

The School District of Palm Beach County

Palm Beach Public School



2023-24

Schoolwide Improvement Plan (SIP)

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Palm Beach Public School

239 COCOANUT ROW, Palm Beach, FL 33480

<https://pbp.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the School District of Palm Beach County is to educate, affirm, and inspire each student in an equity-embedded school system.

Provide the school's vision statement.

The School District of Palm Beach County is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish. The School District of Palm Beach County will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice. A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued, and their physical, emotional, academic, and social needs are met.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Schwab, Christie	Principal	<p>As Principal of Palm Beach Public, Christie Schwab manages all aspects of the educational program. First and foremost, Ms. Schwab is the instructional leader of the school. Ms Schwab is responsible for the equitable instruction of all students. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. She is the decision maker in regards to the master schedule, teacher evaluations and supervision, curriculum council, Palm Beach Model of Instruction, professional development, professional learning community coordination, hiring new teachers and school improvement activities. Ms. Schwab is also responsible for all budgetary decisions and contracts. Ms. Schwab quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Ms.Schwab must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Schmitz, Mary	Assistant Principal	<p>Mrs. Schmitz serves as the assistant principal at Palm Beach Public. As assistant principal, Mrs. Schmitz works closely with the principal to lead the instruction of all students. She evaluates teachers and provides feedback during daily walkthroughs as well as using the Palm Beach Focused Model of Instruction. Mrs. Schmitz develops schedules and oversees all aspects of state and district assessments. She coordinates transportation for students and is responsible for discipline. Mrs. Schmitz oversees the Arts and Tutorial program offered to students in grades three through five.</p>
Pikington, Elizabeth	Teacher, ESE	<p>Mrs. Elizabeth Pilkington serves as the ESE teacher for grades K-5 at Palm Beach Public. She manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. She collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. She provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc. She is responsible for developing and implementing IEP goals. She collaborates with classroom teachers on lesson planning, goal setting and instruction. She analyzes student data to help increase student achievement for all ESE students.</p>
Bicksler, Rebekah	School Counselor	<p>Rebekah Bicksler serves as guidance counselor at Palm Beach Public. Ms. Bicksler is responsible for managing all cases for the School Based Team. She works with teachers with the School Based Team referral process and ensures that interventions are being implemented with fidelity. Ms. Bicksler is also the leader of the Schoolwide Positive Behavior System. In this role, she leads her</p>

Name	Position Title	Job Duties and Responsibilities
		team to develop, implement and monitor the behavior matrix. She develops rewards for students to encourage positive behavior. Ms. Bicksler also heads the Character Education program at Palm Beach Public. Guidance classes for all students are led by Ms. Bicksler. She also pulls individual students and small groups to work on intrapersonal skills, social skills, behavior issues, and students experiencing family crises.
Walters, Angela	Teacher, K-12	Mrs. Angela Walters is a third grade classroom teacher and member of the Professional Development Team. M She is a member of the Ben Carson Reading Room team, serves as grade chair and serves as the School Advisory Council Chair.

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 Advisory Council is made up of Business Partners, Teachers, School Staff, Administration, Parents and Community members. Each member plays a vital role in helping to create goals and implement the SIP each school year.

*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.

*Our ESOL Contact works in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

*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" through Guidance classes and schoolwide displays. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus, and most recently the use of the Centegix Alert System by all staff members.

*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.

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 Palm Beach Public. The SIP is updated throughout the year to ensure proper documentation of our efforts towards meeting our school goals. Continuous improvement is at the forefront of all efforts. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction.

Our

team works towards the following student achievement goals:

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

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ's, USA's, NGSQ's, Imagine Learning, FAST Progress Monitoring, Florida Standard Assessments and teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts and Math).

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Contact to assess data, modify, and implement differentiated instruction based on the results of data.

Collaborative Planning and Professional Learning Communities occur every week per content area.

Content area teachers meet with the administration to discuss and analyze data, modify instruction, and the social emotional well being of each child. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings.

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

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.

