

The School District of Palm Beach County

# Forest Park Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Forest Park Elementary School

1201 SW 3RD ST, Boynton Beach, FL 33435

<https://fpes.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.**

Forest Park Elementary aims to develop active, inquiring, and knowledgeable lifelong learners who achieve standards and who make a difference through intercultural understanding and respect.

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

Forest Park Elementary envisions a dynamic, collaborative, and multi-cultural community where education and lifelong learning are valued and supported. Integrative technological modalities assist learners to reach their highest potential and succeed in global outreach, while providing experiences that prepares students to become productive citizens.

### 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
Alleyne, Sharonda	Principal	<p>As Principal, Mrs. Sharonda Alleyne oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. She guides and facilitates instruction that is aligned to best practices and district/region materials. She is also responsible for deepening the understanding of standards and the curriculum through conversations, trainings and communication to engage faculty, students, parents and community members. She also communicates and monitors all systems to ensure that they are aligned to the school's vision and mission of academic success, student growth and college/ career readiness.</p>
		<p>Mrs. Alleyne hires and retains highly qualified employees, uses data to inform decisions and instruction, creates a common planning time for professional learning and monitors student and faculty performance. She is fully immersed in supporting all systems, components and personnel that affect teaching and learning on a daily basis. Mrs. Alleyne quickly and proactively addresses problems in instruction and student learning in order to help students reach their maximum potential.</p>
		<p>As Principal, Mrs. Alleyne, must also reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning</p>
McMillan, Toni	Assistant Principal	<p>As Assistant Principal, Ms. Toni McMillan, assists with eliminating barriers and distractions that interfere with effective teaching and learning. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. As the Assistant Principal, Ms. McMillan, supports the Principal in building a culture of pride, trust, and respect. She also monitors and improves instruction by visiting classrooms and providing feedback for improvement. She monitors instructional practices, supports professional learning and collaboration among Instructional Staff, oversees Non Instructional Staff and facilities.</p>
		<p>Ms. McMillan ensures that both teachers and students have what they need for teaching and learning by way of textbooks, supplies, coaching, support, etc.</p>
Civilma, Renette	Other	<p>As the SSCC, Ms. Civilma, provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/ academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful</p>

Name	Position Title	Job Duties and Responsibilities
		alignment and implementation of school improvement decisions, and development of the school-wide culture.
Green, Simone	Curriculum Resource Teacher	<p>As Learning Team Facilitator, Ms. Simone Green , supports professional learning and collaboration among teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate an understanding of and support implementation of ELA &amp; Math B.E.S.T Standards, Science Standards and the frameworks for the grade level and/or subject areas to be supported.</p> <p>She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's.</p>
Davis, Carla	ELL Compliance Specialist	<p>As the ESOL Contact, Ms. Davis - Fusco, assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teaches in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.</p> <p>As the school's Reading Interventionist, Ms. Davis-Fusco, is responsible for providing interventions to students who are deficient in Reading through high quality instruction to individual students and small groups. Her primary goal is to help students develop proficient reading skills that will contribute to their academic growth using data to provide instruction to remediate students and close the gap. She will use research based interventions that focuses specifically on individual student needs. She will work extensively with students to help them improve specific reading skills such as letter-naming, initial sounds, phoneme segmentation, and comprehension strategies. As an interventionist, she will maintain databased documentation of continuous monitoring of student performance and progress.</p>
Mitchell, Maureen	Teacher, ESE	As the ESE Contact, Ms. Mitchell, manages the caseload of ESE students and assists teachers



Name	Position Title	Job Duties and Responsibilities
		<p>and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.</p>
Canton, Jessy	School Counselor	<p>As the School Counselor, Ms. Jessy Canton, supports the Vision of Academic Success for All, Promotes a Positive Climate and Analyzes Data/Processes by developing and communicating a school counseling mission statement that is specific, concise, clear and comprehensive, describing a school counseling program's purpose and vision of the program's benefits for every student and alignment with the school, District and state missions.</p> <p>Ms. Canton also builds a school-wide culture of pride, trust and respect, including the development of preventative approaches against all forms of mistreatment and bullying. She also provides counseling for students during times of transition, separation, heightened stress and critical change. She supports the continuum of mental health services, including prevention and intervention strategies, and identifies best practices for collaborating with both school-based and community mental health providers to enhance student success.</p>
Blucher, Rebecca	Other	<p>As the Magnet Coordinator, Ms. Rebecca Blucher, is responsible for the oversight and coordination of all IB related activities including the Primary Years Programme Exhibition, teacher training, program of inquiry and unit development, and student evaluation. The role of the Magnet Coordinator is to plan and oversee the implementation and management of the program. Through coordination with teachers, administrators, and the IB regional office, the coordinator is responsible for the full delivery of the curriculum including documentation, reporting, analysis, and evaluation.</p>
mandel, jennifer	Other	<p>As the SSCC, Mrs. Mandel, provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/ academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She</p>

