

The School District of Palm Beach County

Plumosa School Of The Arts School



2023-24

Schoolwide Improvement Plan (SIP)

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Plumosa School Of The Arts

2501 SEACREST BLVD, Delray Beach, FL 33444

<https://pmse.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.

Plumosa School of the Art's mission is to:

Educate

We are dedicated to ensuring every student succeeds here at Plumosa School of the Arts. To educate the whole child is to love and nurture their inner creativity, challenge their perspective and expand their knowledge.

Affirm

By affirming the talents and brilliance that is bestowed in each student, we must support, engage and declare their ability to do ALL things. Our students ARE gifted, talented, and beautifully brilliant.

Inspire

The faculty and staff of Plumosa School of the Arts are the BEST in the field. We are dedicated to empowering, cultivating, and INSPIRING our students. We lead each day with a growth mindset and a belief that under our guidance, our students can achieve ALL things and that "WE" as a " Family" will Rise Up to Excellence!

Provide the school's vision statement.

To empower our students both academically and artistically through a continuously self-improving community. By nurturing, guiding, and challenging them to achieve their maximum potential and become independent life long learners.

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
Smith, Ronda	Principal	<p>As the principal of Plumosa School of the Arts K-8, the duties are to monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, the principal must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
White, Shaquala	Assistant Principal	<p>As assistant Principal, Ms. White supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
McKelvin, Reginald	Other	<p>As SSCC, Mr. McKelvin supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. The SSCC also assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. He also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>

Stakeholder Involvement and SIP Development

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

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

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and

works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman

Douglass High School Public Safety Act to have more mental health professionals in schools.

? Through Parent Trainings we support families with educational workshops facilitated by our school counselors,

Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and 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 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.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe,

supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral, and academic outcomes for children and young people. To ensure all students have equitable and equal opportunity to learn in a positive environment.

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 we do at our school. The SIP is updated throughout the year to ensure proper documentation of

what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

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

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ's USA, NGSQ's, Midterms, Semester exams, Reading Plus Diagnostics, Achieve 3000, Imagine Learning, Math Nation, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments, End of Course assessments, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts). The FAST assessments will occur one to two times a year in Algebra I.

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students' proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

In addition we closely monitor the Acceleration.

The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	81%
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

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

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	24	28	32	21	19	18	2	1	145
One or more suspensions	0	1	0	1	5	10	7	11	4	39
Course failure in English Language Arts (ELA)	0	25	30	48	53	17	19	0	0	192
Course failure in Math	0	20	20	49	45	20	32	0	0	186
Level 1 on statewide ELA assessment	0	0	0	15	32	29	16	21	17	130
Level 1 on statewide Math assessment	0	0	0	13	17	35	32	12	14	123
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	14	23	15	32	29	16	21	17	172
	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	0	21	24	46	55	35	33	13	12	239

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	15	0	0	0	0	0	15
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	28	25	25	24	20	18	2	0	142
One or more suspensions	0	1	4	10	3	16	8	9	0	51
Course failure in ELA	0	13	26	46	26	52	28	0	0	191
Course failure in Math	0	11	10	38	18	23	15	0	0	115
Level 1 on statewide ELA assessment	0	0	0	11	24	27	21	20	0	103
Level 1 on statewide Math assessment	0	0	0	0	1	40	38	25	0	104
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	

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	13	16	36	26	55	34	18	0	198

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	12	0	0	0	0	0	12
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	28	25	25	24	20	18	2	0	142
One or more suspensions	0	1	4	10	3	16	8	9	0	51
Course failure in ELA	0	13	26	46	26	52	28	0	0	191
Course failure in Math	0	11	10	38	18	23	15	0	0	115
Level 1 on statewide ELA assessment	0	0	0	11	24	27	21	20	0	103
Level 1 on statewide Math assessment	0	0	0	0	1	40	38	25	0	104
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	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators	0	13	16	36	26	55	34	18	0	198

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	12	0	0	0	0	0	12
Students retained two or more times	0	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*	45	49	53	49	52	55	44		
ELA Learning Gains				57			54		
ELA Lowest 25th Percentile				39			50		
Math Achievement*	50	51	55	50	45	42	35		
Math Learning Gains				68			24		
Math Lowest 25th Percentile				70			17		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	44	46	52	36	48	54	30		
Social Studies Achievement*	74	63	68		57	59			
Middle School Acceleration		68	70		51	51			
Graduation Rate		73	74		38	50			
College and Career Acceleration		39	53		62	70			
ELP Progress	59	53	55	66	64	70	28		