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

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

We strategically plan for a variety of monitoring techniques:

- ? Review of Lesson Plans
- ? Data Analysis
- ? Classroom walks
- ? Student attendance
- ? Data Chats
- ? Formal Observations
- ? Professional Learning Communities attendance/participation,
- ? Formative/Summative Assessments and Technology.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	44%
2022-23 Economically Disadvantaged (FRL) Rate	57%
Charter School	No
RAISE School	No
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) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	11	14	14	7	6	5	0	0	0	57	
One or more suspensions	0	0	0	1	2	0	0	0	0	3	
Course failure in English Language Arts (ELA)	15	12	17	15	8	1	0	0	0	68	
Course failure in Math	2	5	11	12	6	2	0	0	0	38	
Level 1 on statewide ELA assessment	0	0	0	9	12	3	0	0	0	24	
Level 1 on statewide Math assessment	0	0	0	8	6	4	0	0	0	18	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	6	11	9	12	3	0	0	0	45	

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	7	8	14	13	11	3	0	0	0	56

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	0	0	2	0	0	0	0	0	2
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	16	14	6	6	3	0	0	0	45	
One or more suspensions	0	0	1	1	1	1	0	0	0	4	
Course failure in ELA	0	17	20	9	15	1	0	0	0	62	
Course failure in Math	0	4	11	5	2	0	0	0	0	22	
Level 1 on statewide ELA assessment	0	0	0	0	8	1	0	0	0	9	
Level 1 on statewide Math assessment	0	0	0	0	2	7	0	0	0	9	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	9	19	0	8	0	0	0	0	43	

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	10	14	4	7	0	0	0	0	35

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	0	0	0	0	0	0	
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	16	14	6	6	3	0	0	0	45	
One or more suspensions	0	0	1	1	1	1	0	0	0	4	
Course failure in ELA	0	17	20	9	15	1	0	0	0	62	
Course failure in Math	0	4	11	5	2	0	0	0	0	22	
Level 1 on statewide ELA assessment	0	0	0	0	8	1	0	0	0	9	
Level 1 on statewide Math assessment	0	0	0	0	2	7	0	0	0	9	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	9	19	0	8	0	0	0	0	43	

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	10	14	4	7	0	0	0	0	35

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	0	0	0	0	0	0	
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*	66	53	53	78	59	56	73		
ELA Learning Gains				71			74		
ELA Lowest 25th Percentile				73			57		
Math Achievement*	74	57	59	74	53	50	70		
Math Learning Gains				66			49		
Math Lowest 25th Percentile				54			36		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	84	54	54	64	59	59	54		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	63	56	59	85			49		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	355
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	565
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	46			
ELL	53			
AMI				
ASN				
BLK				
HSP	64			
MUL				
PAC				
WHT	79			
FRL	57			

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	39	Yes	1	
ELL	52			
AMI				
ASN				
BLK				
HSP	60			
MUL				
PAC				
WHT	80			
FRL	59			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	66			74			84					63
SWD	30			59							4	36
ELL	36			50			75				5	63
AMI												
ASN												
BLK												
HSP	51			63			82				5	64
MUL												
PAC												
WHT	76			82			89				4	
FRL	40			59			71				5	58

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	78	71	73	74	66	54	64					85
SWD	17	50	55	29	39	27	17					75
ELL	48	68	68	41	50	43	11					85
AMI												
ASN												
BLK												
HSP	61	74	68	57	55	50	29					84
MUL												
PAC												
WHT	89	68		86	75		81					
FRL	59	69	75	55	53	41	38					84

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	73	74	57	70	49	36	54					49
SWD	37	71		26	36	40	25					47
ELL	44	76	73	53	62	50	26					49

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												
HSP	57	75	64	58	57	50	35					47
MUL												
PAC												
WHT	87	72		80	44		73					
FRL	58	67	54	53	47	25	38					47

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	70%	56%	14%	54%	16%
04	2023 - Spring	66%	58%	8%	58%	8%
03	2023 - Spring	67%	48%	19%	50%	17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	75%	57%	18%	59%	16%
04	2023 - Spring	59%	52%	7%	61%	-2%
05	2023 - Spring	88%	56%	32%	55%	33%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	83%	51%	32%	51%	32%

III. Planning for Improvement

Data Analysis/Reflection

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

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

Based on the data components, ELA proficiency showed the lowest performance grades 3-5. Specifically, our SWD subgroup showed the lowest proficiency with males at 8% and females at 10%. Palm Beach Public only had 23 ESE students for FY23, grades 3-5.