Name	Position Title	Job Duties and Responsibilities
		guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of school-wide culture.
Burnett, Cynthia	School Counselor	As the School Counselor, Ms. Cynthia Burnett, she aids in the development and implementation of a multi-tiered system of supports (MTSS) including, but not limited to, Response to Intervention (RtI) and School-Wide Positive Behavior Support (SwPBS). She also uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school. She reviews and disaggregates student achievement, attendance, and behavior data to identify and implement interventions as needed. Ms. Burnett provides indirect services on behalf of students including, but not limited to, referrals for additional assistance and consultation/collaboration with parents, teachers, administrators, and other key stakeholders to create learning environments that promote educational equity, access and success for every student. She supports the continuum of mental health services, including prevention and intervention strategies, and identifies best practices for collaborating with both school-based and community mental health providers to enhance student success.

### Stakeholder Involvement and SIP Development

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

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

- ? The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.
- ? Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, Learning Team Facilitator , ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.
- ? Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.
- ? A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.
- ? A school district officer is on campus every day for the safety and security of all students and staff. The

school

has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app"; in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to

a classroom, or school event on campus, and most recently

? 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 School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work being done at Forest Park Elementary. The SIP is updated throughout the year. Continuous improvement is at the forefront all practices, systems, strategies, etc. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

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

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ's USA, NGSQ's, iReady Diagnostics, Imagine Learning, FAST Progress Monitoring and teacher made assessments.

The Unit Assessments will occur every four weeks. The i-Ready Diagnostic in ELA & Math will be given three times per year. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts & Mathematics). In VPK- Grade 2 there is Early Literacy/Star Reading and Star Math. In Grades 3-5 there is FAST Reading and Math.

ELL students are administered the WIDA ACCESS Assessment annually. 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.

Eligible ESE students are administered the Florida Standards Alternate Assessment annually. This assessment is given to students with significant cognitive disabilities and utilizing Florida Standards Access Points for ELA, Math & Science. It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the FSAA program. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data..

Employing frequent monitoring will allow us to adjust the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best

meet the needs of our students, thus increasing student achievement.

We strategically plan for a variety of monitoring techniques:

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

By creating a Single School Culture strategies and systems are in place to yield the best results in Academics, Behavior and Climate. Monitoring is done through weekly grade level Professional Learning Communities. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based lessons. Student work and best practices are also shared and analyzed during Instructional Leadership Team Meetings, Faculty Meetings and School Advisory Council Meetings. Teachers follow the scope and sequence as outlined in SDPBC's Curriculum Platform - Blender.

### 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>	95%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: 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	0	22	24	18	11	14	0	0	0	89	
One or more suspensions	0	4	6	5	3	6	0	0	0	24	
Course failure in English Language Arts (ELA)	0	36	50	57	67	30	0	0	0	240	
Course failure in Math	0	30	34	59	46	20	0	0	0	189	
Level 1 on statewide ELA assessment	0	0	0	11	29	20	0	0	0	60	
Level 1 on statewide Math assessment	0	0	0	9	31	19	0	0	0	59	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	5	76	35	36	0	0	0	152	

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	0	31	41	55	53	31	0	0	0	211

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	11	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	1	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	31	19	23	15	12	0	0	0	100	
One or more suspensions	0	4	2	10	0	6	0	0	0	22	
Course failure in ELA	0	25	41	54	27	29	0	0	0	176	
Course failure in Math	0	23	26	52	21	19	0	0	0	141	
Level 1 on statewide ELA assessment	0	0	0	18	14	14	0	0	0	46	
Level 1 on statewide Math assessment	0	0	0	0	9	29	0	0	0	38	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	13	29	14	14	0	0	0	75	

