**The School District of Palm Beach County**

# Palm Springs Elementary School

**2023-24**

**Schoolwide Improvement Plan (SIP)**

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# Palm Springs Elementary School

## 101 DAVIS RD, Palm Springs, FL 33461

## https://pses.palmbeachschools.org

### School Board Approval

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

### SIP Authority

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

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

| Additional Target Support and Improvement (ATSI) |
| --- |
| A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%. |

| Targeted Support and Improvement (TSI) |
| --- |
| A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years. |

| Comprehensive Support and Improvement (CSI) |
| --- |
| A school can be identified as CSI in any of the following four ways:<br><br>1. Have an overall Federal Index below 41%;<br>2. Have a graduation rate at or below 67%;<br>3. Have a school grade of D or F; or<br>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years. |

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

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

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

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

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

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

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

## Purpose and Outline of the SIP

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

# I. School Information

## School Mission and Vision

### Provide the school's mission statement.

The mission of Palm Springs Elementary School is to educate, affirm, and inspire each student in an equity embedded environment.

### Provide the school's vision statement.

Palm Springs Elementary staff, students, family, and community members will work together to form an active partnership to foster a joy of learning, academic growth and mastery, and emotional intelligence. The diverse cultural heritage of the school community is valued and all stakeholders will have a voice. Palm Springs envisions an environment where everyone succeeds.

## 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 |
|------|----------------|--------------------------------|
| Rowe, Marjie | Principal | The Principal will monitor and work will all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Mrs. Rowe must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning. |
| Byer, Karen | 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 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. |
| Farinas, Annerys | ELL Compliance Specialist | The ESE Contact 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. 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. 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. |
| Silva, Patrica | Instructional Coach | The Math Coach assists with the coordination and implementation of the District approved Math curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. She will also lead standards based planning and follow the FCIM coaching cycle. |
| Moncayo, Sandra | Instructional Coach | The Dual Language Coach assists with the coordination and implementation of the District approved ELA and SLA curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the Literacy Coach will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met. She will also lead standards based planning and follow the FCIM coaching cycle. |
| Liberia, Crystal | Other | The LTF assists with the coordination and implementation of the District approved curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She facilitates weekly Professional Learning Communities or PLC's. Finally, the LTF will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met. She will also lead standards based planning and follow the FCIM coaching cycle. |
| Lampe, Richard | Teacher, ESE | The ESE Contact 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. 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. 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. |
| Mathurin, Shanta | Other | The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. She |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| Stockman, Shannon | Assistant Principal | As assistant Principal, Ms. Stockman supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student.The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. The AP will support the principal in building a culture of pride, trust, and respect. She monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction. |

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

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


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

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

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

* A 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 &quot;app&quot; in our assemblies. The Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus.

* Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District&#39;s Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

* A Comprehensive Needs Assessment (CNA) was completed with SAC, the community, and with the staff. They had input into analyzing data, selecting priorities for the school's focus, and helped identify potential initiatives and strategies to help increase overall student achievement.

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

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year.
Student assessments include the new Progress Monitoring which occur 3 times per year. In VPK- Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data. Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per grade level. Grade level teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed.

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

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

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

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

*Creating and maintaining a culture of collaboration towards shared decision-making
*Supporting professional learning and improvement

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

| | |
|---|---|
| **2023-24 Status** (per MSID File) | Active |
| **School Type and Grades Served** (per MSID File) | Elementary School PK-5 |
| **Primary Service Type** (per MSID File) | K-12 General Education |
| **2022-23 Title I School Status** | Yes |
| **2022-23 Minority Rate** | 92% |
| **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) Asian Students (ASN) Black/African American Students (BLK)* 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: C 2019-20: C 2018-19: C 2017-18: C |
| **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 | 81 | 70 | 63 | 56 | 26 | 77 | 0 | 0 | 0 | 373 |
| One or more suspensions | 1 | 0 | 3 | 2 | 6 | 11 | 0 | 0 | 0 | 23 |
| Course failure in English Language Arts (ELA) | 13 | 76 | 83 | 114 | 72 | 61 | 0 | 0 | 0 | 419 |
| Course failure in Math | 15 | 49 | 56 | 74 | 49 | 40 | 0 | 0 | 0 | 283 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 83 | 36 | 85 | 0 | 0 | 0 | 204 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 87 | 44 | 100 | 0 | 0 | 0 | 231 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 12 | 30 | 50 | 68 | 33 | 0 | 0 | 0 | 0 | 193 |

