Galaxy Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Galaxy Elementary School

301 GALAXY WAY, Boynton Beach, FL 33435

https://gxes.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.

Galaxy E3 Elementary is an environmental and engineering "Green" school of academic excellence. Our mission is not only to educate young minds through a rigorous STEAM curriculum, but also to teach children the principles of sustainability and how to protect, preserve, and be productive environmental stewards of this world.

Provide the school's vision statement.

The aim of Galaxy E3 is to produce responsible and productive citizens with strong critical thinking and academic skills by providing a rigorous, dynamic, comprehensive curriculum delivered in partnership with the community, family and a competent, qualified staff in a safe and caring environment.

Teachers and staff work hard to provide the best educational experience for students. Parent partnership is a high priority and is essential for student success. Galaxy Elementary School has a rich tradition of outstanding student achievement and provides a sound, standards-based education, while promoting high moral character of all students.

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
Daniels, Vonda	Principal	The school principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction. The school principal: 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 4. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in the achievement of school performance objectives and other District goals. 5. Monitors the implementation of effective instruction to meet the needs of all students. 6. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. 7. Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. 8. Develop staff's capacity to collaborate effectively about standards and effective instruction. 9. Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as Facilitators of learning among peers and have a deep understanding of the content and standards, instructional credibility, and professional respect and trust. 10. Set clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned with the new standards. 11. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.

Name	Position Title	Job Duties and Responsibilities
		12. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.
Brown, Ruth	Assistant Principal	Analyzes districtwide common assessments and presents to teachers in PLCs as well as it is reviewed in the weekly admin meetings. The next steps are determined based on data. Data chats are implemented to analyze each student's performance and determine next steps. 2) Continuous Improvement of Instruction: The principal articulates a clear vision on instruction and the entire leadership team carries it out by supporting teachers, especially new educators through mentoring, providing job-embedded professional development, utilizing ongoing evaluations with multiple data sources, and using classroom walkthroughs as a tool for monitoring predominant instructional practices. 3) Curriculum: Through classroom walkthroughs and data chats with teachers, APs monitor that teachers adhere to state and district curriculum standards, and ensure that students have the opportunity to learn critical content. 4) Cooperation & Collaboration: APs attend PLC and work to foster a climate of inquiry and collaboration. They support the coaches in planning their schedules to best serve the needs of the teachers and provide opportunities for teachers to observe and discuss effective teaching by means of instructional rounds, learning walks, and video-taped teaching samples during PLC. 5) School Climate: APs do morning and afternoon cafeteria duty as well as dismissal duty to promote school-wide expectations and safety. Further, they focus on instruction, student achievement, academic success, and a safe, clean learning environment, working daily to build a school climate in which our vision and mission can be achieved.
Bickel, Laura	Other	The SSCC meets with 3-5 teachers to provide support in instructional practices and data analysis with math and science biweekly through facilitating professional learning communities. Also, the SSCC meets weekly with administration to review the coaching cycle feedback with particular teachers, the analysis of the most recent math and science data, and the focus/content of the upcoming PLC work. Math and science look fors, walkthrough schedules, and focus for the week is set by the SSCC. The SSCC monitors attendance and schedules interventions for students who have not increased their academic proficiency. The SSCC also coordinates with local public service organizations and business partners to provide support and resources for families and students.
Coniglio, Carolyn	Other	The Exceptional Student Education (ESE) Coordinator works to coordinate, organize, and supervise the ESE processes along with the school's ESS resource team. She also works to ensure proper implementation of the Individuals with

Name	Position Title	Job Duties and Responsibilities
		Disabilities Education Act (IDEA) requirements are fulfilled. The ESE Coordinator maintains Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/or facilitates IEP Team meetings, IEP annual reviews and 3-year evaluations for a caseload of students with disabilities. The ESE Coordinator works with the ESE Instructors to assist in providing information to students, parents and General Education Instructors on how to appropriately implement a student's IEP in the virtual educational environment. The ESE Coordinator also assists in acting as a liaison between the ESE Department and other district departments, as well as students and their families.

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.

Need Assessment
Analyzes student data from the state's PM and leadership analysis with ILT, Grade and Department Chair, SAC. Each group discussed the strengths and weaknesses of the school and developed a plan of action per sub and school system.

The mentioned Stakeholders below all contribute to the success of our school in reaching its goal aligned with the School Improvement Plan to ensure a safe, equitable, and high-quality education for all students.

The School Leadership Team meets every three weeks to problem solve and share best practices to support staff, families, and students in support of the schools' goals.

Grade Level Team Leaders meet biweekly to discuss various topics, including schoolwide concerns, grade-level concerns, and schoolwide events. Overall, the focus is on promoting a safe and positive learning environment for students and staff.