**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	24	26	50	27	27	0	0	0	154

**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	3	18	0	0	0	0	0	21
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	31	19	23	15	12	0	0	0	100	
One or more suspensions	0	4	2	10	0	6	0	0	0	22	
Course failure in ELA	0	25	41	54	27	29	0	0	0	176	
Course failure in Math	0	23	26	52	21	19	0	0	0	141	
Level 1 on statewide ELA assessment	0	0	0	18	14	14	0	0	0	46	
Level 1 on statewide Math assessment	0	0	0	0	9	29	0	0	0	38	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	13	29	14	14	0	0	0	75	

**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	24	26	50	27	27	0	0	0	154

**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	3	18	0	0	0	0	0	21
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*	43	53	53	48	59	56	39		
ELA Learning Gains				71			49		
ELA Lowest 25th Percentile				64			62		
Math Achievement*	49	57	59	47	53	50	42		
Math Learning Gains				65			43		
Math Lowest 25th Percentile				79			38		
Science Achievement*	39	54	54	21	59	59	34		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	55	56	59	63			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)	N/A
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	222
Total Components for the Federal Index	5

**2021-22 ESSA Federal Index**

Percent Tested	99
Graduation Rate	

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	458
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	34	Yes	1	
ELL	45			
AMI				
ASN				
BLK	43			
HSP	50			
MUL				
PAC				
WHT	50			
FRL	43			



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	56			
ELL	57			
AMI				
ASN				
BLK	58			
HSP	52			
MUL				
PAC				
WHT				
FRL	57			

#### 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	43			49			39					55
SWD	35			35							4	43
ELL	39			51			47				5	55
AMI												
ASN												
BLK	40			47			40				5	52
HSP	53			45							4	58
MUL												
PAC												
WHT	38			62							2	
FRL	41			45			39				5	55

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	48	71	64	47	65	79	21					63
SWD	24	68	91	37	76	91	6					54
ELL	52	70	61	47	61	76	24					63
AMI												
ASN												
BLK	46	73	68	42	66	86	14					69
HSP	49	63		57	56		35					53
MUL												
PAC												
WHT												
FRL	47	71	64	46	65	79	20					63

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	49	62	42	43	38	34					54
SWD	26	29		19	24	25	15					30
ELL	38	58	73	47	42		33					54
AMI												
ASN												
BLK	35	49	65	39	41	44	29					54
HSP	50	50		48	45		39					56
MUL												
PAC												
WHT	50			67								
FRL	37	48	62	41	41	38	31					53

### 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	51%	56%	-5%	54%	-3%
04	2023 - Spring	47%	58%	-11%	58%	-11%
03	2023 - Spring	30%	48%	-18%	50%	-20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	40%	57%	-17%	59%	-19%
04	2023 - Spring	64%	52%	12%	61%	3%
05	2023 - Spring	50%	56%	-6%	55%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	40%	51%	-11%	51%	-11%

### III. Planning for Improvement

#### Data Analysis/Reflection

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

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

The data below demonstrates the achievement levels of all our tested grade levels in all content areas.

3-5 ELA:

Overall ELA On Track Performance showed a 4.5 % increase when comparing PM #1 versus PM #3.

ELA On Track Performance by Grade Level below:

PM 1 PM 2 PM #3 Difference PM1 vs PM3

3: 38.1% 32.1% 29.6% -8.5%

4: 34.4% 41.5% 47.0% +13.0%

5: 35.1% 35.1% 51.4% +16.0%

When comparing ELA Reporting Categories from PM #1 versus PM #3: Reading Across Genres

Vocabulary showed a 12% increase, Reading Informational Text showed a 7% increase and Reading

Prose and Poetry showed a 7% increase.

Lowest Reporting Category: Reading Across Genres Vocabulary - 43% Below the Standard

3-5 MATH:

Overall Math On Track Performance showed a 12.8% increase when comparing PM #1 versus PM #3.

Math On Track Performance by Grade Level below:

PM 1 PM 2 PM #3 Difference PM1 vs PM3

3: 33.6% 30.4% 40.2% +6.6%

4: 33.3% 32.2% 63.8% +30.5%

5: 48.1% 34.5% 50.0% +8.2%

When comparing Math Reporting Categories Algebraic Reasoning Performance showed 34% students are below the standard. Number Sense Operations with Whole Numbers showed 35% students are below standard.

Lowest Reporting Category: Number Sense Multiplicative Reasoning - 51% Below the Standard.

