

The School District of Palm Beach County

# Poinciana Stem Elementary Magnet School



2023-24

Schoolwide Improvement Plan (SIP)

## Table of Contents

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>11</b>
<b>III. Planning for Improvement</b>	<b>16</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>0</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>0</b>
<b>VI. Title I Requirements</b>	<b>22</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

# Poinciana Stem Elementary Magnet School

1203 N SEACREST BLVD, Boynton Beach, FL 33435

<https://pnes.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.**

Poinciana Elementary Science, Technology, Engineering, and Mathematics (STEM) Magnet School is committed to providing the highest quality education that allows ALL students the opportunity to achieve their maximum potential as confident, life-long learners and productive, responsible citizens.

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

Poinciana Elementary Science, Technology, Engineering, and Mathematics (STEM) Magnet School's vision is to build a community which inspires wonder, innovation, and problem solving through collaborative inquiry and cross-curricular integration while providing ALL students with the foundation necessary for success in middle school, high school, postsecondary, and future endeavors.

### 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
McDowell, Tanya	Principal	The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Camel, Pamela	Assistant Principal	The role of the assistant principal is to assist the principal in developing standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, and evaluate staff and oversee facilities.
Akapaeti, Michelle	Instructional Coach	The role of the instructional coach is to work with teachers to improve the quality of their lessons and the quality of students' education. The instructional coach serves as a mentor and role model; helping teachers stay fresh and using the latest techniques and technologies in their classrooms.
Wallace, Alexandria	Other	Exceptional Student Education (ESE) contacts are responsible for supporting schools to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems. Contacts assist schools in demonstrating full and satisfactory implementation of the Individuals with Disabilities Education Act (IDEA) and implementing the Elementary and Secondary Education Act (ESEA) requirements.
Johnson, Gretchen	School Counselor	As SEL contact, Mrs. Johnson works with teachers to implement year 3 of the morning meetings. She meets with classes to work on social and emotional skills. As school counselor, she pulls individual and groups of students to support various issues impacting our students such as divorce, friendship, and bullying.

### 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 SIP was approved through the monthly School Advisory Council (SAC) meeting which was held on September 12, 2024. Stakeholders were given the opportunity to provide input and share their thoughts during the SAC meeting.

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, math coach, ESOL, ESE, and the Administrative Team.

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

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

### **SIP Monitoring**

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

The SIP will be monitored through biweekly Instructional Leadership Meetings (ILT). Details of the SIP will be shared and reviewed with faculty at the monthly faculty meetings, and community stakeholders at monthly SAC meetings. After the completion of each FAST Progress Monitoring the ILT will meet to discuss progress and next steps. This information will be shared with faculty and stakeholders.

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

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQs USA, NGSQ's, iReady Reading and Math Diagnostics, Imagine Learning, FAST Progress Monitoring, Florida Standard Assessments, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PMs 1, 2, and; 3 in English Language Arts and Math). The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.



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

### 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>	88%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<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) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
<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	15	8	5	2	5	8	0	0	0	43	
One or more suspensions	12	10	1	7	9	9	0	0	0	48	
Course failure in English Language Arts (ELA)	1	19	19	33	12	8	0	0	0	92	
Course failure in Math	7	10	26	29	28	5	0	0	0	105	
Level 1 on statewide ELA assessment	0	0	0	17	11	13	0	0	0	41	
Level 1 on statewide Math assessment	0	0	0	17	14	28	0	0	0	59	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	17	17	15	12	0	0	0	0	0	61	

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	5	13	20	28	21	15	0	0	0	102

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	5	0	0	0	0	0	5
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	0	10	7	8	4	10	0	0	0	39	
One or more suspensions	0	5	2	8	4	5	0	0	0	24	
Course failure in ELA	0	11	17	16	17	11	0	0	0	72	
Course failure in Math	2	6	10	6	27	0	0	0	0	51	
Level 1 on statewide ELA assessment	0	0	0	0	11	13	0	0	0	24	
Level 1 on statewide Math assessment	0	0	0	0	2	22	0	0	0	24	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	11	13	0	0	0	24	
	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	0	4	8	11	14	21	0	0	0	58

#### The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	1	2	1	3	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	

#### Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

#### The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	10	7	8	4	10	0	0	0	39	
One or more suspensions	0	5	2	8	4	5	0	0	0	24	
Course failure in ELA	0	11	17	16	17	11	0	0	0	72	
Course failure in Math	2	6	10	6	27	0	0	0	0	51	
Level 1 on statewide ELA assessment	0	0	0	0	11	13	0	0	0	24	
Level 1 on statewide Math assessment	0	0	0	0	2	22	0	0	0	24	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	11	13	0	0	0	24	
	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	0	4	8	11	14	21	0	0	0	58

#### The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	1	2	1	3	0	0	0	8
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*	55	53	53	60	59	56	54		
ELA Learning Gains				66			57		
ELA Lowest 25th Percentile				49			30		
Math Achievement*	53	57	59	59	53	50	48		
Math Learning Gains				70			46		
Math Lowest 25th Percentile				66			26		
Science Achievement*	48	54	54	33	59	59	44		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	63	56	59	73			61		