**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 | 13 | 56 | 63 | 114 | 66 | 107 | 0 | 0 | 0 | 419 |

**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 | 34 | 30 | 19 | 0 | 0 | 0 | 83 |
| 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 | 81 | 70 | 63 | 56 | 26 | 77 | 0 | 0 | 0 | 373 |
| One or more suspensions | 1 | 0 | 3 | 2 | 6 | 11 | 0 | 0 | 0 | 23 |
| Course failure in ELA | 13 | 76 | 83 | 114 | 72 | 61 | 0 | 0 | 0 | 419 |
| Course failure in Math | 15 | 49 | 56 | 74 | 49 | 40 | 0 | 0 | 0 | 283 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 83 | 36 | 85 | 0 | 0 | 0 | 204 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 87 | 44 | 100 | 0 | 0 | 0 | 231 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 122 | 57 | 133 | 0 | 0 | 0 | 312 |

**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 | 13 | 56 | 63 | 114 | 66 | 107 | 0 | 0 | 0 | 419 |

**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 | 28 | 0 | 0 | 0 | 0 | 0 | 28 |
| 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 | 81 | 70 | 63 | 56 | 26 | 77 | 0 | 0 | 0 | 373 |
| One or more suspensions | 1 | 0 | 3 | 2 | 6 | 11 | 0 | 0 | 0 | 23 |
| Course failure in ELA | 13 | 76 | 83 | 114 | 72 | 61 | 0 | 0 | 0 | 419 |
| Course failure in Math | 15 | 49 | 56 | 74 | 49 | 40 | 0 | 0 | 0 | 283 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 83 | 36 | 85 | 0 | 0 | 0 | 204 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 87 | 44 | 100 | 0 | 0 | 0 | 231 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 122 | 57 | 133 | 0 | 0 | 0 | 312 |

**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 | 13 | 56 | 63 | 114 | 66 | 107 | 0 | 0 | 0 | 419 |

**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 | 28 | 0 | 0 | 0 | 0 | 0 | 28 |
| 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* | 38 | 53 | 53 | 39 | 59 | 56 | 34 | | |
| ELA Learning Gains | | | | 59 | | | 42 | | |
| ELA Lowest 25th Percentile | | | | 56 | | | 38 | | |
| Math Achievement* | 45 | 57 | 59 | 38 | 53 | 50 | 29 | | |
| Math Learning Gains | | | | 48 | | | 8 | | |
| Math Lowest 25th Percentile | | | | 49 | | | 9 | | |
| Science Achievement* | 38 | 54 | 54 | 22 | 59 | 59 | 32 | | |
| Social Studies Achievement* | | | | | 66 | 64 | | | |
| Middle School Acceleration | | | | | 54 | 52 | | | |
| Graduation Rate | | | | | 47 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 44 | 56 | 59 | 54 | | | 42 | | |

*\* 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 | 39 |
| OVERALL Federal Index Below 41% - All Students | Yes |
| Total Number of Subgroups Missing the Target | 5 |
| Total Points Earned for the Federal Index | 195 |
| 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 |

| 2021-22 ESSA Federal Index | |
|---|---|
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 3 |
| Total Points Earned for the Federal Index | 365 |
| 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 | 31 | Yes | 2 | 1 |
| ELL | 32 | Yes | 1 | |
| AMI | | | | |
| ASN | | | | |
| BLK | 39 | Yes | 2 | |
| HSP | 37 | Yes | 1 | |
| MUL | | | | |
| PAC | | | | |
| WHT | 48 | | | |
| FRL | 39 | 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 | 37 | Yes | 1 | |
| ELL | 46 | | | |
| AMI | | | | |
| ASN | 54 | | | |
| BLK | 37 | Yes | 1 | |
| HSP | 50 | | | |