SCIENCE:

Overall Science Performance Level 3 & Above on SSA: 40% (23% Increase from FY'23)

Strongest Category: Physical Science mean points earned was 11 points possible out of 16 points.

Lowest Category: Nature of Science mean points earned was 5 points possible out of 10 points.

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

When comparing the data from PM #1 to PM #3, the greatest decline was in 3rd grade with a -8.5 % drop of on track performance. The contributing factors were: implementation of new ELA B.E.S.T Standards, new ELA Resources (Benchmark Advance), teacher capacity and students entering third grade below grade and lacking foundational skills.

**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 comparing the data from ELA & Math from PM #3, third grade ELA & Math had the greatest gap when compared to the district:

School PM #3 District PM #3 Difference

ELA : 29.6% 47.6% -16.0%

Math: 40.2% 57.4% -17.2%

The factors that contributed to this were: implementation of new ELA B.E.S.T Standards, new ELA Resources (Benchmark Advance), teacher capacity and students entering third grade below grade and lacking foundational skills in Reading and/or Math.

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

When comparing the data from PM #1 to PM #3, the most improvement was noted in 4th Grade ELA with a 30.5% increase. The actions taken were: extending the Literacy Block, intensive planning with collaboration between Teachers, Resource Teachers and ESE/ELL Teachers, forming strategic small groups with prescribed lessons for intervention and providing during school tutorials.

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

When reflecting on the Early Warning Systems, the two potential areas of concern are:

1. Course Failure in ELA & Math
2. Students with Reading Deficiencies

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

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

Forest Park's priorities for the upcoming school year will be:

1. Increase third grade proficiency
2. Maintain Science systems that were used in FY'23 that yielded +23% increase on SSA.
3. Provide coaching and support with 2nd Grade Teachers /Students to ensure a +10% growth after each administration of the Progress Monitoring Assessment with an end goal of fifty percent (50%) on grade level by the end of the year.
4. Monitor the performance & growth of all students with an emphasis on LW 30% & Third Grade Retainees.
5. Increase foundational Math Knowledge, Fluency and Number Talks in all grades.

#### **Area of Focus**

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

**#1. Instructional Practice specifically relating to Benchmark-aligned Instruction****Area of Focus Description and Rationale:**

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

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

Forest Park Elementary has a trend of academic success for the last five years as noted by our School Grade of "C" or "B". This trend includes inconsistent student performance in Grades 3-5 in ELA, Math and/or Science. Our ESSA Identified Subgroups however, continue to score above the FPPI of 50%.

The data below demonstrates the achievement levels of all our tested grade levels in all content areas.

**ELA:**

Overall ELA On Track Performance showed a 4.5 % increase when comparing PM #1 versus PM #3.

ELA On Track Performance by Grade Level below:

PM 1 PM 2 PM #3 Difference PM1 vs PM3

3: 38.1% 32.1% 29.6% -8.5%

4: 34.4% 41.5% 47.0% +13.0%

5: 35.1% 35.1% 51.4% +16.0%

When comparing ELA Reporting Categories from PM #1 versus PM #3: Reading Across Genres Vocabulary showed a 12% increase, Reading Informational Text showed a 7% increase and Reading Prose and Poetry showed a 7% increase.

Lowest Reporting Category: Reading Across Genres Vocabulary - 43% Below the Standard

**MATH:**

Overall Math On Track Performance showed a 12.8% increase comparing PM #1 versus PM #3.

Math On Track Performance by Grade Level below:

PM 1 PM 2 PM #3 Difference PM1 vs PM3

3: 33.6% 30.4% 40.2% +6.6%

4: 33.3% 32.2% 63.8% +30.5%

5: 48.1% 34.5% 50.0% +8.2%

When comparing Math Reporting Categories Algebraic Reasoning Performance showed 34% students are below the standard. Number Sense Operations with Whole Numbers showed 35% students are below standard.

Lowest Reporting Category: Number Sense Multiplicative Reasoning - 51% Below the Standard.

**SCIENCE:**

Overall Science Performance Level 3 & Above on SSA: 40% (+23% Increase from FY'23)

Strongest Category: Physical Science mean points earned was 11 points possible out of 16 points.

Lowest Category: Nature of Science mean points earned was 5 points possible out of 10 points.

**Measurable Outcome:**

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

Our Measurable Outcomes will compare PM#1 to PM #2 Data:

August - January 2024 (Mid Year Goal): +5% Growth in each grade level

May 2024 (End of Year Goal): +10% Growth in each grade level

Teacher Practice Outcomes:

When measuring Teacher Practice Outcomes by January 2024, seventy-five percent (75%) of the teachers will implement small group instruction with fidelity through the use of differentiated instruction and/or materials.