*\* 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	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	277
Total Components for the Federal Index	5

**2021-22 ESSA Federal Index**

Percent Tested	100
Graduation Rate	

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	476
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	26	Yes	1	1
ELL	53			
AMI				
ASN	75			
BLK	49			
HSP	62			
MUL				
PAC				
WHT	70			
FRL	48			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	46			
ELL	65			
AMI				
ASN	75			
BLK	53			
HSP	63			
MUL				
PAC				
WHT	75			
FRL	54			

**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**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	55			53			48					63
SWD	17			17			24				5	54
ELL	46			54			47				4	63
AMI												
ASN	67			83							2	
BLK	50			43			30				5	71
HSP	43			61			82				3	
MUL												
PAC												
WHT	76			69			64				3	
FRL	45			43			33				5	67

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	60	66	49	59	70	66	33					73
SWD	31	52	46	32	65	70	4					71
ELL	53	75		55	67							73
AMI												
ASN	67			83								
BLK	54	59	40	51	64	59	20					75
HSP	58	75		58	83		43					
MUL												
PAC												
WHT	82	81		82	67		64					
FRL	53	61	44	52	66	63	23					73

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	54	57	30	48	46	26	44					61
SWD	34	41	40	32	32	15	19					50
ELL	45			45								61
AMI												
ASN	71			79								
BLK	43	50	29	39	36	23	32					63
HSP	60	75		46	62		42					60
MUL	67			60								
PAC												
WHT	77	67		69	46		71					
FRL	46	52	29	44	46	25	33					61

### 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	63%	56%	7%	54%	9%
04	2023 - Spring	59%	58%	1%	58%	1%
03	2023 - Spring	55%	48%	7%	50%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	57%	57%	0%	59%	-2%
04	2023 - Spring	46%	52%	-6%	61%	-15%
05	2023 - Spring	45%	56%	-11%	55%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	51%	-3%	51%	-3%

### 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.**

4th and 5th-grade math were our lowest component, dropping 14 and 24 points in proficiency in FY 23; our 4th-grade math teacher has less than 3 years of experience teaching math. He was also responsible for teaching both sections of the 4th-grade math courses. Another contributing factor to our drop-in proficiency in math, precisely grade 5 included an international teacher who was new to the country and teaching grade 5 math.

Math Fast Data PM 1 PM2 PM3

3rd 58% 63% 57%

4th 51% 55% 46%

5th 69% 59% 45%

6th 94% 100% 100%



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

The greatest decline was 4th and 5th grade math, proficiency dropped from 61% to 47% and 69% to 45% in grade 5. The factors contributing to this decline include a teacher who has less than 3 years teaching experience who taught both sections of the math course, a change in standards with the implementation of BEST Mathematics Standards, and a larger ESE and ELL subgroup of 4th grade students. In grade 5 we believe the decline in proficiency was possibly due to an international teacher who was new to both the country and teaching grade 5 math.

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

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

Grade 4 Math PM 3 Grade 5 Math PM 3

School: 46% 45%

District: 52% 56%

State: 61% 55%

The data shows we have underperformed the state in 4th Grade Math, which indicates the greatest gap. The contributing factors are that the teacher is still a new teacher with less than 3 years teaching experience who taught both classes due to fourth grade being the smallest grade level, our proficient students were in the 5th grade AMP program, and that the assessment was primarily taken by our ELL and ESE subgroup.

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

The data component that showed the most improvement was grade 5 science, which saw an increase of 15 points in proficiency. New actions incorporated by our school included incorporating science text and assessment practice during the reading block, an increase in hands on science exploration, an after school science tutorial and a focus on science instruction during PLCs.

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

Attendance and course failures in language arts and math.

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

1. Attendance
2. Math
3. Reading
4. Subgroup - Student with Disabilities
5. Subgroup - African American Students

#### **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 Math****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.

Math Fast Data PM 1 PM2 PM3

3rd 58% 63% 57%

4th 51% 55% 46%

5th 69% 59% 45%

6th 94% 100% 100%

In alignment to the districts strategic plan we will ensure all students engage in teaching and learning that results in academic excellence and growth for all. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

**Measurable Outcome:**

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

**Student Learning Outcomes**

By February 24, we will increase the overall percentage of students making learning gains on the Math Progress Monitoring by 3%. We will increase the low 25% learning gains by 3%.

By May 24, we will increase the overall percentage of students making learning gains on the Math Progress Monitoring by 3%. We will increase the low 25% learning gains by 3%.

**Teacher Practice Outcomes:**

By February of 2024, 85% 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, 99% 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.

**Coaching Outcomes:**

Our coaches and the leadership team will observe teachers to determine their knowledge and implementation of the Gradual Release Model. We will then tier the support that will be provided with Tier 1 meaning least experiences to Tier 3 proficient.

By February of 2024, 50% of our teachers in Tier 1 will transition to Tier 2 support from our coaches.