* 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	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	311
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	435
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	2	1
ELL	47			
AMI				
ASN				
BLK	41			
HSP	60			
MUL	71			
PAC				
WHT	77			
FRL	46			

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	39	Yes	1	
ELL	51			
AMI				
ASN				
BLK	48			
HSP	60			
MUL	59			
PAC				
WHT	71			
FRL	52			

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	45			50			44	74				59
SWD	15			25			11	43			6	42
ELL	35			39			35	69			6	59
AMI												
ASN												
BLK	31			40			36	57			6	59
HSP	50			58			48	82			6	59
MUL	76			65							2	
PAC												
WHT	76			68			70	92			5	
FRL	36			43			39	66			6	59

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	49	57	39	50	68	70	36					66
SWD	25	41	28	30	63	59	17					52
ELL	42	46	36	47	69	75	24					66
AMI												
ASN												
BLK	35	46	40	37	67	73	19					65
HSP	61	68	38	59	70	54	62					68
MUL	45			73								
PAC												
WHT	77	77		73	66		64					
FRL	43	55	38	45	66	69	33					67

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	44	54	50	35	24	17	30					28
SWD	15	37	54	21	15	14	5					24
ELL	38	52		27	29		19					28

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
AMI												
ASN												
BLK	34	41	52	25	16	10	18					30
HSP	55	71		52	41		36					29
MUL												
PAC												
WHT	76	83		53	42		75					
FRL	40	47	48	31	20	17	23					28

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	40%	56%	-16%	54%	-14%
07	2023 - Spring	53%	48%	5%	47%	6%
04	2023 - Spring	39%	58%	-19%	58%	-19%
06	2023 - Spring	55%	45%	10%	47%	8%
03	2023 - Spring	39%	48%	-9%	50%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	57%	54%	3%	54%	3%
07	2023 - Spring	40%	36%	4%	48%	-8%
03	2023 - Spring	54%	57%	-3%	59%	-5%
04	2023 - Spring	20%	52%	-32%	61%	-41%
08	2023 - Spring	98%	65%	33%	55%	43%
05	2023 - Spring	38%	56%	-18%	55%	-17%

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

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	65%	9%	66%	8%

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.

Some of the trends that occur when reviewing our SY23 data are the following:

FY19 FY21 FY22 FY23
 ELA
 Overall 55 44 49 45
 SWD 19 15 25 14
 ELL 37 38 42 18

Math
 Overall 56 35 50 51
 SWD 24 21 30 26
 ELL 37 27 47 22

Science
 5th 34 30 36 40
 SWDs 0 5 17 11
 ELL 17 19 24 7

Civics
 7th 74
 SWD 39
 ELL N/A

Based on our trend data and analysis, we understand that our intermediate grades are not performing as well as our middle school grades. We see that intermediate grades are scoring below 40% in ELA and our middle grades are above 52% in ELA.

In analyzing math data from PM1 to PM3 we saw a decline in Math across 4th and 7th grade. Our 4th

grade math scores decreased from SY22 Fast to FY23 PM3 by 31%. Our 7th grade was a baseline year which will allow us to create a plan for growth. Our SWDs went from PM1 26% & PM2 20% to PM3 26%. Our ELLs went from PM1 30%, PM2 26% and PM3 22%. The contributing factors were scheduling of our ESE students which minimized the frequency in which students were supported as well as a vacant ESOL teacher position.

This year we had over 30 brand new teachers who were inexperienced with the rigor of the standards, the curriculum and pedagogy.

Additionally, we had a new testing format from paper-based to computer. The testing window for all three PM assessments took away from instructional time. We had teacher vacancies which pulled from our intent to provide coaching and support to teachers due to being placed in the classrooms.

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

Our greatest areas of decline were seen in Math for 4th grade and 7th grade. When comparing FSAT Pm1 through PM3:

4th 12% - PM1, 6% PM2, 20% PM3
7th 36% - PM1, 32% PM2, 40% PM3
SWD 26% - PM1, 20% PM2, 26% PM3
ELLS 30% - PM1, 26% PM2, 22% PM3

The contributing factors were scheduling of our ESE students which minimized the frequency in which students were supported as well as a vacant ESOL teacher position.