By May 2024, one hundred percent (100%) of the teachers will fully implement small group instruction.

Coaching Outcomes:

By January 2024, ten percent (10%) of Tier 1 Teachers will transition to Tier 2 Support. Twenty percent (20%) of the identified Tier 2 Teachers will increase their capacity and transition to Tier 3 Support.

By May 2024, thirty percent (30%) of the Tier 1 Teachers will transition to Tier 2 Support. Fifty percent (50%) of Tier 2 Teachers will transition to Tier 3 Support.

### **Monitoring:**

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

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data needed to make decisions about instruction and provide differentiated support to students. We strategically plan for a variety of monitoring techniques that will ensure monitoring for implementation, improvement and impact.

Monitoring will occur in Grade Level/Content Area PLCs to include analyzing and tracking data/growth from iReady & USAs.

Monitoring will also include:

Review of Lesson Plans

Classroom Walks

Student Work Samples

Student Attendance/Discipline

Data Chats

Informal/Formal Observations

Flexible Grouping

Adaptative Technology

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

Sharonda Alleyne (sharonda.alleyne@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.
4. Adaptive technology (i-Ready, Imagine Learning, STEM Scopes, and J & J Bootcamp Science) offers students personalized instruction in addition to teacher-directed learning.

5. Small group differentiated Instruction allows our students to learn through strategic and streamlined instruction based on their needs.
6. International Baccalaureate Primary Year Program (PYP) encourages students to become global thinkers and incorporate inquiry-based learning strategies.

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

Explain the rationale for selecting this specific strategy.

1. Professional Learning Communities (PLCs) provide educators the opportunities to collaboratively disaggregate data, plan standard-based instruction utilizing research based practices to implement effective classroom instruction to support all learners.
2. Tutorials provide students with additional, targeted support by content experts.
3. Double Down using ELL, ESE Resource Teachers to support student learning through differentiated instruction utilizing a variety of materials and methods.
4. Adaptive technology (i-Ready, Imagine Learning, STEM Scopes, and J & j Bootcamp Science) allows for personalized instruction to support student growth as remediation and enrichment.
5. Small group differentiated instruction allows students to learn with guided support at their pace.
6. International Baccalaureate Primary Year Program (PYP) establishes an environment of global learners through research, presentations, writing, and exhibitions to promote independence and develop self esteem.

#### **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. Professional Learning Communities (PLC).
  - A. Establish weekly schedule to ensure all stakeholders are included.
  - B. Develop agendas utilizing student data, classroom observations and scope and sequence provided by the district.
  - C. Create lesson plans focused on student needs.
  - D. Develop strategies and identify resources and key content and vocabulary that will be taught.
  - E. Monitoring will occur through learning walks, review of lesson plans and student data analysis

**Person Responsible:** Simone Green (simone.green@palmbeachschools.org)

**By When:** May 2024

2. Tutorials
  - A. Identify target student groups based on data
  - B. Employ content area specialist based on data to ensure only expert support
  - C. Develop instructional focus based on student needs
  - D. Monitoring will occur through analysis of student FSQs and USA results.

**Person Responsible:** Renette Civilma (renette.civilma@palmbeachschools.org)

**By When:** May 2024

3. Double Down using resource teachers
  - A. Capacity building through PLCs.
  - B. Establish push in student schedule.
  - C. Identify students and align with corresponding Resource Teacher (ELL students with ELL Teacher).



- D. Develop instructional focus and strategies to be utilized during small group instruction.
- E. Monitoring will occur through learning walks, review of lesson plans and student data analysis

**Person Responsible:** Carla Davis (carla.davis-fusco@palmbeachschools.org)

**By When:** May 2024

- 4. Adaptive technology (i-Ready, Imagine Learning, STEM Scopes, and J & J Bootcamp Science)
  - A. Establish procedures and expectations for the use of technology during small group instruction.
  - B. Train teachers and students on effective usage of all programs.
  - C. Monitoring will occur through weekly reports and celebrations

