

The School District of Palm Beach County

# Rolling Green Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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# Rolling Green Elementary School

550 MINER RD, Boynton Beach, FL 33435

<https://rges.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.**

We, the community of Rolling Green Elementary School are committed to creating and providing a safe, positive, and nurturing environment. Educating all to successfully advance intellectually, socially, and emotionally. We strive to prepare our students to become high school and college graduates as well as contributing members of their communities.

#### **Provide the school's vision statement.**

Rolling Green is a welcoming school where teachers and students come together to learn and grow in an enriching learning community. We foster hands-on real-life instruction in an engaging environment that is clean, safe and orderly; which promotes analytical thinking to help ensure students academic and social success.

### 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
manning, allyson	Principal	<p>As Principal, Mrs. Manning facilitated the creation of the school's mission and vision and set the tone for Academics, Culture, Systems, and Climate. The Principal will monitor and work with 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, Ms. Napier must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Cato, Lynn	Assistant Principal	<p>As an Instructional Leader, Mrs. Cato facilitated the creation of the school's mission and vision and set the tone for Academics, Culture, Systems, and Climate. She meets weekly with school leadership to ensure continual alignment to the District Strategic Plan to ensure the success for all students. She utilizes data when making all school-wide decisions by tracking student progress through data chats with teachers, students, and instructional coaches. She supports the monthly faculty meetings/ weekly Professional Development, parent trainings, and attend professional development sessions on campus as well as at the district level. Administrators are active participants in PLC's, Common Planning and SBT meetings.</p> <p>Mrs. Cato supports the principal in building a culture of pride, trust, and respect. As a result 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.</p>
Seipel, Gwen	Reading Coach	<p>The Literacy Coach for grades 4-5, assists with the coordination and implementation of the District approved ELA 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.</p> <p>Participates in professional development and shares the content with school staff. She participates in and facilitates weekly Professional Learning Communities or PLC's. Finally, the Literacy Coach will</p>

Name	Position Title	Job Duties and Responsibilities
		<p>provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA (Reading/Writing). She will also lead standards based planning and follow the FCIM coaching cycle.</p>
Sotelo, Lorraine	Reading Coach	<p>The Literacy Coach for K-3 assists with the coordination and implementation of the District approved ELA 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 for ELA (Reading/Writing). She will also lead standards based planning and follow the FCIM coaching cycle.</p>
Clayton, Detrice	Curriculum Resource Teacher	<p>The ESOL Coordinator provides ELL strategies and support, as well as monitors the progress of ELL students in the ELL continuum. The ESOL Coordinator also supports teachers through the coaching cycle and facilitates PLCs to ensure that all teachers are equipped with strategies to provide effective instructional practices in order to close the achievement gap.</p>
McAllister, Amy	Teacher, K-12	<p>School-Based Team Leader: Facilitates SBT meetings, assists with the development of intervention plans, and assists with data collection. The SBT Leader communicates with parents regarding RTI plans and strategies as needed. She is very involved in parent communication and student achievement.</p>
Brown, Alessandria	Curriculum Resource Teacher	<p>The math resource teacher stays current on research and "best practices" to analyze and support the quality and effectiveness of classroom instruction. She identifies systematic patterns of student needs utilizing district resources to develop effective evidence-based intervention strategies. The math resource teacher uses student assessments and monitors data to promote progress monitoring, data collection, and data analysis. Participates with the school's Professional Development Team to create and implement quality staff professional development for specific instructional areas of weakness. Participates in school Professional Learning Communities for grades K-5.</p>



Name	Position Title	Job Duties and Responsibilities
		<p>Helps develop plans for interventions as needed; Assists with data collection; Supports the implementation of Tier 1, 2, and 3 interventions. Provides instructional support and professional development. Also, works to facilitate academic conversations in PLC with a focus on building teacher capacity and student achievement.</p>
Grovesman, Seth	Math Coach	<p>The math resource teacher stays current on research and "best practices" to analyze and support the quality and effectiveness of classroom instruction. He identifies systematic patterns of student needs utilizing district resources to develop effective evidence-based intervention strategies. The math resource teacher uses student assessments and monitors data to promote progress monitoring, data collection, and data analysis. Participates with the school's Professional Development Team to create and implement quality staff professional development for specific instructional areas of weakness. Participates in school Professional Learning Communities for grades K-5.</p> <p>Helps develop plans for interventions as needed; Assists with data collection; Supports the implementation of Tier 1, 2, and 3 interventions. Provides instructional support and professional development. Also, works to facilitate academic conversations in PLC with a focus on building teacher capacity and student achievement.</p>
Ferlita, Christine	Teacher, ESE	<p>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.</p>
Geppert, Alan	Curriculum Resource Teacher	<p>The Science Resource Teacher provides hands-on science labs and lessons to all students in grades kindergarten to fifth grade. Being on the fine arts week, he is able to meet with the classes on a seven day rotation,</p>
Balliet, Dawn	Curriculum Resource Teacher	<p>As the SAI teacher, Ms. Balliet provides small group intensive reading instruction and strategies to struggling readers. She monitors their progress, to provide needed strategies for success.</p>

### **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 the Administrative Team.

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

? A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and

community support services for families of migrant students. These supports are supplemental to school-wide

supports for students and families.