This year we had over 30 brand new teachers who were inexperienced with the rigor of the standards, the curriculum and pedagogy.

Additionally, we had a new testing format from paper-based to computer. The testing window for all three PM assessments took away from instructional time. We had teacher vacancies which pulled from our intent to provide coaching and support to teachers due to being placed in the classrooms.

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.

FAST PM3
State School
Math
3rd 59 % 54%
4th 61% 20%
5th 55% 39%
6th 54% 57%
7th 48% 40%
8th 55% 98%

ELA
3rd 50% 39%
4th 58% 39%
5th 54% 40%
6th 47% 55%
7th 47% 53%

Sci.
5th 51% 40%

Civics
7th 66% 74%

As you can see from the data above our school out performed the state in Middle school ELA, 8th grade math, and Civics. Our middle school teachers are veteran teachers who are highly effective in pedagogy and content.

The contributing factors as to why we fell below the state are:

This year we had over 30 brand new teachers who were inexperienced with the rigor of the standards, the curriculum and pedagogy.

Additionally, we had a new testing format from paper-based to computer. The testing window for all three PM assessments took away from instructional time. We had teacher vacancies which pulled from our intent to provide coaching and support to teachers due to being placed in the classrooms.

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

Our Data reflects the following strengths:
ELA - 6th Grade 52% PM1 to 55% PM3 - 3 pt Increase
Math - Achieved our Goal of 50% by 3 pts (Scrubbed)
Math - 4% Increase from 47% PM1 to 51%
98% 7th Grade Adv Math
Math
3rd 41% PM1 to 54% PM3 - 13 pts
4th 12% PM1 to 20% PM3 - 8 pts
6th 45% PM1 to 57% PM3 - 12 pts
7th 36% PM1 to 40% PM3 - 4 pts
8th 96% PM1 to 98% PM3 - 2 pts
Science
Achieved our goal of 40%!! +6 Pts
34% SY22 to 40% SY23

Our middle school teachers are veteran teachers who are highly effective in pedagogy and content. We collaborated with other schools to focus on best practices in science. We were able to implement a double down in the 6th grade ELA classroom. We had regional support in math across all grades. During PLC's our teachers strategically planned out the year's focus on the standards to ensure that enrichment, remediation and re-teaching.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are

ensuring our students receive the support needed for growth and achievement. When looking at our Early

Warning System indicators our two potential areas of concern are:

Options are below (choose two)

? 3rd Grade Retention

? Level 1 State Assessments ELA; Math

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

Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students.

Continue double down model in all ELA/Math classrooms focusing on the needs of our ESSA identified subgroups.

Continue push in model for ELA and Math block for SWDs and ELLs

ELA Achievement Growth for SWD & Blacks- Ensuring learning gains & progress for ESSA sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students. In addition, we will thoroughly review ELL student data and provide support as needed.

We plan to ensure that teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction, ongoing professional development in reading, math, and science in grades 3-8, ongoing professional development in the Benchmark Reading Series, StudyCync, Reading Plus, and iReady Diagnostic Results to create fluid instructional groups, and aligning human resources to provide intervention to targeted students.

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

Work together to develop trust, build common understanding and language, to support an appropriate level of transparency Learn from one another and give constructive feedback through a safe protocol that can move the work forward Collaboratively examine data with an equity lens—from improvement cycles, formative assessments, or other relevant data that can inform practice. Communicate with and gather input from students, parents, and community partners about reform efforts

This year Plumosa will focus on Scheduling Students with High Impact Teachers and Planning rigorous lessons that meets the needs of our students. To provide an additional layer of support, we have designated a coach specifically for 3rd grade to ensure we are meeting the needs of the students and teachers through double-down support—teacher coaching and modeling. We will specifically focus on our ESSA identified subgroup; SWD students; who will receive strategic, be targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring.