**Person Responsible:** Toni McMillan (toni.mcmillan@palmbeachschools.org)

**By When:** May 2024

- 5. Small group differentiated instruction
  - A. Teachers utilize resources from adaptive technology to continuously improve student achievement (during PLC).
  - B. Develop and implement a focus calendar with secondary benchmarks utilizing Blender and i-Ready Toolbox.
  - C. Monitoring will occur through learning walks, review of lesson plans and student data analysis

**Person Responsible:** Renette Civilma (renette.civilma@palmbeachschools.org)

**By When:** May 2024

- 6. International Baccalaureate Primary Year Program (PYP)
  - A. Choice coordinator meets consistently with grade levels to develop the IB Planners (Transdisciplinary Themes).
  - B. Scheduling of culminating cultural activities/ research based exhibition.
  - C. Monitoring will occur through the uploading of IB planners and summative assessments

**Person Responsible:** Rebecca Blucher (rebecca.greenblucher@palmbeachschools.org)

**By When:** 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.

As an Area of Focus for Positive Culture and Environment, student attendance was analyzed comparing FY22 to FY23. Research shows that school attendance directly correlates with school success and graduation rates.

Improving school attendance will directly affect student achievement.

According to Student Attendance Data in the Power Bi Tool; 41.4% Students had 11 or more absences in FY22. In FY23, 38.1% students had 11 or more absences - resulting in a 3.3% decline.

Subgroup Data is shown below:

FY22 FY23 Difference

Black: 35.6% 32.0% -3.6%

Hispanic: 63.1% 62.0% - 1.1%

Other: 37.5% 33.3% -4.2%

White: 38.1% 45.7% +7.7%

In comparing ESE and ELL Student Data:

FY22 FY23 Difference

ESE: 14.9% 14.6% .3%

ELL: 40.9% 43.2% +2.3%

Even though, small successes are being made with our student attendance; there are still opportunities for improvement with the overall number of students absent 11 days or more and with White & ELL Students.

### Measurable Outcome:

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

The Measurable Outcome for Student Attendance will be to reduce the number of students with 11 or more absences to less than twenty-five percent (25%) for the FY'24 School Year.

The outcomes for each subgroup and category will be as follows;

Blacks: 27%

Hispanic: 30% (reduce previous data by 50%)

Other: 25%

White: 35%

ESE: 10%

ELL: 35%

### Monitoring:

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

At Forest Park Elementary, we will strategically monitor Student Attendance by:

- Data Analysis of Daily Student Attendance

The monitoring will be supported by members of the Instructional Leadership Team to include:

Principal

Assistant Principal

Single School Culture Coordinators  
ESE Contact  
ELL Coordinator  
Learning Team Facilitator  
School Counselor  
ESOL School Counselor

**Person responsible for monitoring outcome:**

Sharonda Alleyne (sharonda.alleyne@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.)

The evidence-based interventions that will be used to monitor improvements will be:

- 1 Schoolwide Attendance Plan
2. SWPBS
3. Parent Involvement
4. IB Program
5. Required Instruction Florida State Statute 1003.42 and Policy 2.09

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The evidence-based interventions:

1. Schoolwide Attendance Plan will ensure all stakeholders understand the expectations and can collaborate to support all students in being in school and ready to learn.
2. SWPBS supports decreasing levels of disruptiveness, rates of office referrals, and suspensions needed to improve school climate, safety, order and increase instructional time.
3. Parent Involvement in schools improves student attendance, social skills, and behavior by helping children adapt in school.
4. IB Program aims to develop inquiring, knowledgeable, and caring young people who can create a peaceful world through intercultural understanding and respect.
5. Required Instruction 1003.42/ Policy 2.09: A positive school culture/environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Stakeholders are important in school performance and addressing equity.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

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

No

**Action Steps to Implement**

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

#### Monitoring Data

1. Determine interval data points to monitor data
2. Ensure daily attendance is completed and accurate
3. Collaborate with Instructional Leadership Team weekly regarding student attendance
4. Monitor parent phone numbers and emails for accuracy
5. Inform teachers to contact parents when a student is absent 3 consecutive days

**Person Responsible:** Sharonda Alleyne (sharonda.alleyne@palmbeachschools.org)

**By When:** Monthly

#### Engage Parents

1. Communicate importance of daily attendance to parents - via Parent Link
2. Post Attendance Posters in visible parent locations on campus
3. Utilize Community Language Facilitators to contact ELL Parents.
4. Share information about school attendance
5. Schedule home visits if necessary
6. Refer families to community agencies to eliminate barriers