SAC Chairperson presides at all SAC meetings of the council. The chairperson organizes and presents to teachers, staff, families, and the community at all School Advisory Council meetings. Topics of discussion focus on school improvement and other topics to support the school's goals and initiatives related to the SIP.
• 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 Training we support families with educational workshops facilitated by our school counselors, Behavior Health professionals, Co-located therapists, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators, and the Administrative Team.
• Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

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 Diagnostics, and STAR/FAST Progress Monitoring.
The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year (fall, winter, and spring).
We make decisions based on the data to ensure all students receive the necessary support and accommodations
during instruction.

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 follow the scope and sequence as outlined within the Palm Beach County curriculum. This resource gives teachers a timeline on providing quality instruction. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data. Professional Learning Communities (PLCs) 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 lesson plans. Student work and best practices are shared and analyzed. Thru PLC meetings frequent monitoring to adjust instruction for remediating deficiencies will take place.

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

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No

2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	35	36	28	36	26	29	0	0	0	190
One or more suspensions	3	1	7	5	1	12	0	0	0	29
Course failure in English Language Arts (ELA)	38	45	43	59	31	40	0	0	0	256
Course failure in Math	17	34	48	60	25	28	0	0	0	212
Level 1 on statewide ELA assessment	0	0	0	41	23	34	0	0	0	98
Level 1 on statewide Math assessment	0	0	0	46	27	34	0	0	0	107
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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	24	37	46	60	35	46	0	0	0	248

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	1	2	19	4	2	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	46	32	33	21	19	0	0	0	151
One or more suspensions	2	1	3	3	5	8	0	0	0	22
Course failure in ELA	0	18	22	52	40	32	0	0	0	164
Course failure in Math	0	16	10	39	21	22	0	0	0	108
Level 1 on statewide ELA assessment	0	0	0	17	19	18	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	0	4	30	0	0	0	34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	16	38	16	20	0	0	0	93

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	17	15	46	32	38	0	0	0	148

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	1	17	0	0	0	0	0	18
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	46	32	33	21	19	0	0	0	151
One or more suspensions	2	1	3	3	5	8	0	0	0	22
Course failure in ELA	0	18	22	52	40	32	0	0	0	164
Course failure in Math	0	16	10	39	21	22	0	0	0	108
Level 1 on statewide ELA assessment	0	0	0	17	19	18	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	0	4	30	0	0	0	34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	16	38	16	20	0	0	0	93

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	17	15	46	32	38	0	0	0	148

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	1	17	0	0	0	0	0	18
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*	40	53	53	43	59	56	39		
ELA Learning Gains				62			56		
ELA Lowest 25th Percentile				55			81		
Math Achievement*	39	57	59	48	53	50	36		
Math Learning Gains				68			27		
Math Lowest 25th Percentile				71			26		
Science Achievement*	28	54	54	36	59	59	28		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	52	56	59	65			54		

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

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	197
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	448
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	20	Yes	4	1
ELL	39	Yes	1	
AMI				
ASN				
BLK	38	Yes	1	
HSP	47			
MUL				
PAC				

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%**
WHT	58			
FRL	39	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	40	Yes	3	
ELL	62			
AMI				
ASN				
BLK	55			
HSP	59			
MUL				
PAC				
WHT	58			
FRL	55			

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	40			39			28					52
SWD	18			21			17				4	
ELL	36			42			37				5	52
AMI												
ASN												
BLK	39			36			32				5	49
HSP	41			43							4	55

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
MUL												
PAC												
WHT	58			58							2	
FRL	41			37			28				5	52

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	43	62	55	48	68	71	36					65
SWD	18	49	38	34	63	63	12					40
ELL	48	71	77	59	80		32					65
AMI												
ASN												
BLK	42	59	50	45	69	71	35					66
HSP	43	72		54	61							65
MUL												
PAC												
WHT	54			62								
FRL	42	62	54	47	68	71	35					64

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	39	56	81	36	27	26	28					54
SWD	13	54	75	22	31	33	13					53
ELL	42	62		45	24		27					54
AMI												
ASN												
BLK	37	51	81	35	21	19	22					45
HSP	48	83		36	42		40					76
MUL												
PAC												
WHT	45			50								

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
FRL	38	57	81	35	26	26	25					54

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	35%	56%	-21%	54%	-19%
04	2023 - Spring	49%	58%	-9%	58%	-9%
03	2023 - Spring	33%	48%	-15%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	38%	57%	-19%	59%	-21%
04	2023 - Spring	48%	52%	-4%	61%	-13%
05	2023 - Spring	34%	56%	-22%	55%	-21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	27%	51%	-24%	51%	-24%

III. Planning for Improvement

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

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

The data shows a decrease in student performance in mathematics, by 7% (FY22-48% to FY23- 41%) and in science proficiency decreased 7% from 36% to 29%. Looking deeper at the subgroups SWD and ELL proficiency decreased in ELA. Students within the SWD subgroup have performed below the state requirement for the past 3 years. Also, math overall decreased by 7% with 4th grade Math showing a 9% decline from FY22 data. In ELA, 5th grade showed the greatest decline in proficiency from 42% to 35% (7% drop).