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

Based on the data components, ELA proficiency dropped 10 points to 68% grades 3-5 from the prior year. Students in third grade were the most impacted by Covid during their foundational, educational years. 20% of our students in third grade were ESE and/or ELL. We had a first year teacher in third grade. We are a small school with only one ESE teacher, one ELL teacher and one SAI teacher. Other factors that attributed to this decline could be our first year using Benchmark as our main ELA curriculum. In addition, we hold an after school arts tutorial program that we offer for students in grades 3-5. For the past two years the district has not been able to provide us with an activities bus to transport students in need due to a lack of bus drivers. The students that we need to target for after school tutorial need transportation in order to participate. Classroom teachers need to prioritize and effectively plan for small group instruction during the ELA block as well as the iii (immediate intensive intervention).

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

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

School State

ELA Achievement 68% 50%

Math Achievement 78% 59%

Science Achievement 84% 51%

The data shows we have outperformed the state in ELA, Math and Science Proficiency. Hands on science activities across grade levels have contributed to our growth to the 20% gain in Science proficiency as well as an exemplary science teacher in fifth grade. Daily math practice for fact fluency with trimester goals attributed to our math proficiency. Teachers implemented small group work and number talks in math as well.

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

The data component of science showed the most improvement. Science proficiency increased 20%. As mentioned above, hands on science activities across grade levels have contributed to our growth to the 20% gain in Science proficiency as well as an exemplary science teacher in fifth grade.

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:

- * Count of students with a failure in ELA
- * # of students absent 10% or more days

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

1. ELA Proficiency Growth. Ensuring small group instruction for both ELA block and iii.
2. SWD proficiency in ELA and math. More collaboration and lesson planning with the homeroom teacher(s) and ESE teacher. More push in support and rigorous texts and tasks.
3. Continue to grow in developing a positive culture and environment. We will be utilizing best practices that we learned from summer professional development to improve our current practices.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

Based on our Early Warning Indicators, students absent 10% or more school days, Palm Beach Public had 57 students (15%) absent during the 2022-2023 school year. This area of focus aligns directly with our District Strategic Plan, Theme B- Student-Focused Culture ;Objective 2. Increase family engagement in supporting student success.

Measurable Outcome:

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

For the 2023-2024 school year, our goal is for students absent 10% or more school days to decrease by 5%. This decrease of 5% will ensure students are in school learning and making academic and social emotional growth.

Monitoring:

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

1. Monthly attendance meetings will be scheduled for the school year. A new Attendance Team will be established consisting of Administration, Guidance Counselor, Behavioral Health Professional and Data Processor.
2. Utilizing the District Attendance Tracking Tool, all team members will discuss students with attendance concerns. Contact will be made with parents.

Person responsible for monitoring outcome:

Mary Schmitz (mary.schmitz@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. SwPBS- Our school wide positive behavior system is reviewed daily on the morning announcements and is posted throughout the school campus. When students are in school and on time, they are reminded of our school wide goals.
2. Parental Involvement-Attendance tracking will assist us in communicating with parents that are notified of attendance concerns.
3. School Wide Attendance Plan- The attendance team will monitor attendance and tardies monthly.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

SwPBS improves school climate, safety and order. When students are present and on time, there is no loss of instructional time.

Parental Involvement-Involvement of parents in schools helps to improve social skills, behavior, and adaptation. At the elementary level attendance is the parents' responsibility.

School Wide Attendance Plan- In order to improve our attendance rate, we have to have accountability with a team that will monitor student attendance monthly and communicate the attendance concern with parents.

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.

SwPBS- Ensure all expectations of PBP SwPBS are clearly explained and understood. Develop a peer support system of experienced and new teachers to ensure proper mentoring and coaching. Ensure our common areas have SwPBS expectations posted.