? A school district officer is on campus every day for the safety and security of all students and staff. The school

has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made

aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to

a classroom, or school event on campus, and most recently we have added Centegix, a Crisis Alert system that empowers teachers and administrators to act and respond with confidence to Medical emergencies, student altercations, unauthorized visitors, suspicious activity, and similar situations. Each incident, no matter the severity, demands a fast, reliable response with complete and accurate information. With teachers and staff in mind, CENTEGIX designed a safety solution that routes requests for help to key personnel instantly. CrisisAlert provides clear and critical information to all impacted personnel, ensuring your staff feels ready to respond to any situation.

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

### **SIP Monitoring**

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

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks. The i-Ready Diagnostic and the FAST/STAR assessments will

occur three times a year.

Student assessments include the new Progress Monitoring which 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

### **Demographic Data**

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	98%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C  2019-20: C  2018-19: C  2017-18: D
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## 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	39	22	27	33	16	24	0	0	0	161	
One or more suspensions	4	5	7	13	17	10	0	0	0	56	
Course failure in English Language Arts (ELA)	36	53	58	98	66	53	0	0	0	364	
Course failure in Math	26	46	42	57	69	65	0	0	0	305	
Level 1 on statewide ELA assessment	0	0	0	72	59	39	0	0	0	170	
Level 1 on statewide Math assessment	0	0	0	66	60	49	0	0	0	175	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	36	53	58	98	66	53	0	0	0	364	
	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	33	46	41	97	78	67	0	0	0	362

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	17	0	0	0	0	0	17
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

#### 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	44	41	40	36	21	44	0	0	0	226	
One or more suspensions	5	10	13	16	17	24	0	0	0	85	
Course failure in ELA	35	53	68	103	43	87	0	0	0	389	
Course failure in Math	32	43	54	40	30	48	0	0	0	247	
Level 1 on statewide ELA assessment	0	0	0	64	35	72	0	0	0	171	
Level 1 on statewide Math assessment	0	0	0	66	41	84	0	0	0	191	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	94	64	102	0	0	0	260	
	0	0	0	0	0	0	0	0	0		

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	33	49	58	89	53	91	0	0	0	373

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	23	2	0	0	0	53
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	44	41	40	36	21	44	0	0	0	226
One or more suspensions	5	10	13	16	17	24	0	0	0	85
Course failure in ELA	35	53	68	103	43	87	0	0	0	389
Course failure in Math	32	43	54	40	30	48	0	0	0	247
Level 1 on statewide ELA assessment	0	0	0	64	35	72	0	0	0	171
Level 1 on statewide Math assessment	0	0	0	66	41	84	0	0	0	191
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	94	64	102	0	0	0	260
	0	0	0	0	0	0	0	0	0	

**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	33	49	58	89	53	91	0	0	0	373

**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	23	2	0	0	0	53
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*	25	53	53	31	59	56	27		
ELA Learning Gains				57			39		
ELA Lowest 25th Percentile				63			34		
Math Achievement*	24	57	59	31	53	50	21		
Math Learning Gains				60			24		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				64			32		
Science Achievement*	31	54	54	19	59	59	20		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	51	56	59	44			30		

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

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

#### ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	154
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	369
Total Components for the Federal Index	8
Percent Tested	99

## 2021-22 ESSA Federal Index

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	24	Yes	1	1
ELL	24	Yes	1	1
AMI				
ASN				
BLK	30	Yes	1	1
HSP	31	Yes	1	1
MUL				
PAC				
WHT				
FRL	31	Yes	1	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	44			
ELL	41			
AMI				
ASN				
BLK	47			
HSP	42			
MUL				
PAC				
WHT				
FRL	46			



**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	25			24			31					51
SWD	11			18			32				5	48
ELL	15			17			20				5	51
AMI												
ASN												
BLK	24			21			29				5	54
HSP	26			27			32				5	47
MUL												
PAC												
WHT												
FRL	25			25			31				5	51

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	31	57	63	31	60	64	19					44
SWD	23	55	62	19	62	79	12					39
ELL	22	53	54	26	60	58	13					44
AMI												
ASN												
BLK	30	56	71	30	57	69	20					44
HSP	27	56	53	29	60	58	6					43
MUL												
PAC												
WHT												
FRL	30	57	63	31	60	64	19					44

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	27	39	34	21	24	32	20					30
SWD	20	31		17	30	40	16					15
ELL	18	32	31	14	19	32	10					30
AMI												
ASN												
BLK	29	42	40	21	26	33	18					28
HSP	18	34	31	19	23		17					30
MUL												
PAC												
WHT												
FRL	27	39	34	21	24	32	20					30