FY22 to FY23 ELA data by grade level:

3rd grade- 38% to 34%
4th grade- 44% to 55%
5th grade 42% to 35%

FY22 to FY23 Math data by grade level:

3rd grade- 45% to 38%
4th grade- 60% to 51%
5th grade 35% to 35%
In ELA, the following categories showed the lowest performance based on the B.E.S.T Standards:
-Reading Across Genres and Vocabulary

In Mathematics, the following categories showed the lowest performance based on the B.E.S.T Standards:
- 3rd grade- Geometric Reasoning
-4th grade- place value and rounding
- 5th grade- place value with whole numbers and decimals

Contributing factors include but are not limited to:

*During FY23, 3 teachers resigned between 3rd and 5th grade resulting in class changes and resource staff being put into classrooms as the homeroom teachers. This also lowered staff morale.
*Student attendance concerns increased to approximately 200 students having 15 or more absences in FY23.
*Student discipline incidents increased from 60 in FY22 to 97 in FY23
* Lack of consistency enforcing SWPBS systems and expectations.
*There was a significant increase in social emotional behavioral issues among students in all grade levels. These incidents interrupted instructional time and lead to teacher frustration.
*New standards, new curriculum (ELA) and a new testing system being computer based all contributed to the decline in student scores.

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

When reviewing our assessment data the greatest decline from FY22 to FY23 took place in Science proficiency going from 36% to 29% (7% drop). Also, math overall decreased by 7% with 4th grade Math showing a 9% decline from FY22 data. In ELA, 5th grade showed the greatest decline in proficiency from 42% to 35% (7% drop).

FY22 to FY23 ELA data by grade level:

3rd grade- 38% to 34%

4th grade- 44% to 55%
5th grade 42% to 35%

FY22 to FY23 Math data by grade level:

3rd grade- 45% to 38%
4th grade- 60% to 51%
5th grade 35% to 35%

When taking a deep dive into the FAST data, we can see that the results of the lack of proficiency are in most of the subgroups. The following subgroups have less than 41% of the population proficient:

Math
SWD Females 14%
SWD Males 26%
ELL Females 21%
Black Males 18%

ELA
SWD Males 17%
ELL Males 25%
SWD Females 14%
ELL Females 12%

This data shows that ELL students and SWD are amongst the most severely underperforming subgroups in both reading and math and Black males in Math only.

For the past three years SWD, have demonstrated less than 41% proficient in reading. It is important to understand who these students are and their areas of weaknesses so that we differentiate their instruction and provide additional training and practice. When looking at progress monitoring data (iReady), we see that the above subgroups also demonstrated a decline over the FY23 school year specifically within Phonics, Vocabulary, and Informational Comprehension categories.

Contributing factors include but are not limited to:

*During FY23, 3 teachers resigned between 3rd and 5th grade resulting in class changes and resource staff being put into classrooms as the homeroom teachers. This also lowered staff morale.
*Student attendance concerns increased to approximately 200 students having 15 or more absences in FY23.
*Student discipline incidents increased from 60 in FY22 to 97 in FY23
* Lack of consistency enforcing SWPBS systems and expectations.
*There was a significant increase in social emotional behavioral issues among students in all grade levels. These incidents interrupted instructional time and lead to teacher frustration.
*New standards, new curriculum (ELA) and a new testing system being computer based all contributed to the decline in student scores.
* Lack of monitoring of teacher 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 Progress Monitoring data for Window 3 we see the following data.

ELA Achievement- School 42% and State 50%
Math Achievement- School 41% and State 56%
Science Achievement- School 29% and State 51%

The data shows we have underperformed in ELA, Math, and Science compared to the state averages. The State shows an increase in Science proficiency while Galaxy went down 7% from FY22 and we are 22% below the state average. ELA achievement is 8% below the state average and Math achievement shows we are 15% below the state. This would definitely align with the issues we have seen with our ESSA identified subgroups our ELLs and SWDs.

Contributing factors were the lack of consistency within the grade levels due to teachers leaving and absenteeism. Many new teachers to the grade levels and new standards/new test/new curriculum.
In addition, Science teachers had difficulty managing their time appropriately to incorporate explicit content based vocabulary instruction and real life hands-on scientific experiences for students.