| 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% |
| MUL | | | | |
| PAC | | | | |
| WHT | 38 | Yes | 1 | |
| 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 | 38 | | | 45 | | | 38 | | | | | 44 |
| SWD | 30 | | | 25 | | | | | | | 4 | 35 |
| ELL | 29 | | | 36 | | | 30 | | | | 5 | 44 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 41 | | | 41 | | | 29 | | | | 5 | 40 |
| HSP | 35 | | | 43 | | | 37 | | | | 5 | 44 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 46 | | | 54 | | | 43 | | | | 4 | 50 |
| FRL | 38 | | | 44 | | | 37 | | | | 5 | 46 |

| 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 | 59 | 56 | 38 | 48 | 49 | 22 | | | | | 54 |
| SWD | 25 | 53 | 45 | 26 | 45 | 41 | 12 | | | | | 46 |
| ELL | 35 | 60 | 51 | 38 | 56 | 56 | 19 | | | | | 54 |
| AMI | | | | | | | | | | | | |
| ASN | 54 | | | 54 | | | | | | | | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS** | | | | | | | | | | | | |
| BLK | 35 | 56 | 33 | 33 | 36 | 33 | 22 | | | | | 45 |
| HSP | 39 | 62 | 66 | 41 | 56 | 60 | 18 | | | | | 56 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 45 | 52 | | 32 | 32 | 20 | 33 | | | | | 50 |
| FRL | 39 | 59 | 54 | 38 | 48 | 47 | 22 | | | | | 53 |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS** | | | | | | | | | | | | |
| All Students | 34 | 42 | 38 | 29 | 8 | 9 | 32 | | | | | 42 |
| SWD | 20 | 18 | 21 | 22 | 8 | 0 | 22 | | | | | 33 |
| ELL | 31 | 38 | 32 | 25 | 8 | 13 | 28 | | | | | 42 |
| AMI | 40 | | | 30 | | | | | | | | |
| ASN | 42 | | | 33 | | | | | | | | |
| BLK | 29 | 41 | | 27 | 5 | 13 | 29 | | | | | 41 |
| HSP | 34 | 39 | 26 | 28 | 7 | 4 | 27 | | | | | 42 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 45 | 67 | | 40 | 27 | | 62 | | | | | 47 |
| FRL | 34 | 42 | 39 | 29 | 8 | 9 | 33 | | | | | 42 |

**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 | 40% | 56% | -16% | 54% | -14% |
| 04 | 2023 - Spring | 40% | 58% | -18% | 58% | -18% |

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 26% | 48% | -22% | 50% | -24% |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 100% | 54% | 46% | 54% | 46% |
| 03 | 2023 - Spring | 39% | 57% | -18% | 59% | -20% |
| 04 | 2023 - Spring | 40% | 52% | -12% | 61% | -21% |
| 05 | 2023 - Spring | 39% | 56% | -17% | 55% | -16% |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 33% | 51% | -18% | 51% | -18% |

## III. Planning for Improvement

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

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

The data below demonstrates the achievement levels of all of our tested grade levels in all content areas including our ESSA identified student groups.

FY22 FSA FY23 PM3 DIFF

ELA 39% 35% -4%
3 32% 26% -6%
4 54% 40% from grade 3 to 4 = +8%
5 28% 40% from grade 4 to 5 = -14%
White 45% 37% -8%
Black 36% 40% +4%
SWD 24% 21% -3%

From PM 1 to PM 3 Yearly Gains
OVERALL - from 15% to 39%
Grade 3 - from 8% to 26%
Grade 4 - from 14% to 40%
Grade 5 - from 29% to 40%

White - from 19% to 37%
Black - from 16% to 40%
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FY22 FSA FY23 PM3 DIFF

MATH 38% 42% +4%
3 38% 39% +1%
4 57% 48% from grade 3 to 4 = +10%
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Black 33% 40% +7%
SWD 25% 19% -6%


From PM 1 to PM 3 Yearly Gains
OVERALL - from 4% to 42%
Grade 3 - from 2% to 39%
Grade 4 - from 2% to 48%
Grade 5 - from 12% to 36%
White - from 5% to 47%
Black - from 2% to 40%
SWD - from 2% to 19%


FY22 FSA FY23 PM3 DIFF

SCIENCE
5 22% 33% +11%


Our lowest decline in overall proficiency that is of concern is in grade 3 ELA. Although Black students saw an increase, this group still remains identified as an ESSA student group along with White students and students identified with a disability. The trends we see from the above data shows us that our SWDs have shown a significant decline in both ELA and math.