Area of Focus

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

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

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

Some of the trends that occur when reviewing our SY23 data are the following:

FY19 FY21 FY22 FY23

ELA

Overall 55 44 49 45

SWD 19 15 25 14

ELL 37 38 42 18

Math

Overall 56 35 50 51

SWD 24 21 30 26

ELL 37 27 47 22

Science

5th 34 30 36 40

SWDs 0 5 17 11

ELL 17 19 24 7

Civics

7th 74

SWD 39

ELL N/A

Math FAST Data

SWD 26% - PM1, 20% PM2, 26% PM3

ELLS 30% - PM1, 26% PM2, 22% PM3

Measurable Outcome:

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

Our measurable goal for FY24 is to increase the proficiency of all 3rd-grade scholars to 45%. Our target is to increase ELA from 46% to 50% school-wide, which is an increase of 4% in proficiency, and achieve ELA learning gains of 65% and 65% LG for L25.

Monitoring:

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

A comprehensive plan has been created that identifies step-by-step core actions that can be monitored through a systematic approach. Through weekly commitments toward the pursuit of our goal, the leadership team, including our instructional coaches, will report and analyze data to determine the success of our plans and actions. Our monitoring techniques include:

Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/ participation, all Formative/Summative Assessments, and Technology

Person responsible for monitoring outcome:

Ronda Smith (ronda.j.smith@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. Differentiated small group instruction within all ELA classrooms. Through differentiation we are ensuring we support all learners at their ability. We are ensuring a variety of tasks, products, and processes.
2. Students will be remediated and enriched through digital and blended learning opportunities using adaptive technology; Adaptive Technology to build content knowledge in ELA & math. Student Data Chats will. Occur after each PM Assessment.
3. ELA teachers will engage in standards-based instructional planning during Professional Learning Communities (PLC) focusing on the "how" of instruction. We will create and provide teachers with an Implementation Guide for Instruction/ Lesson Plans.
Ensure teachers are focused on best practices that support equitable & equal access to learning for all students.
4. Incorporate in school tutorials to support standards-based instruction for remediation, enrichment and support of data selected students to close the achievement gap through strategic use of FBS groups applied with specific interventions that meets each student's needs.
5. Incorporate preschool and after-school tutorials to support standards-based instruction for remediation, enrichment and support of data selected students to close the achievement gap.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Differentiated small group instruction is effective because teaching is focused precisely on what the students need to learn next to move forward. Ongoing observation of students, combined with assessment enables teachers to support & enhance student learning.
2. Adaptive Technology will offer an opportunity for students to receive enrichment and remediation on a variety of skills. The ability to personalize instruction to meet individual needs will result in increased scores.
3. Standards-Based teaching ensures better accountability. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers, and helps keep them on track.
4. Utilize instructional tutors to support the implementation of Benchmark curriculum. Materials & resources are designed to provide coherent sequence of instruction.
5. Tutorials will provide additional supports for remediation/enrichment as needed.

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.

Differentiated small group instruction:/ Building Teacher Capacity:

- a. Literacy Coaches will provide training and support in and outside of classroom through the coaching cycle.
- b. SAI/ Interventionist teachers will provide interventions outside the 90 minute block, to identified students.
- c. Teachers will create all small group rotational cycle to ensure all students are being supported at their abilities.
- d. Teachers will create engaging lesson plans utilizing a variety of vetted resources, instructional

materials, and teaching methodologies to support all learners.

e. The LTF, Reading and Instruction coach to support teachers with analyzing data, examining standards, honing instructional practices, building instructional capacity, and assisting teachers with creating a positive classroom environment. The principal and assistant principal will monitor through fidelity walks.

Person Responsible: Shaquala Coleman (shaquala.coleman@palmbeachschools.org)

By When: August 23 - May 24

Standards-Based Planning:

a. Create PLC schedule to ensure all teachers participate.

b. Time provided in PLCs and Common Planning to allow teachers to collaborate and share research based strategies for instruction. District instructional support will provide ongoing PD to teachers through these channels.

c. Teachers will consistently analyze data to determine action steps for future instruction. SAI, Resource, ESE, and ELL teachers will support and offer varied instructional methodologies and resources to support all students.

d. School administrators and instructional coaches will attend and monitor the PLC meetings to support collaboration and provide guidance.

Person Responsible: Reginald McKelvin (reginald.mckelvin@palmbeachschools.org)

By When: August 23 - May 24

Instructional tutors

a. Analyze student data to determine support necessary.

b. Provide teachers and tutors professional development on teaching expectations and materials/resources being utilized.

c. Monitoring will occur through observations, fidelity walks, and analysis of lesson plans Instructional Coaches.