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

Based on the FY23 FAST, the most improvement was seen in 4th grade proficiency in ELA going from 44% to 55% proficient.

4th grade students had consistency throughout the year allowing a strong double down model to be implemented for our bubble students. PLCs were held with teachers bi-weekly focusing on the new curriculum rollout and the implementation of standards based explicit instruction. Also, within these meetings a key focus was put on data analysis utilizing district assessments and the progress monitoring assessment through out the school year.
The 4th grade team was also made up of veteran teachers.

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

When looking at the number of absences
Kindergarten 35 students, First Grade 36 students, and Second Grade 36 students. Which represent more than 1/3 of their grade levels.
Another area of concern is the number of students that are performing below grade level, which is demonstrated through report card (# by subject ELA 59 student and Math 60 students) data and state assessment (ELA 41 and Math 46)has a high number of students performing below grade level:
SWD data indicates this subgroup is at 40% on the Federal Index, which is 1% lower than the minim target of 41%, making it the third year not meeting the targeted goal.

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

1. Culture and Climate to address behavior and attendance of students and faculty/Staff.
2. Standard Based Instruction to address our overall academic success.

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.

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

#1. Positive Culture and Environment specifically relating to Early Warning System

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

In SY23, 52 office discipline referrals were written between September 2022 to February 2023, of which Physical Aggression represented the majority of the level 2 and 3 discipline events at 67%. During this same time frame, 44 Out-of-School Suspensions were issued, with 71% of the students receiving an OSS being students with disabilities. Based upon surveys (i.e., School Effectiveness Questionnaire) completed with staff, students, and parents, discipline data, average daily attendance, and tracking of interventions for behavior at all 3 Tiers, it is determined that this focus aligns with meeting the school district's strategic plan to help increase the emotional and social wellbeing of all students.

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

If we provide a positive and supportive school climate for all stakeholders, then we will strengthen the emotional, social well-being, and academic development of all students and increase the retention of our faculty in staff by 50%, decrease office discipline referrals by 30%, and decrease Out-of-School Suspensions by 50%. We will strengthen our core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) Positive Behavior Support systems and practices to decrease discipline referrals and out-of-school suspensions while ensuring equitable discipline outcomes for all subgroups by May 2024.

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

Monitor for a decrease in the school-wide discipline referrals, rate of incidents, and attendance issues
1. Admin will monitor students' referral rates through a monthly review of discipline data
2. Review of discipline data during Instructional Leadership Team Meeting
3. Monthly calibration walks with the administrative team and district behavioral specialists.
4. Weekly meeting with the Mental Health Team to develop strategies and check-in of high at-risk students.
5. Behavioral Intervention HUB

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.)

1. School-wide Positive Behavior Support
2. Check In and Check Out
3. Conscious Discipline
4. Zones of Regulations
5. Small group Mental Health Support
6. Brain Breaks
7. Flexible Seating
8. Cool Down Corner
9. Increase the number of adult monitors
10. Redesigning our system's procedures

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

Florida State Statutes 1003.42 dictates that members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the
following:
1. School-wide Positive Behavior Support
2. Check In and Check Out
3. Conscious Discipline
4. Zones of Regulations
5. Small group Mental Health Support
6. Brain Breaks
7. Flexible Seating
8. Cool Down Corner
9. Increase the number of adult monitors
10.Redesigning our system's procedures and

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.

Rebuilding a SwPBS Team and will focus on redefining the school's procedures, and behavioral expectations:
1. Meet with the Core Team to determine the needs of the school
2. Meet with the Safe School Representative to develop a team framework
3. Select grade-level representatives
4. Set Meeting date for SwPBS
5. Update and implement the following school's routine systems: arrival, dismissal, incentive, school uniforms, major vs. minor discipline referrals
6. Update and implement the school's behavior matrix
Develop Matrix
7. Train Teachers and Students on how to use matrix

Person Responsible: Laura Bickel (laura.bickel@palmbeachschools.org)

By When: August 4, 2023

Professional Development on the Implementation of a Collaborative Learning Environment
1. Talk Read, Talk Write (TRTW)
2. Cooperative Learning Training
3. Conscious Discipline
4. Zones of Regulations

Person Responsible: Vonda Daniels (vonda.daniels@palmbeachschools.org)

By When: October 2023 - Follow-up will take place weekly throughout the year

Development of Early Stage Classroom Behavior Interventions to implement best behavior strategies and build relationships for students and teachers through Monthly Intervention Support Groups.

Person Responsible: Laura Bickel (laura.bickel@palmbeachschools.org)

By When: Starting August. 4 with follow-up monthly meetings

Implement opportunities in explicit SLL instruction (Morning Meeting and Calm Corner) and integrate SLL into academics.

