

The School District of Palm Beach County

J. C. Mitchell Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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J. C. Mitchell Elementary School

2470 NW 5TH AVE, Boca Raton, FL 33431

<https://jcme.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.

J.C. Mitchell is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

J.C. Mitchell's Faculty and Staff envisions a dynamic, collaborative, multicultural community where education and lifelong learning are valued and supported and all learners reach their highest potential to succeed in the global society.

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
Pierre-Jerome, Joan	Principal	<p>As principal of JC Mitchell Elementary, Dr. Joan Pierre-Jerome supervises all aspects of the educational program. First and foremost, Dr. Pierre-Jerome is the instructional leader of this school. She is responsible for the equitable instruction for all students. She is the decision maker in regard to the master schedule, teacher evaluations and supervision, curriculum council, Palm Beach Model of Instruction, professional development, professional learning community coordination, hiring new teachers, and school improvement activities. Dr. Pierre-Jerome also manages and supervises the business side of this elementary school. Dr. Pierre-Jerome is responsible for all budgetary decisions and contracts. As principal Dr Pierre-Jerome upholds a Vision of</p>
		<p>Academic Success for All through the following:</p> <ol style="list-style-type: none"> 1. Deepens understanding of standards and engages faculty, students, parents and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Establishes and communicates non negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. <p>Climate:</p> <ol style="list-style-type: none"> 10. Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. 11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. 12. Creates school-wide and team norms and expectations for collective responsibility for student success. 13. Develops staff's capacity to collaborate effectively about standards and effective instruction. 14. Celebrates success as well as opportunities for growth. 15. Eliminates barriers and distractions that interfere with effective teaching and

Name	Position Title	Job Duties and Responsibilities
		<p>learning.</p> <p>16. Provides a clean, safe and nurturing school environment.</p> <p>17. Builds a culture of pride, trust, and respect.</p> <p>18. Implements and monitors an effective approach to bullying prevention.</p> <p>19. Aligns new and existing community and parent partnerships.</p> <p>Cultivating Leadership:</p> <p>20. Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction.</p> <p>21. Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</p> <p>22. Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.</p> <p>23. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</p> <p>24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.</p> <p>25. Provides ongoing coaching with constructive feedback to teacher leaders.</p> <p>26. Implements a comprehensive performance management system.</p> <p>27. Implements rigorous project management, structures, protocols, and processes.</p> <p>Improving Instruction:</p> <p>28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>29. Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>30. Provides intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</p> <p>31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.</p> <p>32. Quickly and proactively addresses problems in instruction and student learning.</p> <p>33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p> <p>34. Monitors and improves instruction.</p> <p>35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p> <p>People, Data, and Processes:</p> <p>36. Hires and retains highly qualified and effective employees.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>37. Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>38. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>39. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>40. Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p> <p>41. Reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or diminish those that interfere with instructional leadership.</p> <p>42. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.</p> <p>43. Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities.</p> <p>44. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.</p> <p>45. Maintains appropriate records related to pupil attendance, FTE generation, instructional and non instructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports.</p> <p>46. Supervises the school's food, transportation, maintenance, facility and support services.</p> <p>47. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.</p> <p>48. Coordinates community activities relevant to the school within the school area.</p> <p>49. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.</p> <p>50. Implements and monitors career and leadership advancement pathways.</p> <p>51. Monitors systemic customer service.</p> <p>52. Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.</p> <p>Performance Effectiveness Criteria:</p> <p>In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.</p> <p>Additional Job Functions:</p>

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 1.. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned.
Newson, Lauren	Assistant Principal	<p>The Assistant Principal will participate in the development and implementation of the School Improvement Plan. The Assistant Principal will also monitor the compliance of all components of the School Improvement Plan. The Assistant Principal assists the the Principal with all aspects of the educational programs. The Assistant Principal works with the Principal to ensure the equitable instruction of all students. Additional responsibilities for the Assistant Principal are as follows:</p> <ul style="list-style-type: none"> Deliberate practice for all instructional staff Discipline referral monitor Marzano framework activities School Safety School Advisory Council School/Community Facilitation <p>The Assistant Principal also upholds the Vision of Academic Success for All through the following:</p> <ol style="list-style-type: none"> 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. <p>Climate</p> <ol style="list-style-type: none"> 10. Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on

