations
b. Teachers reinforce expected behaviors in and out of the class through positive rewards
c. Trimester celebrations are held
d. Weekly House meetings are conducted to motivate and team building
e. Ongoing student recognition through the use of the RCA app.

Person Responsible: Michael Jones (michael.jones@palmbeachschools.org)

By When: August 2023-May 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement, Targeted Support; Improvement, and Additional Targeted Support ; Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement.
These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement,

School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Reginal Office team, and the Office of School Improvement.

Resources and allocations are focused on: (choose the ones that align with your school).

1. Resource teachers (ESOL and ESE) support during small group instruction.

2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.

4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.

5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.

6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.

7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide

additional training and support.

8. The District Reading Collaboration team provides professional development to schools based on needs.

9. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.

10. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

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

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

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

If we focus on Standards-based instruction to increase overall k-2 proficiency school-wide in ELA, then we will
increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1
Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide
corrective feedback aligned to the benchmark and intended learning.

According to the data our students are not entering third grade prepared for the rigors of the standards and
state assessment. According to iReady FY 23 data 24% of our incoming third grade students are reading at an
on-grade level data and 25% or at an early 2nd grade proficiency level. iReady also shows that our overall primary grades proficiency is low.

Kindergarten- 49% Proficient
First Grade- 38% Proficient
Second Grade- 24% Proficient

It also gives us data to support a lack of proficiency in foundational skills

Phonological awareness- 54% Proficient
Phonics- 42% Proficient
High-Frequency Words- 59% Proficient
Vocabulary- 32% Proficient

Due to a lack of foundational skills, students over al reading comprehension proficiency is 27% For literature
text and 26% for Nonfiction text.

When looking at FY24 FAST PM #1-#3, we see the following percentages are on track
PM1 PM2 PM3
K: 47% 59% 57%
1 st : 51% 49% 26%
2 nd : 15% 9% 12%

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

If we focus on Standards-based instruction to increase overall 3-5 proficiency school-wide in ELA, then we will
increase student proficiency in all students to ensure alignment to the District's Strategic Plan, Theme 1
Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide
corrective feedback aligned to the benchmark and intended learning.
The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:

FY19 FY22 Learning Gains FY23 PM3
ELA
3 49.5% 44% 50% 40%
4 60.5% 42% 52% 50%
5 48.4% 31% 47% 49%

Our FAST Data shows the following percentages are level 3 or higher.
PM1 PM2 PM3
3 rd : 51% 43% 40%
4 th : 34% 39% 50%
5 th : 50% 47% 49%

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

The measurable outcomes for 2023 are:

August 2023 May 2024
Kindergarten- 45% On Track 55% On Track

May 2023 May 2024
First Grade- 57%% On Track 67% On Track
Second Grade- 41% On Track 51% On Track

Grades 3-5 Measurable Outcomes

Grades 3-5

May 2023 May 2024
3 rd 49% Proficient 59% Proficient
4 th 40% Proficient 50% Proficient
5 th 50% Proficient 60% Proficient

Monitoring

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

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and
growth monitoring checks, Observational assessments, and end of unit assessments from the

Benchmark Series.
We will also use grade level FSQ and USA to track growth within standards.
We will also review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder
reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities
attendance/participation, all Formative/Summative Assessments and Technology

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

Vandergast, Jamie, jamie.vandergast@palmbeachschools.org

Evidence-based Practices/Programs

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

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

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

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

1. Small group instruction: Teachers and well as supplemental support teachers will provide strategically,
differentiated instructional support for all learnings.

2. Professional Development: Teachers and support staff will attend ongoing professional development
to
engage deep, focused, collaborative planning to support and strengthen data analysis and small group
planning and implementation.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers.
collaboratively unite to focus on best practices and methodologies. PD will support the development
of teacher expertise and instructional strategy success and focus.

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

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

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

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the
students
need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly
benchmark assessments will also be used to support growth within the standards. Small groups make it
easy

for teachers to give students the one-on-one attention they need, to observe their learning in action, and to

provide constructive feedback. Students take personalized feedback and use it during whole class instruction

and when doing homework, so the result is improved student outcomes.

2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated

learning for all students. They will target remediation and enrichment within their planning and PD. It also fosters a positive and inclusive learning culture, where students feel valued, respected, and motivated. By differentiating instruction and assessment, teachers can enhance the quality and effectiveness

of your teaching and learning.

3. PLC's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to

improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies. The process will allow teachers to match instructional resources to each student's education need(s). PLCs allow educators opportunities to directly improve teaching and learning. PLCs allow teachers an

easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement.

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

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
1. Develop Literacy Leadership ? School administrator (Jamie VanderGast) ? SSCC (Kerline Boursiquoit) ? Media specialist (Angela Williams) ? Lead teacher (Michelle Brutus) Develop a plan to monitor the implementation & ensure compliance with the reading plan Walkthroughs to weekly monitor and support reading instruction & intervention (Look Fors, CAO updates) School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data)	Bembry, Alexander, alexander.bembry@palmbeachschools.org
1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching) a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQs in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment). b. Teachers will analyze student data to determine strengths and weaknesses in content area. c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning & adjust instruction continuously	Vandergast, Jamie, jamie.vandergast@palmbeachschools.org
Interventions (Assessment / Professional Learning) 1. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success. 2. Use K-5 Reading intervention with guidelines for schools to determine students' needs	Boursiquot, Kerline, kerline.boursiquot@palmbeachschools.org
PLC's: (Professional Learning) a. Development of a PLC schedule to include all content area teachers and resource teachers. b. The PLCs sessions will focus on data analysis and effective instruction based on the needs c. Instructional coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction. d. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.	Vandergast, Jamie, jamie.vandergast@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.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

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

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

N/A

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

N/A