### 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	34%	56%	-22%	54%	-20%
04	2023 - Spring	26%	58%	-32%	58%	-32%
03	2023 - Spring	17%	48%	-31%	50%	-33%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	29%	57%	-28%	59%	-30%
04	2023 - Spring	20%	52%	-32%	61%	-41%
05	2023 - Spring	26%	56%	-30%	55%	-29%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	29%	51%	-22%	51%	-22%

### 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.**

ELA

FSA 22 VS PM3 FAST FY 23

Gr 3 ELA: 28% on FAST 17% on FAST -11 pts

Gr 4 ELA : 39% on FAST 26% on FAST -13 pts

Gr 5 ELA : 23% on FAST 34% on FAST +11 pts

FY 19 FY 22 Learning Gains FY 22 Overall 57%

SWDs - 17% SWDs - 23% 55%

Blacks - 33% Blacks - 30% 56%

FRL - 32% FRL - 30% 57%

ELL- 26% ELL - 22% 53%

HSP - 32% HSP - 27% 56%

Overall ELA proficiency by school performance 26% on PM3 FAST FY23

Overall ELA proficiency by school performance 31% on PM3 FAST FY22

Overall ELA proficiency by school performance 27% on FSA FY 21

Overall ELA proficiency by school performance 33% on FSA FY19

Math

FSA 22 VS PM 3 FAST FY 23 :

Gr 3 Math: 31% 29% on FAST -2 pts

Gr 4 Math: 20% 20% on FAST 0 pts

Gr 5 Math: 10% 26% on FAST +16pts

FY 19 FY 22 Learning Gains FY 22 Overall 60%

SWDs - 26% SWDs - 19% 62%

Blacks - 37% Blacks - 30% 57%

FRL - 40% FRL - 31% 60%

ELL- 39% ELL - 26% 60%

HSP - 50% HSP - 29% 60%

Overall Math proficiency by school performance 25% on PM 3 FAST FY23

Overall Math proficiency by school performance 31% on PM3 FAST FY22

Overall Math proficiency by school performance 21% on FSA FY 21

Overall Math proficiency by school performance 40% on FSA FY19

Science

FSA FY22 VS FSA FY 23 results increased to

Grade 5 Science 19% 29% on NGSSS FSA +10%

Adaptive technology data, we see the following percentages are on grade level Window !:

ELA

Third:17%

Fourth: 12%

Fifth: 18%

Math

Third: 5%

Fourth: 6%

Fifth: 12%

The lowest performing areas are ELA, Math and Science, third grade dropped 11 points in ELA and 4th grade -13 points from FY 22 to FY23. The contributing factors were students learning a new Benchmark Advanced curriculum in reading. Teachers were learning the B.E.S.T. Standard, while delivering the instruction to meet the timeline. In addition, students and teachers were learning the assessment and making adjustments. Fourth grade had one class with a long term substitute teacher who did not know the new curriculum.

Math losses in grades 3 and 4 leads shows we must do more work in K-2, while level one students promoted based on Good Cause also needed help comprehending math problems.

We strategically support all learners, especially all of our ESSA identified subgroups who have shown decline in achievement and learning gains.

The increase of 10% in science is attributed to the integration of technology into the science curriculum such as Gizmos, iXL. Daily explicit science vocabulary is taught daily in all grades as part of vocabulary infusion in all lessons. There is common planning every Monday to support our 5th grade teachers along with aggressive monitoring of the instruction.

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

The greatest decline is across ELA and Math content in grades 3-5. In FY23, PM3 we show:

3rd grade ELA (17%) -11%, 4th grade ELA (26%) -13% and 5th grade ELA (34%) +11%.

3rd grade Math (29%) -2%, 4th grade Math (20%) no gain and 5th Math (26%) +10%.

With the new curriculum and the testing platform the contributing factors to the decline. Teacher are learning the B.E.S.T. Standard to improve their capacity in Reading and Math. Many students in grades K-5 are more than 2 years below grade level. iReady data showed less than 50% of students are reading on grade level. FY24, 17% of third graders are reading on grade level.

iReady data results, K-5, indicate significant numbers of students were scoring below grade level in pre-reading skills (phonemic awareness, phonics, and vocabulary). To address these areas, we implemented the SPIRE and Reading Recovery program in grades K-1, ensuring training to teachers to effectively implement the strategies. Explicit vocabulary instruction is a school-wide initiative which occurs in the context of all content area instruction.

Implementation of small group differentiated instruction will occur to address deficiencies and continue focus on academic growth in all subject areas, and increase learning gains and achievement. We will continue to focus on literacy, remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We continue to focus on all our ESSA as we have met the goal in all categories. Special attention will be on subgroups; SWD, ELL, BLK, Hispanics, and FRL students; who will receive strategic, targeted support through various modes of instruction, including adaptive technology, small group, tutorials, data chats and strategic student monitoring.