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

Our lowest data component is in ELA. Grade 3 dropped by 6 percentage points and the number of grade 3 retentions increased. The cohort group of students from grade 4 to 5 had a significant drop - 21% points overall. This group of students were in Kindergarten when the pandemic began and missed a trimester of foundational skills. Many of these students did not return to brick and mortar the following year and teaching critical foundational skills was a challenge. We have observed a lack of these skills during instructional rounds and in formative assessments. Other contributing factors include participation in after-school tutorials, student and staffing challenges with experienced teachers, and small group instruction. Intervention groups were interrupted due to substitute issues, and teacher capacity with the new ELA resource and new BEST standards.

**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.**

School State

ELA Achievement
Gr 3 26% 50%
Gr 4 40% 58%

Gr 5 40% 54%

Math Achievement
Gr 3 39% 59%
Gr 4 48% 61%
Gr 5 36% 55%

Science Achievement
Gr 5 33% 51%

The greatest need for improvement is increasing overall proficiency in the core content areas. Contributing factors were there were many new teachers to the grade levels and they were inexperienced with the rigor of the new BEST standards. In addition, these teachers had difficulty managing their time appropriately to incorporate all aspects of the gradual release model of instruction and incorporating small group instruction into the instructional block. Also data shows they were unclear of the use of best practices and the proper accommodations for the ESSA student groups.

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

The are that showed the most improvement was math. Overall the school was 4% points higher in proficiency. Contributing factors included an in school tutorial making remediation and reteaching accessible to more students. Academic tutors were hired to assist all students in acquiring their lessons in iReady, the adaptive technology used during instruction. We made a concerted effort to include more time for math planning during PLCs and the math coach worked with the teams to track student progress. Additionally. we expanded our AMP program and all 3rd graders were exposed to the accelerated standards. The math block in grade 3 was also lengthened. Traditionally, our Spanish Dual Language teachers taught the science in the immersion model, but while planning the master schedule, we included time for the Spanish teachers to teach math in Spanish so that students still acquiring English could have rigorous math instruction in their dominant language.

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

*10% or more absence rate
*level 1 state assessments in reading, particularly in grade 3

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

*Explicit instruction that meets the full intent of the new BEST standards that follows the gradual release model

*Providing an hour of ESOL resource support in every classroom so that each student receives focused small group instruction daily

\*Continue push-in model for SWDs so that these students receive small group instruction daily and ESE teachers will work collaboratively with the homeroom teacher to ensure all accommodations and modifications are implemented with fidelity

\*Use resource teachers and academic tutors to implement an in-school tutorial with a focus on our ESSA student groups so that they can receive remediation and reteaching without the challenges of transportation and family scheduling conflicts

**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 Benchmark-aligned 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.

If we focus on standards-based instruction to increase proficiency as well as learning gains in 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.

Our ESSA identified student groups - Blacks, SWDs and Whites - are 3% to 4% points from the 41% needed to meet the Federal guidelines. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners.

Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard. Ensuring teachers receive the adequate training and supports towards great instruction will lead towards positive learning gains & improvements school wide.

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

SY24 FAST proficiency in ELA will increase overall to 40%.
SY24 FAST proficiency in MATH will increase to 50%.
SY2 proficiency in grade 5 SCIENCE will increase to 40%
SY23 FSA ESSA data will reflect an increase of 5% in the Black, White, and SWD student groups and out overall ESSA index of points will increase to 50%.

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. 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.
At PSES, we strategically plan for a variety of monitoring techniques:
-Review of progress monitoring assessments (FSQs, USAs, iReady, District Diagnostics, etc.)
-Review of lesson plans, classroom walks, student work samples/portfolio/binder reviews, student attendance, data chats, formal observations, and PLC attendance/participation. The monitoring will be supported by key members of the leadership team - Principal, Asst. Principal, SSCC, Coaches, ESE Contact, and ESOL Coordinator.

**Person responsible for monitoring outcome:**

Marjie Rowe (marjie.rowe@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. Professional Learning Community (PLCs)/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. PLCs will focus on planning data driven instruction that supports the explicit instruction of the new BEST standards and benchmarks.
2. Incorporate small group instruction to support/scaffold students with grade level standards based instruction. Strategically utilize resource teachers and academic tutors to provide support in classrooms during the rotational model to allow every student to work in a small group setting every day.
3. Provide extended learning opportunities beyond the school day to remediate and enrich students with grade level standards based instruction.