Person Responsible: Vonda Daniels (vonda.daniels@palmbeachschools.org)

By When: Starts August 10, 2023 and continue implementation daily

School-wide PBS initiatives (Class Dojo, Galaxy Bucks, continuum of procedures for encouraging and discouraging behaviors

Person Responsible: Laura Bickel (laura.bickel@palmbeachschools.org)

By When: Starting the week of August 30 and continuing once a month for the rest of the school year.

Monitor for a decrease in the school-wide discipline referrals, rate of incidents, and attendance issues during the bi-weekly Instructional Leadership Team.

Person Responsible: Vonda Daniels (vonda.daniels@palmbeachschools.org)

By When: Starting August 28, 2023

Weekly Collaborative Planning with the Assistant Principal and the Mental Health Team to analyze and develop a plan of action for targeted students with a high discipline referral

Person Responsible: Ruth Brown (ruth.brown@palmbeachschools.org)

By When: Starting the week of August 14, 2023

Student training/Assembly that will cover the following SwPBS expectations: School-Wide Positive Behavior System (SwPBS)
2. Check In and Check Out
3. Conscious Discipline
4. Zones of Regulations
5. Small group Mental Health Support
6. Brain Breaks
7. Flexible Seating
8. Cool Down/Calming Corner

Person Responsible: Vonda Daniels (vonda.daniels@palmbeachschools.org)

By When: Once per trimester starting in August 2023

Parent training/Assembly that will cover the following SwPBS expectations: School-Wide Positive Behavior System (SwPBS)
2. Check In and Check Out
3. Conscious Discipline
4. Zones of Regulations
5. Small group Mental Health Support
6. Brain Breaks
7. Flexible Seating
8. Cool Down/Calming Corner
9. Schools" Discipline Data

Person Responsible: [no one identified]

By When: During SAC Meeting in September and after each Progress Monitoring period.

Use the following communication strategies to strength awareness of students' progression in discipline:
1. Class Dojo to communicate behaviors and schoolwide events/updates to parents
2. Monthly Parent Newsletters shared to families in 3 major languages

Person Responsible: Vonda Daniels (vonda.daniels@palmbeachschools.org)

By When: Starting August 2023 - Monthly newsletters and daily updates through Class Dojo.

The following steps will be taken to orient parents and students:

•. A member of the admin will greet the registration of all students. Team and reviewing of the SwPBS plan and expectations, dress code, & Class Dojo, and Parent Compact, which includes the School Improvement Goals and commitment for all stakeholders.

Shared with all families throughout the year

Person Responsible: Laura Bickel (laura.bickel@palmbeachschools.org)

By When: August 2023 and during registration of all new students.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

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

When looking at our 2023 FAST results compared to 2022 FSA results:
ELA Achievement- School 42% and State 50%
Math Achievement- School 41% and State 56%
Science Achievement- School 29% and State 51%
ESE Subgroup -
Math
SWD Females 14%
SWD Males 26%
ELL Females 21%
Black Males 18%

ELA
SWD Males 17%
ELL Males 25%
SWD Females 14%
ELL Females 12%

See Data Analysis/Reflection for additional data.
As a result of this data, it is clear that students' academic growth has declined in each of the core subject areas over the last academic year, especially in the areas of Math, Science, and SWD subgroups.
Historical research shows that reading is the foundation of all learning, therefore will be addressed in our goal overall.

Our instructional priorities in alignment with the District's Strategic Plan are to build the teachers' capacity around the development of fostering a positive conducive climate for learning and the understanding of the progression and implementation of high-quality explicit standard-based instruction. In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment with the District's Strategic Plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of Florida State Standards and content required by Florida State Statute 1003.42.
Continuing to develop a single-school culture and appreciation of multicultural diversity in alignment with S.B. 2.09 Instruction applicable to appropriate grade levels including but not
limited to:
(g) History of the 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

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

Using the new coordinated screening (K-2), FAST progress monitoring system (3-5), and the SSA, our goal is to increase overall score in the following:

K-2 and 3-5 ELA by 7%
Math by 11%,
Science by 15%
SWD Subgroup by 11%
from FY23 PM3 to FY24 PM3 assessments.