Person Responsible: Rebekah Bicksler (rebekah.bicksler@palmbeachschools.org)

By When: August 10, 2023

Parental Involvement/School Wide Attendance Plan- Create an attendance team to monitor attendance concerns. Meet monthly, maintain a log and communicate with parents. Acknowledge students with perfect attendance at the end of each trimester.

Person Responsible: Christie Schwab (christie.schwab@palmbeachschools.org)

By When: School Attendance Team- Created by August 4, 2023 Calendar invites will be sent to all attendance team members for monthly meetings.

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

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

Palm Beach Public was categorized as an Additional Targeted Improvement School (ATSI) based on the 2021-2022 data based on the Federal Percent of Points Index. The subgroup of SWD was 39% which is less than 41% proficient as required by the state.

This area of focus aligns directly with our District Strategic Plan, Theme A- Academic Excellence & Growth; Objective 1. Ensure all students engage in teaching and learning that results in academic excellence.

Measurable Outcome:

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

Palm Beach Public plans to achieve a proficiency rate of 42% proficiency for SWD students as measured by Progress Monitoring 3.

Monitoring:

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

*SWD students will be observed daily by the homeroom teacher.

* Data analysis will occur weekly by both the homeroom teacher and ESE teacher.

Person responsible for monitoring outcome:

Elizabeth Pilkington (elizabeth.pilkington@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 (w/ESE push in) to support students learning at their ability with a variety of tasks, process, and product.
2. After School tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Professional Learning Community (PLC)/Common Planning will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Required Instruction Florida State Statute 1003.42 and Policy 2.09

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing USA & FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's & FSQ's have proven successful in preparing students for the FAST assessment.
2. Students who participate in the After School tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. PLC's and Common Planning allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.
4. 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.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Incorporate Small group instruction:

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

Person Responsible: Elizabeth Pilkington (elizabeth.pilkington@palmbeachschools.org)

By When: Small group instruction will begin within the first two weeks of school. Teachers will review data from FY 23 and they will conduct formative assessments to ensure proper placement of students within the groups. The small group participation is fluid and flexible and will be updated continuously from data analysis. Small groups will continue throughout the year with ESE Push-in.

After School Tutoring

1. Analyze student data to determine students for tutorial groups and the support necessary.
2. Choose research-based supplemental materials and resources to during tutorials.
3. Analyze teacher classroom data to determine who will be tutors.
4. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
5. Students will be selected and grouped for After School tutorial based on the results from FY23 Progress Monitoring 3 and current year FSQ's, USA's and Winter Diagnostics.

Person Responsible: Mary Schmitz (mary.schmitz@palmbeachschools.org)

By When: After School Tutorial will begin in January 2024. Student participants will be chosen based on data. They will be grouped based on need and separated by content.

PLC's/Common Planning

1. Development of a PLC /Common Planning schedule to include all content area teachers and resource teachers.
2. The PLC's/Common Planning will focus on data analysis and effective instruction based on student needs.
3. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
4. Administration will build professional learning opportunities for teachers to utilize research-based strategies.

Person Responsible: Christie Schwab (christie.schwab@palmbeachschools.org)

By When: PLC's/Common Planning will begin within the first month of the start of the new school year. PLC's/Common Planning will focus on student achievement, data analysis, best practices, and peer/buddy support.

Florida State Statute 1003.42 and Policy 2.09

1. 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:
1003.42

- (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. Best practices for inclusive education & citizenship are led by our mental health team who create customized morning messages on our morning announcements with contests and incentives for students who display the weekly SEL in action theme. The mental health team collaborates with teachers to identify students who may need extra coping skills and offer support to families.

Person Responsible: Mary Schmitz (mary.schmitz@palmbeachschools.org)

By When: Instruction will begin within the first month of the school year and continue throughout the entire year.

CSI, TSI and ATSI Resource Review

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

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.

The District ensures that the SIP is 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 Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on:

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. Curriculum Resources: Curriculum resources to enhance ELA, Science and Math. Resources to support student mastery of the Florida B.E.S.T. standards.