Person Responsible: Ronda Smith (ronda.j.smith@palmbeachschools.org)

By When: August 23 - May 24

Tutorials:

a. Analyze student data to determine students for tutorial groups.

b. Choose supplemental materials and resources to be utilized.

c. Analyze teacher classroom data to determine who will be tutoring.

d. Provide tutors with training on expectations and materials and resources that will be utilized.

e. Monitoring will occur through analyzing ongoing student data and fidelity walks.

f. After school tutorial, Saturday tutorial, Project Uplift, and 21st CCLC to begin in November.

Person Responsible: Reginald McKelvin (reginald.mckelvin@palmbeachschools.org)

By When: August 23 - May 24

Adaptive Technology (IXL, Khan Academy, Reading Plus, Study Island):

1. Provide teachers with professional development to ensure appropriate use of adaptive technology.

2. Teachers will develop a rotational schedule to ensure all students have access to technology.

3. Teachers will engage students in small group instruction based on adaptive technology results. Small groups are fluid

and flexible and will be updated based on data and student needs.

Person Responsible: Shaquala Coleman (shaquala.coleman@palmbeachschools.org)

By When: August 23 - May 24

#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.

Attendance data for 3rd grade was an area of concern.

During SY23, 36% of our 3rd grade students had over 10 absences for the year, of which 8 of the 14 3rd grade retained students are reflected in this data. This needs to be reduced in order to provide adequate instruction and intervention for these students.

In alignment to the District’s Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

Measurable Outcome:

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

Our measurable outcome is to reduce attendance concerns by 10% by the end of the year.

Our goal for PBIS is to increase student attendance and positive behavior awards by 10%.

Monitoring:

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

Through attendance tracking in SIS, teachers, Admin and attendance clerk will monitor student attendance.

PBIS will be monitored quarterly through data review.

Classroom observation

Scheduled pulling of Tutorial data (attendance)

Scheduled pulling of Attendance data

Scheduled pulling of Suspension data

Student Formative Assessment results

Monitoring will be done through the Ron Clark Academy (RCA) app for tracking points. We will review and monitor student discipline data at our monthly faculty meetings.

Person responsible for monitoring outcome:

Reginald McKelvin (reginald.mckelvin@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.)

SWPBS

Required Instruction Florida State Statute 1003.42 and Policy 2.09

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a

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

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

SwPBS Action Steps:

- a. Cafeteria assemblies are conducted to review expectations
- b. Teachers reinforce expected behaviors in and out of the class through positive rewards
- c. Quarterly celebrations are held
- d. Monthly House meetings are conducted to motivate and team building
- e. Ongoing student recognition.
- f. Close monitoring of attendance (Newsletters, announcements, parent calls and letters)

Person Responsible: Reginald McKelvin (reginald.mckelvin@palmbeachschools.org)

By When: August 23 through May 24

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

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

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

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

Person Responsible: Ronda Smith (ronda.j.smith@palmbeachschools.org)

By When: August 23 through May 24

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: (choose the ones that align with your school).

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 Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.
8. The District Reading Collaboration team provides professional development to schools based on needs.
9. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & 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.
10. 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 instruction to increase overall k-2 proficiency in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence, and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

When planning for standards-based instruction will be strategic and focused on ensuring that best practices are utilized throughout all academic content areas. In doing so, we provide opportunities for our students to reach their full potential and increase student achievement. We want to create a culture of high expectations by exposing students to the rigor of the standard and providing interventions that support the areas of need for individual students.

According to the data, our students are not entering third grade prepared for the rigor of the standards and state assessment. According to iReady FY, 23 data, 37% of our incoming third-grade students read at an on-grade level.

iReady also shows that our overall primary grade proficiency is low.

Kindergarten- 39% Proficient

First Grade- 51% Proficient

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

Kindergarten:

Phonological awareness- 31% Proficient

Phonics- 40% Proficient

High-Frequency Words- 47% Proficient

Vocabulary- 35% Proficient

Due to a lack of foundational skills, students' overall reading comprehension proficiency is 50% For literature texts and 46% for Nonfiction texts.