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

Monitoring and corrective feedback is a very important steps toward student achievement and school improvement. It provides
teachers and administration with the data that they need to make decisions about instruction and differentiated
support for the students. We strategically plan for a variety of monitoring techniques that will
ensure monitoring for implementation & monitoring for impact.
Review of Lesson Plans,
Data Analysis during PLCs
Classroom walks
Coaching and Feedback System
Student work samples/portfolio/binder reviews
Student Attendance
Data Chats with teachers, students, and parents
Formal Observations
Monitoring of SEL needs through the SBT/BHP process
Adaptive technology usage and proficiency reports are monitored by teachers, coaches, and administration

Person responsible for monitoring outcome:

Vonda Daniels (vonda.daniels@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. Data-Driven Small group instruction- To provide a smaller setting where teachers can t focus on differentiated instruction for each student, with the goal of growing their academic skills.
2. Seidlitz's Talk-Read-Talk-Write to support students' acquisition of standards.
3. Instructional Coaching Model: to provide continuous coaching and feedback support embedding differentiated professional development to the instructional faculty.
4. Professional Learning Communities (PLC) to engage in strategic planning toward explicit standards-based instruction and data analysis to drive instruction.
5. Tiered Support and Response to Interventions: early identification and
support of students with learning and behavior needs, providing interventions at
increasing levels of intensity to accelerate their rate of learning for all subgroups
6. Adaptive Technology: Implementing iReady and Imagine Learning
7. ESE Support: ESE teachers utilize Access Strategies during small group settings specifically for students with significant cognitive disabilities.

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

1. Data-Driven Small Group Instruction: Providing a small ratio of students provides targeted, differentiated instruction and gives the teacher an opportunity to evaluate and assess more closely, what each
student can do. This allows the teachers can build strategic plans around assessments.
2. Talk, Read, Talk, Write (TRTW) is a practical approach to classroom
instruction that helps students meet and exceed state standards through the use of cooperative learning

techniques, and a variety of engaging strategies.

3. Instructional Coaching Model: Instructional coaches/SSCC/department coordinators will use student-centered coaching with modeling, Co-Teaching, Data-Driven Coaching, Co-Planning, In The Moment Coaching, Video Coaching, and providing feedback.

4. Focused PLC using DuFour's model based on 4 questions & 4 pillars to plan
instruction, and assess student progress

5. Adaptive technology provides standard-based remediation & enrichment.

6. Our ESE students need scaffolds in all content utilizing ESE strategies.

7. ESE Access Points allow the students the opportunity to teach to the intent of the standard at a reduced differentiated level of complexity.

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.

Instructional coaches/ Department Cooridnators with administration will
facilitate weekly grade level planning and
provide support on how to develop benchmark
aligned lessons.

Person Responsible: Ruth Brown (ruth.brown@palmbeachschools.org)

By When: Weekly PLC Meetings

Provide coaching cycles to assist Tiers 2 and 3 teachers in the implementation of instructional practices.

Person Responsible: Vonda Daniels (vonda.daniels@palmbeachschools.org)

By When: Weekly

Coaches and Single School Culture Coordinators will model the implementation of instructional frameworks, instructional practices, and utilization of student tasks aligned to benchmarks during common planning

Person Responsible: Laura Bickel (laura.bickel@palmbeachschools.org)

By When: Weekly during PLC and Common Planning and in the classroom.

Provides learners frequent opportunities for guided and independent practice of new or previously taught content, concepts, or skills using the Gradual Release Model.

Person Responsible: Vonda Daniels (vonda.daniels@palmbeachschools.org)

By When: During PLCs, Common Planning, Professional Development Days, and Faculty Meetings.

School leadership team will walk classrooms in all grade levels weekly to monitor the delivery of instruction and transfer from common planning.

Person Responsible: Vonda Daniels (vonda.daniels@palmbeachschools.org)

By When: Every Tuesday starting the week of August 18, 2023

The leadership team will meet weekly to review trends and adjust as needed.

Person Responsible: Vonda Daniels (vonda.daniels@palmbeachschools.org)

By When: By August 1, 2023, for meetings that will take place every Tuesday after school starting the week of August 18, 2023.

Data analysis of monthly assessments and progress monitoring data for student growth

Person Responsible: Vonda Daniels (vonda.daniels@palmbeachschools.org)

By When: Monthly during weekly ILT Meetings

Create a school calendar that included assessment dates, Professional Learning Sessions, and ILT Meetings to review the current data.

Person Responsible: Vonda Daniels (vonda.daniels@palmbeachschools.org)

By When: August 1, 2023

Implement opportunities for explicit SLL instruction through Morning Meeting and Calm Corner; as well as integrate SLL into academics

Person Responsible: Laura Bickel (laura.bickel@palmbeachschools.org)

By When: August 30, 2023 - will continue to train and monitor this concept throughout the year during walkthroughs from administration and district support staff.

School-wide PBS incentive initiatives (Class Dojo, Galaxy Bucks, continuum of procedures for encouraging and discouraging behaviors)

Person Responsible: Laura Bickel (laura.bickel@palmbeachschools.org)

By When: September 1, 2023 - daily follow-up

Monitor for a decrease in the school-wide discipline referrals, rate of incidents, and attendance issues through
• Weekly Mental Health Meetings for targeted students with a high discipline referral with the principal and PBS Leads.
• Admin will monitor students' referral rates through monthly review of discipline data during the Instructional Leadership Team Meetings (ILT).