As a RAISE school our teachers are receiving training though UF Lastinger Center for Learning, where they are in learning cohorts which teacher are acquiring tools to navigate through the Science of Reading. One of the key elements in successful reading instruction identified in reading research is the role that phonics instruction plays in learning to read. The scientific consensus is that teaching phonics systematically, explicitly, and cumulatively is key to successful reading instruction.

**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 ELA Progress Monitoring data for Window 3 we see the following data:

School State  
 ELA Achievement 31% 54%  
 ELA Learning Gains 57% 58%  
 ELA Lowest 25th% 63% 48%  
 Math Achievement 31% 64%  
 Math Learning Gains 60% 55%  
 Math Lowest 25th% 64% 48%

The data shows we have outperformed the state in ELA L25%, Math Learning Gains and Math L25% which indicates we are moving in the right directions. ELA and Math achievement needs major improvement to be on par with the state. Our biggest achievement gas are in ELA and Math. Contributing factors were there were many new teachers to the grade levels and they were inexperienced with the rigor of the standards. In addition, these teachers had difficulty managing their time appropriately to incorporate all aspects of the gradual release model of instruction. Also data shows they were unclear of the use of best practices and the proper accommodations for the subgroups.

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

Science Proficiency improved from 19% to 29%, but there is more work to be done. Professional Learning Communities will continue to focus on data analysis, planning for instruction, and best practices to ensure growth and achievement for all students. Planning will remain deliberate and concentrated on explicit vocabulary instruction. In the classroom, extra support will be added for small group remediation, hands on science labs, and keeping the data at the front of all that we do.

Update this part

In 5th grade our proficiency level increased to 7.8% when compared to the previous years in ELA. We also saw an increase when comparing the three FAST Windows for FY23 for our ESSA identified subgroups; Blacks and FRLs and for the school. AS shown below:

PM1 PM2 PM3  
 Total 43% 45% 48%  
 Blacks 25% 28% 30%  
 FRLs 18% 21% 24%

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

In addition, across all grade levels as measured during the FAST progress monitoring windows, we did have more proficient students within our SWD category.

PM1 PM2 PM3  
SWDs +3% +5%

#### Addressing improvement

Students had access to grade-level or above grade level texts. We provided opportunities to collaborate with students about the text and receive tasks that are aligned. Teachers follow up by providing students with specific feedback to address their thinking and learning needs.

#### Increase Grade 3 ELA achievement

With the rollout of the Benchmark literacy system, students receive a balanced literacy to address the reading foundation and the learning loss students faced during the FY21 school year. The Benchmark system offers explicit instruction in the whole group, phonics, decodable readers, vocabulary and shared

reading. Students will learn to explore and explain their thinking using text-based evidence to support their

thinking and answers.

#### Increase Grade 4 mathematics achievement

Students need opportunities to experience mathematics to learn mathematics by building, drawing, writing, talking, and thinking mathematically. Teachers received PD opportunities to learn best practices of teaching mathematics conceptually and not just procedurally through the Math Cadres provided by the district. The Math Coach also provided PD sessions as needed.

Additionally, we instructed all of our students within their small groups within the reading block based on their needs as outlined through iReady, FAST, USAs, and FSQs. We determine the students progression of mastery

through the use of teacher progress monitoring. We also use this information to meet the needs of our ELLs for mathematics instruction. Using the information gathered through assessments during PLC teachers disaggregate the data and determine the students needs to formulate specific data to drive small groups. Through NGSQ, spiral review data, and USAs we monitor the needs of all our students and close their gaps through science small groups and hands on experiments.

#### **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:

Options are below (choose two)

1. 10% or more Absence
2. Suspensions
3. Level 1 State Assessments ELA and Math

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

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

1. Professional Learning Communities focused on data analysis, planning for instruction, and best practices to

ensure student growth and achievement for all students.

2. Continue double down model in all ELA/Math classrooms focusing on the needs of our ESSA identified subgroups. Implement with fidelity, the trainings on reading interventions

3. Continue push in model for ELA and Math block for SWDs and ELLs ELA Achievement Growth for SWD

Amp; Blacks- Ensuring learning gains & progress for ESSA subgroups: we will analyze student data to

identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups

will specifically be monitored for progress and receive additional support by teachers ensuring lessons are

planned based on the specific needs of the students. In addition, we will thoroughly review ELL student data

and provide support as needed.

We plan to ensure that teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction, ongoing professional development in reading, math, and science in grades 3-5, ongoing professional development in the Benchmark Reading Series, using iReady Diagnostic Results to create fluid instructional groups, and aligning human resources to provide intervention to targeted students.