**Person Responsible:** Toni McMillan (toni.mcmillan@palmschools.org)

**By When:** Monthly

#### Recognizing Attendance

1. Create monthly incentives for identified students with attendance concerns
2. Recognize students with improved or perfect attendance (Certificate)
3. Align Positive Behavior Supports to reward students for improved attendance

**Person Responsible:** Jessie Canton (jessy.canton@palmbeachschools.org)

**By When:** Monthly

#### Policy 2.09 and Required Instruction Florida State Statute 1003.42

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

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

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:** Sharonda Alleyne (sharonda.alleyne@palmbeachschools.org)

**By When:** May 2024

### 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-Aligned Instruction to increase overall K-2 Proficiency school-wide in ELA; then we will increase student achievement in 3rd Grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence & Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to B.E.S.T ELA Standards.

According to our FY'23 iReady ELA Data:

On Grade Level Approaching Grade Level Below Grade Level

Kindergarten: 76% 24% N/A

First Grade: 50% 49% 1%

Second Grade: 34% 43% 23%

When analyzing iReady ELA Domains, the following proficiency percentages are reflected :

Kindergarten First Grade Second Grade

Phonological Awareness: 35% 63% 35%

Phonics: 38% 62% 70%

High Frequency Words: 50% 55% 46%

Vocabulary: 38% 65% 76%

Comprehension: 37% 72% 79%

Our Instructional Priority is to use trends in data and student work samples to identify student needs in order to make educational adjustments during small groups and for intervention.

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

Our FY'23 ELA Data shows our third grade students were only 30% proficient on PM #3 by scoring a Level 3 and above. Over the course of the school year, third grade ELA Scores showed a decline with each administration of the Progress Monitoring Assessment.

PM #1: 38.1%

PM #2: 32.1%

PM #3: 29.6%

When comparing the number of students scoring a Level 3 and above on the Progress Monitoring Assessment throughout the FY'23 School Year the following is observed:

PM #1 PM #2 PM #3  
 3rd Grade: 38.1% 32.1% 29.6%  
 4th Grade: 34.4% 41.5% 47.0%  
 5th Grade: 35.1% 35.1% 51.4%

An upward trend was observed with 4th Grade as their scores increased with each administration of the Progress Monitoring Assessment. Though 5th Grade showed no improvement from PM #1 vs PM #2; a noticeable improvement was observed for PM #3.

All ESSA Identified Subgroups are scoring above the 41% target with all subgroups scoring 50% or higher.

Our Instructional Priority is to deliver content and skills that are aligned to B.E.S.T ELA Standards.

### 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

Our measurable outcomes will compare data from PM#1 to PM #2:

August - January 2024 (Mid Year Goal): +5% Growth in each grade level

May 2024 (End of Year Goal): +10% Growth in each grade level

Teacher Practice Outcomes:

When measuring Teacher Practice Outcomes by January 2024, seventy-five percent (75%) of the teachers will implement small group instruction with fidelity through the use of differentiated instruction and/or materials.

By May 2024, one hundred percent (100%) of the teachers will fully implement small group instruction.

Coaching Outcomes:

By January 2024, ten percent (10%) of the Tier 1 Teachers will transition to Tier 2 Support. Twenty percent (20%) of the identified Tier 2 Teachers will increase their capacity and transition to Tier 3 Support.

By May 2024, thirty percent (30%) of the Tier 1 Teachers will transition to Tier 2 Support. Fifty percent (50%) of Tier 2 Teachers will transition to Tier 3 Support.

### Grades 3-5 Measurable Outcomes

Our measurable outcomes will compare data from PM#1 to PM #2:

August - January 2024 (Mid Year Goal): +5% Growth in each grade level

May 2024 (End of Year Goal): +10% Growth in each grade level

**Teacher Practice Outcomes:**

When measuring Teacher Practice Outcomes by January 2024, seventy-five percent (75%) of the teachers will implement small group instruction with fidelity through the use of differentiated instruction and/or materials.

By May 2024, one hundred percent (100%) of the teachers will fully implement small group instruction.

**Coaching Outcomes:**

By January 2024, ten percent (10%) of the Tier 1 Teachers will transition to Tier 2 Support. Twenty percent (20%) of the identified Tier 2 Teachers will increase their capacity and transition to Tier 3 Support.

By May 2024, thirty percent (30%) of the Tier 1 Teachers will transition to Tier 2 Support. Fifty percent (50%) of Tier 2 Teachers will transition to Tier 3 Support.