Person Responsible: Vonda Daniels (vonda.daniels@palmbeachschools.org)

By When: September 1, 2023

Monitor for a decrease in the school-wide discipline referrals, rate of incidents, and attendance issues
• Weekly Mental Health Meeting for targeted students with high discipline referral
• Admin will monitor students referral rates through monthly review of discipline data

Person Responsible: [no one identified]

By When:

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

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan

alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The District ESE and ELL team provides professional development to schools based on needs.
7. Curriculum Resources: Curriculum resources to enhance ELA, Science, & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education. Along with a focus on Schoolwide Positive Behavior System expectations.
8. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

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

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

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

If we focus on Standards-based explicit instruction to increase overall k-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment with the District's

Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned with the benchmark and intended learning.

According to the data, our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady Final FY 23 data 45% of our incoming third-grade students are reading at an on-grade level data. iReady also shows that our overall primary grade proficiency is low.

Kindergarten- 51% Proficient
First Grade- 48% Proficient
Second Grade- 46% Proficient

It also gives us data to support a lack of proficiency in foundational skills
Phonological awareness- 78% Proficient
Phonics- 58% Proficient
High-Frequency Words- 75% Proficient
Vocabulary- 40% Proficient

Due to a lack of foundational skills, students' overall
Reading comprehension proficiency is 39%
For literature texts, 42%, and for Nonfiction texts, 36%.

When looking at FY23 STAR PM #1-#3, we see the following percentages are on track
PM1 PM2 PM3
K: 30% 39.4% 41.1%
1st: 40.2% 48.4%
2nd: 11.1%
* 1st and 2nd Gr. took the literacy reading for PM3

When looking at K-2 ELA progress as identified by the iReady ELA Diagnostic, the following increases were seen from the Fall to Spring Diagnostic tool: Kindergarten14% to 61%, 1st Grade10% to 46%, 2nd Grade 22% to 45%, and 3rd Grade 26% to 50%.

Although improvements were made for each grade level, there is still a need for improvement as more than 50% of them are still performing below grade level, as seen on the FY23 iReady Spring diagnostic administration.

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

If we focus on Standards-based explicit instruction to increase overall 3-5 proficiency school-wide in ELA, then we will increase student proficiency in all students to ensure alignment with the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned with the benchmark and intended learning.

Our FAST Data FY23 shows the following percentages are level 3 or higher FY23.
PM1 PM2 PM3
3rd: 34.9% 39.0% 33%
4th: 34.1% 52.4% 49.4%
5th: 32.9% 26.5% 34.9%
Looking deeper at the subgroups SWD and ELL proficiency decreased in ELA. Students within the SWD subgroup have performed below the state requirement for the past three years. In ELA, 5th grade showed the greatest decline in proficiency from 42% to 35% (7% drop).

FY22 to FY23 ELA data by grade level:
3rd grade- 38% to 34%
4th grade- 44% to 55%
5th grade 42% to 35%

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, uses 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.
The measurable outcomes for 2024 are:
1. Grade K-2, the measurable results for 2024 are:

February 2024 May 2024
Kindergarten- 44% On Track 50% On Track
First Grade- 40% On Track 50% On Track
Second Grade- 45% On Track 50% On Track

Providing professional development that supports the implementation of explicit instructional-based standards (Using the Gradual Release Model as a guide), Instructional coaches/ Department Coordinators with administration will facilitate weekly grade-level planning and support developing benchmark-aligned lessons. In this process, the performance of data-driven small group instruction w/ planned differentiated tasks, such as targeted phonics lessons, using the rotational model.

Grades 3-5 Measurable Outcomes

2.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 Grades 3-5
The measurable outcomes for 2024 are:

February 2024 May 2024
3rd 35% Proficient 41% Proficient
4th 40% Proficient 44% Proficient
5th 40% Proficient 55% Proficient

Providing professional development that supports the implementation of explicit instructional-based standards (Using the Gradual Release Model as a guide), Instructional coaches/ Department Coordinators with administration will facilitate weekly grade-level planning and support developing benchmark-aligned lessons. In this process, the performance of data-driven small group instruction w/ planned differentiated tasks, such as targeted phonics lessons, using the rotational model.

The school's leadership team will conduct collaborative walks to monitor the delivery
of instruction and transfer from joint planning into the classroom setting. Coaching Outcomes - Teachers
will be identified for support utilizing the coaching cycle, and the team will provide continuous feedback
through the Look Fors designed to monitor the outcome of the strategy implementation.

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.