Develop a collaborative culture of learning and improvement. Engaging multiple stakeholders in the continuous improvement process can generate a sense of ownership and empowerment. With a focus on:

- \* Work together to develop trust, build common understanding and language, to support an appropriate level of

transparency

- \* Learn from one another and give constructive feedback through a safe protocol that can move the work forward

- \* Collaboratively examine data with an equity lens—from improvement cycles, formative assessments, or other

relevant data that can inform practice

### Area of Focus

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

**#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****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 learning gains in school-wide ELA, Math and Science, 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 & Amp; growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

The results of our ELA ELL and SWD Achievements are the lowest performing at 22% and 23% overall. ELA learning gains improved significantly from FY 21 to FY22 from 39% to 57%. The ELA school- wide learning gains stayed at 57% percentage points back to where it was in FY19. The learning gains of ELA Low 25% increased by seven points. Our ESSA identified subgroups SWDs have demonstrated an increase of FY19 17%, FY21 20%, and FY22 23% over the past three years. Data indicates we need to focus on using data to inform instruction, how the instruction is delivered, provide scaffolds/interventions, which will help to make decisions to make the changes necessary to support all learners. The gap between 2023 ELA Achievement (26%) and the District average (58%) is 32 percentage points.

The gap between 2023 Mathematics Achievement (25%) and the District average (62%) is 37 percentage points. Science Achievement increased from 19 percentage points to 29 percentage points in 2023. This increase is attributed to Professional Learning Communities will continue to focus on data analysis, planning for instruction, and best practices to ensure growth and achievement for all students. Planning will remain deliberate and concentrated on explicit vocabulary instruction. In the classroom, extra support will be added for small group remediation, hands on science labs, and keeping the data at the front of all that we do.

**Measurable Outcome:**

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

By February 2024, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 5% . We will increase the L25 learning gains by 5%. ELA achievement increase to 30%

**Teacher Practice Outcomes:**

By February of 2024, 50% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring specific focus on the "you do" of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard.

By May 2024, 90% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring specific focus on the "you do" of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard.

**Monitoring:**

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

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, Star 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.

Employing frequent monitoring will allow us to make adjustments to 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.

At Rolling Green 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, all Formative/Summative Assessments and Technology. The monitoring will be supported by key members of the leadership team: Principal, Assistant Principal and Reading coaches and Math Coaches.

**Person responsible for monitoring outcome:**

allyson manning (allyson.manning@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. Explicit Instruction - identifying key concepts, strategies, skills, and routines to teach; designing and delivering effective lessons; and giving students opportunities to practice and master standards.
2. Scaffolded Instruction - add support for students to enhance learning and aid in their mastery of tasks. This will be done by systematically building on the students' experiences and knowledge as they are learning new skills.
2. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, product, and explicit instruction.
3. Tutoring programs K-5 to ensure learning supplemented with additional resources and teacher support.
4. ELA, Math and Science teachers will use of adaptive technology-based programs to support all subject areas
5. Professional Learning Community (PLC)/Professional Development will ensure teachers collaborative to focus on explicit instruction and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing benchmark for ELA, and use data to meet the individual needs of the students for based practice. Star/Renaissance and FAST Testing; and to identify areas of weakness for targeted remediation.
2. Students who participated in the tutoring program in the past have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. iReady Math, iReady Teacher Toolbox, Renaissance and F.A.S.T Data to support differentiation. Flocabulary iXL, Gizmos, to support scientific method, along with science vocabulary infused into daily Benchmark lessons acquisition to significantly increase student achievement when the programs used with fidelity.

3. PLCs and PD's allow teachers and leaders an opportunity to collaborate, talk about explicit instruction, to analyze data, and make decisions to improve student achievement and progress.

#### **Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **Action Steps to Implement**

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

1. Scaffolding Instruction :
  - a. Differentiated Instruction strategies and small group instruction in core content.
  - b. Teachers utilize a variety of resources, instructional materials, and teaching methodologies to support all learners.
  - c. Adding support while building on student knowledge
  - c. Monitoring by administration Lynn Cato, Allyson Manning
2. Explicit Instruction:
  - a. Identify key concepts
  - b. Practice and master skills
  - c. Monitored by Administration Lynn Cato, Allyson Manning
2. PLC's/Professional Development focus Explicit Instruction :
  - a. The PLCs/PD sessions will focus on data analysis and effective instruction
  - b. Instructional coaches and resource teachers will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
  - c. Monitored by Administration Lynn Cato, Allyson Manning
3. Tutorials:
  - a. Analyze student data to determine groups.
  - b. Research-based supplemental materials and resources.
  - c. Analyze classroom data.
  - d. Monitoring by administration Lynn Cato, Allyson Manning

**Person Responsible:** allyson manning (allyson.manning@palmbeachschools.org)

**By When:** Coaching will begin within the first month of the start of the new year and will continue throughout the school year.

- Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
  3. Instructional coaches and resource teacher will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
  4. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with B.E.S.T standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
  5. Instructional coaches will build professional learning opportunities for teachers to utilize research-based

strategies.  
based strategies.