## Monitoring

### Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data needed to make decisions about instruction and provide differentiated support to students. We strategically plan for a variety of monitoring techniques that will ensure monitoring for implementation, improvement and impact.

Monitoring will occur in Grade Level/Content Area PLCs to include analyzing and tracking data/growth from iReady & USAs.

Monitoring will also include:

Review of Lesson Plans

Classroom Walks

Student Work Samples

Student Attendance/Discipline

Data Chats

Informal/Formal Observations

Flexible Grouping

Adaptive Technology

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Alleyne, Sharonda, sharonda.alleyne@palmbeachschools.org

## Evidence-based Practices/Programs

**Description:**

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

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. Small Group Instruction will allow teachers including Resource Teachers/ Academic Tutor to provide strategic, differentiated and scaffold instruction to students in ELA and/or Math.
2. Adaptive Technology offers students personalized instruction in addition to teacher-directed learning.
3. Double Down Support in Literacy Blocks using Resource Teachers afford students the opportunity to expand their learning through strategic instruction focused on student needs/abilities.
4. Tutorials ensure students receive remediation and enrichment during the school day and after school based on multiple ELA Data Sources.
5. Data Chats/ Analysis of ELA Data in PLCs will be the focus of planning for instruction, sharing best practices and creating standards-aligned lessons that will ensure continuous student improvement/ achievement.

**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. Small Group Instructions will support growth within the B.E.S.T Standards by prescribing specific reteaching of skills with guided support and scaffolding at the students' pace.
2. Adaptive Technology allows for personalized instruction to support student growth as remediation or enrichment.
3. Double Down Support will support student learning through differentiated instruction utilizing a variety of materials and methods.
4. Tutorial provides students with additional targeted support by content experts.
5. Data Chats/ Analysis of ELA Data will enhance planning for standards-aligned instruction utilizing research based materials and practices to implement CORE Instruction and SUPPLEMENTAL Instruction.



**Action Steps to Implement**

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p><b>Literacy Leadership Team</b></p> <p>To address K-5 Reading Achievement, a Literacy Leadership Team will be developed consisting of the Principal, Assistant Principal, Single School Culture Coordinators, ESE Contact, ELL Coordinator, Teacher &amp; School Based Team Leader.</p> <p>The Literacy Leadership Team will create ELA Routines in place to include daily schedules, collaboration, learning walks with actionable feedback, process for identifying strengths/weaknesses, data analysis, and maintain ELA Essentials as the document to improve, maintain and/or sustain ELA Instruction.</p>	<p>Alleyne, Sharonda,  <a href="mailto:sharonda.alleyne@palmbeachschools.org">sharonda.alleyne@palmbeachschools.org</a></p>
<p><b>Assessments</b></p> <p>Students will be assessed using the FAST Star Early Literacy (K-2) FAST Star Reading (2-5), FAST Star Math (K-5), iReady, USAs and/or FSQs.</p> <p>Teachers will follow the District Assessment Schedule/Scope &amp; Sequence to track student learning and adjust instruction continuously. Using data from formal and informal assessments teachers will provide small group instruction that will focus on the four aspects of Literacy - Writing, Reading, Speaking &amp; Listening using differentiated instruction strategies. Teachers will analyze student data to determine strengths and weaknesses to create small groups that will ensure that identified students are supported.</p>	<p>mandel, jennifer,  <a href="mailto:jennifer.mandel@palmbeachschools.org">jennifer.mandel@palmbeachschools.org</a></p>
<p><b>Professional Learning Communities</b></p> <p>Administration along with the Learning Team Facilitator will create a PLC Schedule to include PLC Coverage with for all K-5 Teachers and Resource Staff. The PLCs will focus on data analysis, effective ELA Instruction and sharing of best practices. The Learning Team Facilitator will provide support using the gradual release model to implement the coaching cycle with the SSCCs for identified teachers needing growth in their capacity to teach the ELA and/or Math B.E.S.T. Standards.</p> <p>Ongoing observations and learning walks by the Literacy Leadership Team with feedback will be provided to teachers to monitor the fidelity of practices, systems, strategies and commitments discussed in PLCs.</p>	<p>Green, Simone,  <a href="mailto:simone.green@palmbeachschools.org">simone.green@palmbeachschools.org</a></p>

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage\* where the SIP is made publicly available.

**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))

**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))**

**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))**