The school's leadership team will conduct collaborative walks to monitor the delivery
of instruction and transfer from joint planning into the classroom setting. Coaching Outcomes - Teachers
will be identified for support utilizing the coaching cycle, and the team will provide continuous feedback
through the Look Fors designed to monitor the outcome of the strategy implementation.

A variety of other monitoring strategies will be utilized to get the desired outcomes:
Schedules and groupings of SWD will be reviewed and monitored weekly
PLC with SWD resources and classroom teachers will be used to collaborate and plan rigorous,
differentiated instruction for SWD.
We will also use grade-level FSQ and USA to track growth within standards.
Classroom walkthroughs with continuous feedback
Pupil Progression Monitoring and Planning Meeting
Data chats with teachers and students
Observations utilizing iObservation for formal and informal observations
Administrative Participation in PLCs and Collaborative Planning Sessions
Monitoring of the MTIS process (RTI, SBT)
Academic coaches and the administrative team will monitor formative data (district assessments in PM
Unify),
and iReady
Student portfolios will be kept and monitored to review individual student data and progress.

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

Daniels, Vonda, vonda.daniels@palmbeachschools.org

Evidence-based Practices/Programs

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

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

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

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

1. Gradual Release Model: Provides learners frequent opportunities for guided and independent practice of new or previously taught content, concepts, or skills using the Gradual Release Model.
2. Small group instruction: Teachers and supplemental support teachers will provide strategically differentiated instructional support for all learnings, such as UFly, iReady Magnetic Reader, Common Lit, NewsELA, Storyworks, Guided Reading Books, and Top Score.
3. Professional Development: Teachers and support staff will attend ongoing professional development to engage in deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation, such as Talk Read, Talk Write, and the Science of Reading
4. 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.
5. The teachers will implement the new Florida B.E.S.T. Standards and the Soluciones Strategies Talk, Read, Talk, Write.- Visual supports like anchor charts, picture vocabulary word walls, picture schedules, graphic organizers, and math notebooks will be used in all classrooms to support SWD and ELL students.
6. Tutorial sessions will be held before and after school, and academic tutors will work with students in small groups during the school day.

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. Provides learners frequent opportunities for guided and independent practice of new or previously taught content, concepts, or skills using the Gradual Release Model.
2. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the student's need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments and unit (USAs) will also support growth within the standards. Small groups make it easy for teachers to give students the one-on-one attention they need, to observe their learning in action, and to provide constructive feedback. Students use personalized feedback during whole-class instruction and when doing homework, resulting in improved student outcomes.
3. Teachers will receive ongoing PD to help them plan, organize, and implement 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 their teaching and learning.
4. PLC's allow teachers and leadership an opportunity to collaborate, analyze data, and make decisions to improve student achievement and progress. It also supports teachers in collaboration with the best teaching strategies. The process will allow teachers to match instructional resources to each student's education need(s). PLCs allow educators opportunities to improve teaching and learning directly. PLCs allow teachers to share best practices and brainstorm innovative ways to improve learning and drive student achievement.
5. Talk Read, Talk Write is a practical approach to classroom instruction that helps students meet and exceed the state standards for learning in the core classes while developing the literacy skills needed for success in the 21st century. Participants will experience the TRTW approach as learners themselves and receive step-by-step instructions for how to implement the approach using actual classroom examples. Other training topics include how to facilitate structured conversations, hold students accountable for active participation, move students toward successful independent reading and writing, and troubleshoot common roadblocks to reading, writing and talking in the classroom.

6. Tutorial will encourage active learning among the students and allow them to practice skills already taught, with feedback, the core concepts or skills.

Action Steps to Implement

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

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
1. Instructional Leadership Team that will meet weekly to monitor and develop the next steps of the action plan to meet the desired effect of the goal incorporating the following stakeholders • School administrator, • Single School Culture Coordinator • ELL Coordinator • ESE Coordinator • Reading coach, • RTI Lead Teacher • Mental Health Lead Develop a plan to monitor the implementation & ensure compliance with the reading plan. Walkthroughs to weekly monitor and support reading instruction & intervention (Look Fors, CAO updates) School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data) 2. Literacy Coaching Cycle The teachers will be Tiered 1-3, with Tier 3 needing the most support. This support will be managed by the Single School Cultural Coordinators, who will split the support by subject, and each will have 1 to 2 support resource teachers to help support targeted teachers. 3. Professional Learning Communities (PLC) 4. Professional Development: PD will aligned to the targeted goals to support and fill the gaps of the teachers, such as but not limited to the Gradual Release Model, Voyager Passport, Science Leadership Academy, Talk Read, Talk Write, and UFLI Foundational Skills. 5. Monitoring and analysis of Assessment by the leadership team	Daniels, Vonda, vonda.daniels@palmbeachschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

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

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No