**Person Responsible:** allyson manning (allyson.manning@palmbeachschools.org)

**By When:** Coaching will begin within the first month of the start of the new year and will continue throughout the school year.

Monitor daily the strategies and agreements that are made in PLC/Common Planning.

**Person Responsible:** Lynn Cato (lynn.cato@palmbeachschools.org)

**By When:** Weekly monitoring until May 2024

## #2. Positive Culture and Environment specifically relating to Other

### Area of Focus Description and Rationale:

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

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

Reduce the amount of suspensions 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.

FY22 FY23

Total Number of Office Discipline Referrals 66 76

Total Number of In School Suspension 0 0

Total Number of Out School Suspension 80 41

### Measurable Outcome:

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

Student Outcomes:

Reducing the amount of discipline referrals by 10% by December 2023 and by another 10% by the end of the May 2024.

Teacher practice outcomes:

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

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

### Monitoring:

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

Classroom observation

Scheduled pulling of Suspension data

Schedule pulling attendance data

Send all New Teachers to CHAMPS training follow up with feedback

We will review and monitor student discipline data at our monthly faculty meetings.

### Person responsible for monitoring outcome:

Lynn Cato (lynn.cato@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. Choice Programs /AMP / Character Development, etc.
2. Schoolwide Discipline Plan
3. CHAMPS
4. SWPBS
5. Parent Involvement
6. 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. Schoolwide Discipline Plan: Systematic approach to discipline enhances learning outcomes for students. Reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be.
2. CHAMPS: a classroom management program aims to improve student behavior plus strengthen learner

engagement through a strategic system of clearly defined expectations

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

4. Parent Involvement in schools improves student attendance, social skills, and behavior.

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

### **Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement**

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

Provide teachers with professional development to understand CHAMPS/SWPBS

Policy 2.09 and Required Instruction Florida State Statute 1003.42

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

(g) History of Holocaust

(h) History of Africans and African Americans

(i) History of Asian Americans & Pacific Islanders

(o) Health Education, Life Skills & Social Media

(q) Hispanic Contributions

(r) Women's Contributions

(t) Civic & Character Education

(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

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.

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

SwPBS Action Steps:

a. Cafeteria assemblies are conducted to review expectations

b. Teachers reinforce expected behaviors in and out of the class

**Person Responsible:** Lynn Cato (lynn.cato@palmbeachschools.org)

**By When:** Reducing discipline referrals by 10% December 2023 By 10% May 2024 December 2023, 80% of our teachers will positively reinforce student behaviors. February 2024, 100% of our teachers

### #3. -- Select below -- specifically relating to

#### 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.

#### Measurable Outcome:

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

#### Monitoring:

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

#### Person responsible for monitoring outcome:

[no one identified]

#### Evidence-based Intervention:

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

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

#### 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.

***No action steps were entered for this area of focus***

#### #4. 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.

Reduce the number of suspensions

FY22 FY23

Number of Incidences 121 75

Number of 1 or more Suspensions 59 49

Number of 2 or more referrals 36 27

Total Number of OSS 59 34

##### Measurable Outcome:

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

Student Outcomes:

Reducing the amount of discipline referrals by 10% by December 2023 and by another 10% by May 2024.

Teacher practice outcomes:

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

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

##### Monitoring:

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

Goals will be monitored by:

Classroom observation

Scheduled pulling of Suspension data

Data chat with students

Parent involvement

##### Person responsible for monitoring outcome:

Lynn Cato (lynn.cato@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.)

What is the evidence-based interventions you will use to see the improvements for your Area of Focus?

1. Schoolwide Discipline Plan

2. CHAMPS

3. SWPBS

4. Parent Involvement

5. 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. Schoolwide Discipline Plan: Systematic approach to discipline enhances learning outcomes for students. Reinforcing desired behavioral outcomes students will understand expectations. Students are explicitly taught desired behaviors.

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

5. SWPBS: Supports decreasing all levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, order, increases instructional time.
6. Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school.
7. Required Instruction 1003.42 and Policy 2.09: Positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Stakeholders play a key role in school performance and addressing equity.

#### **Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **Action Steps to Implement**

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

- Cafeteria assemblies are conducted to review expectations
- b. Teachers reinforce expected behaviors in and out of the class through positive rewards
- c. Trimester celebrations are held
- d. Weekly House meetings are conducted to motivate and team building
- e. Ongoing student recognition
- f. Student recognition for academics
- g. Attendance Matters Bulletin Board in every building highlight students with positive attendance

**Person Responsible:** Lynn Cato (lynn.cato@palmbeachschools.org)

**By When:** Reducing absences by 10% by December 2023 By May 2024 10% December 2023, 80% of our teachers will reinforce student behaviors. February 2024, 100% of our teachers reinforce student behaviors.

### **Reading Achievement Initiative for Scholastic Excellence (RAISE)**



**Area of Focus Description and Rationale**

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

If we focus on Standards-based instruction to increase overall K-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District & 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.