First Grade:

Phonological awareness- 54% Proficient

Phonics- 58% Proficient

High-Frequency Words- 60% Proficient

Vocabulary- 44% Proficient

Due to a lack of foundational skills, students' overall reading comprehension proficiency is 44% For literature texts and 39% for Nonfiction texts.

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

If we focus on standards-based instruction to increase learning gains school-wide in ELA, then we will increase student achievement and ensure alignment with the District's Strategic Plan. This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence; growth. Our instructional priority is to deliver content, concepts, or skills aligned to the benchmark and intended learning.

Our instructional priority is to deliver content, concepts, or skills aligned to the benchmark and intended learning. Our FY23 data shows our third-grade students were only 39% proficient on the FAST. This proves that students entering third grade lack the skills and preparedness for the rigor of the state assessment and standards. Our goal is to be strategic and focus on standard-based instruction to ensure best practices are utilized throughout all content areas. We want to allow all our students to reach their potential and increase student achievement.

In looking at our, ESSA identified subgroups, SWDs and ELLs have demonstrated a continuous decline of 10-12% over the past two years. Data indicates we need to focus on these subgroups and identify all factors and indicators. We need to provide these students with additional support to close the gap. Their performance on last year's assessment was the following:

ESE

26% PM1 to 14% PM3 - 12 pts Decrease

ELL

30% PM1 to 22% PM3 - 8 pts Decrease

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

The Measurable outcomes for SY 24 are the following by May 2024:

K- 70 % Proficient

1st - 55% Proficient

2nd - 45 % Proficient

Grades 3-5 Measurable Outcomes

The Measurable outcomes for SY 24 are the following by May 2024:

3rd- 45 % Proficient

4th - 50% Proficient

5th - 50 % Proficient

6th Grade 65 % Proficient

7th Grade 55 % Proficient

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 crucial step toward student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring checks, Reading running records, and end-of-unit assessments from the Benchmark Series.

We will also use grade level FSQ and USA to track growth within standards.

We will also review Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder

reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments, and Technology.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Smith, Ronda, ronda.j.smith@palmbeachschools.org

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

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

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

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

instructional support for all learnings.

2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep,

focused, collaborative planning supports and strengthens data analysis and small group planning and implementation.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers.

Collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale:

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

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

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet foundational skill practice needs and identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards.
2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD.
3. PLCs allow teachers and leaders an opportunity to collaborate, analyze data, and make decisions to improve student achievement and progress. It also supports the teacher in collaboration with the best teaching strategies.

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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? Literacy Leadership

Our leadership team consists of the Principal, Assistant Principal, K-2 Literacy Coach, 3rd-grade Literacy Coach, and SSCC.

? Literacy Coaching

Develop a plan to monitor the implementation of core instruction, small group and subgroups to ensure compliance with the reading plan. Walkthroughs weekly to monitor and support reading instruction & intervention (Look, Fors, CAO updates) School Leaders have a process to identify areas of strength and the next steps (Utilizing data, Analyzing Data). We meet weekly during our Instructional Leadership Team meeting, discussing data and providing guidance on how to plan for remediation.

Smith, Ronda,
ronda.j.smith@palmbeachschools.org

Assessment

1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/ Literacy Coaching)
 - a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments, and FSQs in Language Arts. The teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment).
 - b. Teachers will analyze student data to determine strengths and weaknesses in the content area.
 - c. Teachers will create all small group rotational cycles to ensure all students supported in their abilities
 - d. Teachers will create lesson plans utilizing various resources, instructional materials, and teaching methodologies to support all learners.
 - e. Teachers follow the District Assessment schedule of ongoing formative assessments to track student learning & adjust instruction continuously

McKelvin, Reginald ,
reginald.mckelvin@palmbeachschools.org

Professional Learning

1. School Admin and Literacy Leadership Teams attend training on the operational plan for collection and regular review of progress monitoring data to evaluate the effectiveness of instruction.
2. School leaders share the plan with staff in faculty meetings and PLCs.
3. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc., to ensure the plan is implemented effectively.
4. The Regional and Instructional Superintendents monitor the implementation, and the District Reading Collaboration team provides professional development.
5. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the School-level Reading Plan implementation and monitor progress.
6. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.
7. The District Reading Collaboration team provides professional development to schools based on needs.

Coleman, Shaquala,
shaquala.coleman@palmbeachschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

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

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

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