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

1. PLCs and job embedded professional development allows teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.
2. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA.
3. Standards based remediation and enrichment during the instructional block allows for students to prepare for assessments and increases learning gains.
4. Students who participate in extended learning opportunities beyond the school day have increased results on FSQs, USAs, and state standardized testing.

**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.

PLCs/Professional Development -
1. Create a calendar of PLC meetings and arrange for coverage.
2. Work with LTF and Coaches and grade level teams to develop a list of PLC protocols
3. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
4. Coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
5. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
6. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.

**Person Responsible:** Crystal Liberia (crystal.liberia@palmbeachschools.org)

**By When:** PLCs and Professional Development will begin within the first month of the start of the new year. PLC's and PD will continue throughout the school year.

Small Group Instruction -
1. Resource teachers will be scheduled to provide support in all classrooms for small group instruction.
2. Teachers will analyze student data to determine strengths and weaknesses in content area and make instructional groups for the rotational model.
3. Teachers will create all small group rotational cycles to ensure all students are able to access grade level standards through scaffolding and differentiation.

4. There will be a science resource teacher added to the fine arts schedule for grades KG to 5 to review science fairgame benchmarks. During computer lab fine arts, K-2 students will have time to practice math skills using adaptive technology.
5. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
6. Teachers will have the opportunity to observe other teachers and/or coaches in utilizing best practices for small group instruction.

**Person Responsible:** Karen Byer (karen.byer@palmbeachschools.org)

**By When:** Small group instruction will begin by the second week of school. Small group participation is fluid and flexible and will be updated continuously from data analysis.

Extended Learning Opportunities -
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. Provide training for tutors to understand expectations and become familiar with materials to execute tutorials.
4. Create schedule and communicate to students and families.

**Person Responsible:** Shannon Stockman (shannon.stockman@palmbeachschools.org)

**By When:** In-school will being by the second month of school and will continue all year.

**#2. 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.

In alignment to the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors. Our data shows that about 30% of students have an attendance rate of less than 90%. This is more prevalent in the primary grades. Palm Springs has the support of several staff members who can effectively communicate and engage with parents and families in our ESSA student groups - especially Blacks, Whites, and SWDs.

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

Reduce the number of students with less than 90% attendance rate by 15% in each grade level.

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

Attendance data reports will be pulled monthly and will be monitored by the Attendance Committee. The Attendance Committee will be chaired by the Assistant Principal and the members will include the SBHP, the SBT Leader, the CLFs and the SSFs.

**Person responsible for monitoring outcome:**

Shannon Stockman (shannon.stockman@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.)

Palm Springs will develop a school-wide attendance plan that will not only create strategies to work with students with high absentee rates, but will also provide rewards and incentives for those students that improve attendance or have a high attendance rate.

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

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

**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.

School-wide Attendance Committee
1. Communicate attendance importance to families through newsletters, email, DoJo, family events etc.

2. Schedule monthly meetings and pull SIS attendance reports to track attendance. Data on our ESSA student groups (Blacks, Whites, and SWDs) will be monitored and staff that can engage those families will act as liaison.
3. Train teachers in the attendance plan - after a student misses 3 consecutive days the teacher makes first contact and follows up with a form that will be directed to the attendance committee for further action if student does not return to school.
4. The Committee will contact families and offer supports if necessary - transportation requests, immunization van information, clothing/uniforms, school supplies, etc.
5. Home visits will be scheduled as needed.
6. Refer to regional office if needed to follow-through on truancy procedures.
7. Schedule assemblies by grade level to recognize attendance goals.

**Person Responsible:** Shannon Stockman (shannon.stockman@palmbeachschools.org)

**By When:** The Attendance Committee will begin meeting in September and implement the school-wide attendance plan throughout the year.

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
A 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 will be taught and our school highlights multicultural diversity within the curriculum and the arts.

**Person Responsible:** Marjie Rowe (marjie.rowe@palmbeachschools.org)

**By When:** Instruction in these areas will begin the first week of school and be on-going throughout the 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. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), 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:
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 District Reading Collaboration team provides professional development to schools based on needs.