Kindergarten- 72% Proficient  
 First Grade- 42% Proficient  
 Second Grade- 49% Proficient

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

Phonological awareness- 70% Proficient in K-2

Phonics- 46% Proficient in K-2

High-Frequency Words- 57% Proficient in K-2

Vocabulary- 44% Proficient in K-2

Due to a lack of foundational skills, students overall reading comprehension proficiency is 31% for literature text. Using the new Progress Monitoring tool in Renaissance's adaptive technology, students can practice and see their growth or need for teacher remediation in areas of deficiency.

In addition, the Benchmark Reading series is a tool available to help students build both reading fluency and comprehension skills through various strategies. Research shows that using a combination of strategies to improve reading comprehension is ideal. Our K-2 early learners are focused on Phonics, First-Time Readers

Foundational Skills, Big Books, e-Pocket Charts Phonological Awareness, and making connections. While the ultimate goal of teaching children to read is to help them attain comprehension skills, the building blocks for doing this work are word recognition, decoding, and fluency. Without these building blocks in place, students cannot comprehend what they read. They require comprehension to acquire knowledge or express their ideas, whether through written or spoken words. Reading comprehension strategies aid students in attaining those crucial building blocks and, ultimately, comprehension.

Using the Benchmark curriculum that is grounded in the science of reading we are using research based strategies to meet the needs of students in K-2, to close the gap of students who are not proficient in reading on their grade level. Foundational skill standards are covered in systematic lessons that develop essential background knowledge and content vocabulary. Scaffolds are used throughout the lessons to build the bridge learners need to grasp the standards. Our ELL learners are immersed phonics lessons,

along with enhanced picture vocabulary to make connections. These targeted and integrated instruction meet our students where they are, and use data to inform our instruction. The three weeks of instruction per unit, allow students to build concepts, vocabulary, and content knowledge.

Additionally, focused, scripted reading intervention is provided daily through the Heggerty program. Heggerty provides foundational skills curriculum that brings together explicit phonics instruction with Heggerty phonemic awareness lessons for a comprehensive approach to early literacy instruction.

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

If we focus on standards-based instruction to increase learning gains in school-wide ELA, 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 & AMP. Our instructional priority is to deliver content, concepts, and skills that are aligned to the Florida B.E.S.T. standards.

FY 23 iReady window #3 showed 37% of our 3rd grade students are proficient. Our FY23 data shows our third-grade students were 17% proficient on the FAST PM 3. The FY 24 window 1 iReady Diagnostic also showed 17% of students were predicted to be proficient by the FY 24 FAST. This data places a great urgency on providing remediation for students in K-3. Many of our students are entering third grade unprepared for the rigor of the state assessment and standards. Our goal is to be strategic and focus on standard-based instruction to ensure best practices are utilized throughout all content areas. We want to give all our students the opportunity to reach their highest academic potential in order to close the achievement gap in reading in K-3, which will result in increased student achievement. Our goal is to improve reading proficiency from 17% to a minimum 35% of students proficient in each grade level. This is still below 50%, as we work to build a strong reading foundation in K-2.

#### **Evidence-based Practices/Programs:**

We will use several evidence based practices/programs to meet the desired outcomes for each grade level.

Our core ELA instruction will utilize the Benchmark Advanced Florida program. This program is aligned to the B.E.S.T. ELA standards and meets the requirement of being evidence based.

#### **Rationale for Evidence-based Practices/Programs:**

The Benchmark Advance Florida Program for core instruction was adopted district-wide. We selected other evidence based practices to meet the individual area in need of remediation based on the Palm Beach County K-5 Reading Intervention Handbook. These practices are approved, evidence based, interventions designed specifically to meet the instructional needs of the students based on their individual needs.

Our tier instruction will use several evidence based practices to address reading deficiencies. Each area of need will utilize a different evidence based practice.

S.P.I.R.E is a comprehensive, multisensory reading intervention program that integrates phonological awareness, phonics, fluency, vocabulary, spelling, comprehension, and handwriting. Based on the Orton-Gillingham approach, S.P.I.R.E. incorporates the most recent research regarding best practices in reading instruction. S.P.I.R.E. is systematically structured, and follows a 10-Step lesson plan that ensures students experience continuous and visible success.

Heggerty phonemic awareness lessons for to early literacy instruction.

Voyager Passport Program has the five essential components of literacy: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension and Embedded Language and Writing. Voyager

Passport is a comprehensive supplemental reading intervention program that provides struggling readers with explicit instruction, corrective feedback, and more time on task to master critical reading skills. Voyager Passport also meets the highest level of ESSA criteria: Strong.

### 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

Each grade K-3, using the new 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.