By February of 2024, 15% of our teachers in Tier 2 will transition to Tier 3 support from our coaches.

By May 2024, 75% of our teachers in Tier 1 will transition to Tier 2 support from our coaches.

By May 2024, 50% of our teachers in Tier 2 will transition to Tier 3 support from our coaches

**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. Our goal is to monitor for implementation and for impact. We will monitor the progress of the desired outcome by reviewing classroom exit tickets, FSQs and USAs, and the FAST Assessments (Progress Monitoring # 1, 2, and 3).

#### **Person responsible for monitoring outcome:**

Tanya McDowell (tanya.mcdowell@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 Communities are an opportunity for all our teachers to collaboratively come together on a weekly basis to focus on data analysis, planning for best practices, monitoring, and supporting each other towards established goals to ensure student achievement & improvement.
2. Tutorials ensure students receive remediation and enrichment during the day and after school.
3. Double Down in all content areas in K-5 using resource teachers affords students the opportunity to expand their learning through strategic instruction focused on student needs/abilities. Small group differentiated Instruction allows our students to receive personalized support from academic tutors in the math content area for grades K-5.

#### **Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Through our Instructional leadership team meeting, we determined a problem of practice and created steps to meet those needs with a timeline that would allow for those goals to be met. Using the coaching continuum with the help of our demonstration teachers and instructional coaches we will observe, provide feedback, co-teach, confer, observe and debrief again and reflect on practices based on behavior evidence that will support the group of our instructional staff.

#### **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.

Professional Learning Communities

Develop agendas for PLCs depending on classroom walks and observations.

Teachers collaborate in sharing best practices.

Teachers review and analyze data to make decisions on next steps and academic decisions and placements for students.

**Person Responsible:** Michelle Akapaeti (michelle.akpaeti@palmbeachschools.org)

**By When:** August 2023- May 2024

Tutorials

Analyze student data to determine students for tutorial groups and the support necessary.

Choose research-based supplemental materials and resources to during tutorials.

Analyze teacher classroom data to determine who will be tutors.

Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.

Students will be selected and grouped for pullout tutorials, afterschool and Saturday success academies based on the results from FY23 FSA/EOCs, FSQs, USAs and Winter Diagnostics.

Monitored by Assistant Principal through the review of data, lesson plans, and conducting observational walks

**Person Responsible:** Pamela Camel (pamela.camel@palmbeachschools.org)

**By When:** February 2024-May 2024

Double Down/ Small group differentiated instruction

Students will be assessed using USA's and FSQ's in the math content area. Teacher will utilize Differentiated Instruction strategies and small group instruction in all math courses.

Teachers will analyze student data to determine strengths and weaknesses in content area.

Teachers will create all small group rotational cycles to ensure all students supported at their abilities.

Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

Teachers develop ongoing formative assessments to track student learning and adjust instruction.

Monitoring will occur through the review of lesson plans, conducting teacher data chats, and review of teacher schedules.

**Person Responsible:** Michelle Akpaeti (michelle.akpaeti@palmbeachschools.org)

**By When:** August 2023-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.

Percent of Students Chronically Absent

2022-2023 School Year 2021-2022 School Year

Grade Percent Absent Grade Percent Absent

Kinder 43.7% Kinder 15.5%

1 9.0% 1 13.1%

2 17.4% 2 7.2%

3 11.7% 3 4.3%

4 21.8% 4 11.5%

5 11.7% 5 9.1%

Overall 19.5% 9.5%

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.

**Measurable Outcome:**

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

By May of 2024 a 5% decrease in chronic absenteeism in all grade levels.

**Monitoring:**

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

Administration and school counselor will review student attendance data biweekly.

**Person responsible for monitoring outcome:**

Tanya McDowell (tanya.mcdowell@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.)

Administration reviewed attendance policy at the opening of schools faculty meeting. Grade level assemblies were held where attendance policy was reviewed with both teachers and students. At Curriculum Night teachers reviewed attendance policy with parents. Parents signed an attendance policy notice. Parents are notified via phone when their child is absent, parents also receive a letter when their child has accumulated 5 absences and another letter at 10 absences. Parents are then referred to the truancy office.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

If we ensure students are present in school, then we can ensure that learning is taking place which leads to a positive self-esteem and a positive school experience across the campus.

**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. Administration reviewed attendance policy at the opening of schools faculty meeting.
2. Grade level assemblies were held where attendance policy was reviewed with both teachers and students.
3. At Curriculum Night teachers reviewed attendance policy with parents.
4. Parents signed an attendance policy notice.
5. Parents are notified via phone when their child is absent.
6. Parents also receive a letter when their child has 5 accumulated absences and another letter at 10 absences.
7. Parents are the referred to the truancy office.

**Person Responsible:** Gretchen Johnson (gretchen.johnson@palmbeachschools.org)

**By When:** August 2023-May 2024

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

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

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

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

**Person Responsible:** Tanya McDowell (tanya.mcdowell@palmbeachschools.org)

**By When:** August 2023-May 2024

## 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