7. Curriculum Resources: Curriculum resources to enhance ELA, Science, & Math skills and support student mastery of the Florida B.E.S.T. standards and will support literacy across the content areas,

## 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 explicit 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 the state assessment. According to iReady data 22% of our incoming third grade students are

reading on or above grade level - 7% points higher than at the same time last year.
Phonological awareness (75%) and high frequency words (61%) are a strength but vocabulary and comprehension in both literary and informational texts is low. Phonics data showed an increase of 8% - moving from 29% to 36% in a year.

FAST Data SY23
KG: PM3 - 39%
1st: PM3 - 41%
2nd: PM3 - 32%

The critical need for PSES is to strengthen foundational reading skills so that students can decode words, read fluently, and construct meaning as they read.

**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 of our tested grade levels in all content areas including our ESSA identified student groups.

FY22 FSA FY23 PM3 DIFF

ELA 39% 35% -4%
3 32% 26% -6%
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FY22 FSA FY23 PM3 DIFF

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Grade 4 - from 2% to 48%
Grade 5 - from 12% to 36%
White - from 5% to 47%
Black - from 2% to 40%
SWD - from 2% to 19%

FY22 FSA FY23 PM3 DIFF

SCIENCE
5 22% 33% +11%

## 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

SY24 data from the new coordinated screening and progress monitoring system will reflect overall proficiency in the following grades:
Kindergarten - 43% Proficient
First Grade - 45% Proficient
Second Grade - 50% Proficient
Looking specifically at foundational skills in the primary grades, the following areas will see an increase in proficiency as measured by iReady Spring Diagnostic.
Phonics - from 37% proficient to 50% proficient
Vocabulary - from 21% proficient to 30% proficient

### Grades 3-5 Measurable Outcomes

SY23 FSA school-wide proficiency in ELA will increase from 36% to 40%.

SY23 ESSA student groups will increase 5%.

## 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. The Literacy Leadership team will use the continuous improvement model of plan, do, study and act.
Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic

and growth monitoring checks, and end of unit assessments from the Benchmark Series.
We will also use grade level formative assessments and end of unit assessments to track growth within standards.
We will also review lesson plans, conduct classroom walks, review student work samples/portfolio/binder reviews, student attendance, data chats, formal observations, professional learning community attendance/participation.

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

Rowe, Marjie, marjie.rowe@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 as well as supplemental support teachers will provide strategically, differentiated instructional support for all learners.
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. PSES will continue to build capacity with implementing the TRTW strategies in lessons and will participate i the District Literacy Cohort.
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 |
|---|---|
| PLCs/Professional Development -<br>1. Create a calendar of PLC meetings and arrange for coverage.<br>2. Work with LTF and Coaches and grade level teams to develop a list of PLC protocols<br>3. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs<br>4. Coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.<br>5. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.<br>6. Instructional coaches will build professional learning opportunities for teachers to utilize research- based strategies. | Stockman, Shannon, shannon.stockman@palmbeachschools.org |
| Focused Small Group Instruction with Fidelity<br>Teachers will use data to plan and implement focused small group instruction.<br>* Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and District assessments in Language Arts.<br>* Teachers will analyze student data to determine strengths and weaknesses in content area.<br>* Teachers will create all small group rotational cycles to ensure all students supported at their abilities. Support resource teachers will be scheduled to support small group instruction for ELL students and SWD students.<br>* Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.<br>* Teachers follow District Assessment schedule of ongoing formative assessments to track student learning and adjust instruction continuously<br>* The MTSS process will be utilized to support students needing Tier 2 and Tier 3 support during the Intervention block. | Rowe, Marjie, marjie.rowe@palmbeachschools.org |
| Develop a Literacy Leadership Team<br>* The Literacy Leadership Team (LLT) members will include the Principal, the Assistant Principal, The SSCC, the LTF, the Instructional Coaches.<br>* The LLT will meet weekly to review formative assessment data, plan for job embedded professional learning, conduct teacher data chats, and plan instructional focus calendars.<br>* The LLT will participate in grade level PLCs and will provide job embedded professional learning.<br>* The LLT will provide literacy coaching using the coaching cycle of plan, model, observe, and provide feedback. The LLT will arrange for teachers needing support the opportunity to observe master teachers in their classroom. | Byer, Karen, karen.byer@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))

NA

**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)**

NA

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

NA