#### 1. Grade K-2

The measurable outcomes for 2023 are:

February 2023 May 2023 August 2023 iReady Window 1  
 Kindergarten- 35% Proficient 40% Proficient 11% Proficiency  
 First Grade- 30% Proficient 35% Proficient 7% Proficiency  
 Second Grade- 25% Proficient 30% Proficient 17% Proficiency  
 Phonological awareness- 35% Proficient 40% Proficient  
 Phonics- 35% Proficient 40% Proficient  
 High-Frequency Words- 38% Proficient 43% Proficient  
 Vocabulary- 25% Proficient 30% Proficient

#### 2. Grades 3-5 May 2023 FY 23 ELA FAST Results

3rd 36% Proficient 40% Proficient 17% Proficient  
 4th 36% Proficient 40% Proficient 26% Proficient  
 5th 36% Proficient 40% Proficient 34% Proficient

Grades 3-5 Overall Proficiency 26%

Based on this data trend our focus will be to diminish course failure and increase learning gains and achievement. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas will help us to meet these goals. We continue to focus on all our ESSA as we have met the goal in all categories. Special attention will be on subgroups; ELL, BLK, Hispanics, and FRL students; who will receive strategic, targeted support through various modes of instruction, including adaptive technology, small group, tutorials, data chats and student monitoring. Employing frequent monitoring will allow us to make adjustments to 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.

Our core ELA instruction will utilize the Benchmark Advanced Florida program, which aligns to the B.E.S.T. ELA standards and is evidence based.

### **Grades 3-5 Measurable Outcomes**

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

If we focus on standards-based instruction to increase learning gains in school-wide ELA, 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 & AMP; growth. Our instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. Our FY23 data showed 17% of our third-grade students were proficient on the FAST. Our goal for FY 23/24 is 35% reading proficiency, which is below 50%, but will keep us on track to have more than 50% of students in grades K-3 reading on grade level.

ELA

FSA 22 VS PM3 FAST FY 23

Gr 3 ELA: 28% on FAST 17% on FAST -11 pts

Gr 4 ELA : 39% on FAST 26% on FAST -13 pts

Gr 5 ELA : 23% on FAST 34% on FAST +11 pts

FY 19 FY 22 Learning Gains FY 22 Overall 57%

SWDs - 17% SWDs - 23% 55%

Blacks - 33% Blacks - 30% 56%

FRL - 32% FRL - 30% 57%

ELL- 26% ELL - 22% 53%

HSP - 32% HSP - 27% 56%

Overall ELA proficiency by school performance 26% on PM3 FAST FY23

Overall ELA proficiency by school performance 31% on PM3 FAST FY22

Overall ELA proficiency by school performance 27% on FSA FY 21

Overall ELA proficiency by school performance 33% on FSA FY19

Our goal is to be strategic and focus on standard-based instruction to ensure best practices are utilized throughout all content areas. We aim for all students to have the opportunity to reach their potential and increase student achievement. The ELA school- wide learning gains stayed the same at 57% from 2019. The learning gains of ELA L25% increased by seven points from FY 19 to FY22. Our ESSA identified subgroups SWDs, Blacks, HSP, FRL have all made positive gains except for ELLs. The gap between 2022 ELA Achievement (31%) and the District average (58%) is 27 percentage points which is evident we have more work to do, since the achievement in ELA for FY23 was 26%.

Using Benchmark Advanced Assessment, FSQs, USAs and iReady along with other intervention strategies. we will continue to monitor the progress of our students and use the data to inform our instruction.

## **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 needed to make informed decisions about instruction and differentiated support for the students. 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. 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 FSQ and USA to track growth within standards.

Lesson Plans, Data Analysis, Classroom walks, Student work samples/attendance, Data Chats, Formal/ Informal Observations, Professional Learning Communities attendance/participation. We will use evidence based practices/programs to meet the desired outcomes for each grade level, as we use data to inform our instruction and decisions we make.

### **Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Cato, Lynn, [lynn.cato@palmbeachschools.org](mailto:lynn.cato@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?

Websites that could provide evidence-based practices/programs include:

Results: Literacy ([ed.gov](https://ed.gov))

Reading Program Repository | Florida Center for Reading Research ([fcrr.org](https://fcrr.org))

Reading | Evidence For ESSA

WWC | Practice Guides ([ed.gov](https://ed.gov))

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

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

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

**Rationale:**

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

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

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

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.

3. PLCs 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.

**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
<p>1. Develop Literacy Leadership</p> <p>School administrators Reading Coach, K-2 Reading Coach 3-5 Media specialist, Resource Teachers ESE Teachers ESOL Teacher District Support</p> <p>Action Steps: Develop a plan to monitor the implementation; ensure compliance with the reading plan Walkthroughs to weekly monitor and support reading instruction &amp; intervention (Look Fors, CAO updates) School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data)</p> <p>1. Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Manning, Allyson, manning.allyson@palmbeachschools.org</p>



## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**  
List the school's webpage\* where the SIP is made publicly available.

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

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

N/a

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

n/a

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

n/a