Name	Position Title	Job Duties and Responsibilities
		<p>content, instruction, and pedagogical content knowledge.</p> <p>11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.</p> <p>12. Supports school-wide and team norms and expectations for collective responsibility for student success.</p> <p>13. Develops staff's capacity to collaborate effectively about standards and effective instruction.</p> <p>14. Celebrates success as well as opportunities for growth.</p> <p>15. Assists with eliminating barriers and distractions that interfere with effective teaching and learning.</p> <p>16. Ensures the provision of a clean, safe and nurturing school environment.</p> <p>17. Supports the principal in building a culture of pride, trust, and respect.</p> <p>18. Supports the principal in implementing and monitoring an effective approach to bullying prevention.</p> <p>19. Assists the principal in aligning new and existing community and parent partnerships.</p> <p>Cultivating Leadership</p> <p>20. Focuses school leadership teams' work on implementation of standards and reformed instruction.</p> <p>21. Advocates and supports teacher leaders to expand instructional leadership and job embedded professional learning in the school.</p> <p>22. Supports professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.</p> <p>23. Carries out the principal's expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</p> <p>24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.</p> <p>25. Provides ongoing coaching with constructive feedback to teacher leaders.</p> <p>26. Assists the principal in implementing a comprehensive performance management system.</p> <p>27. Assists the principal in implementing rigorous project management, structures, protocols, and processes.</p> <p>Improving Instruction</p> <p>28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>29. Communicates clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>30. Supports intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</p> <p>31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>32. Quickly and proactively addresses problems in instruction and student learning.</p> <p>33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p> <p>34. Monitors and improves instruction.</p> <p>35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p> <p>People, Data, and Processes</p> <p>36. Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>37. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>38. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>39. Analyzes the scope of change required within the school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p> <p>40. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.</p> <p>41. Supervises and provides input on evaluations for school-based personnel as part of a Board-approved personnel assessment system, including providing input on staff development/training opportunities.</p> <p>42. Supports the effective, efficient and accurate maintenance of appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school based personnel, and property inventories.</p> <p>43. Assists the principal in supervising the school's food, transportation, maintenance, facility and support services.</p> <p>44. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.</p> <p>45. Coordinates community activities relevant to the school within the school area.</p> <p>46. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.</p> <p>47. Assist the principal in implementing and monitoring career and leadership advancement pathways.</p> <p>48. Monitors systemic customer service. Performance Effectiveness Criteria: In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.</p> <p>Additional Job Functions:</p> <p>1. Follows adopted policies and procedures in accordance with School Board</p>

Name	Position Title	Job Duties and Responsibilities
		<p>priorities.</p> <p>2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement.</p> <p>3. Performs other duties as assigned.</p> <p>As ESE Coordinator, Ms. Culver is responsible for monitoring that the IEP (and EP) goals established for the ESE (or Gifted) students are met with fidelity by the teachers. This is critical to ensuring that students with disabilities have the tools to be able to make learning gains and/or reach proficiency. The ESE Coordinator also services as a valued member of the School Leadership Team by participating in decision making as it relates to the improvement of the academic achievement of students.</p> <p>Essential Functions:</p> <p>Provides technical assistance with federal laws, state statutes and state board rules regarding students who are disabled as identified under Individuals with Disabilities Education Act (IDEA) or Section 504. This includes attending meetings and answering questions from school administrators, ESE Contacts and parents.</p> <p>Investigates parent concerns at the school level; Assists and monitors the allocation of resources to schools for the provision of ESE services, including services in inclusive settings, and works collaboratively with the other ESE Area Coordinators. Directs the planning of resources for the Extended School Year program for students with disabilities at the school level.</p> <p>Performance Effectiveness Criteria: In addition to the employee being responsible for each of the performance responsibilities listed herein, periodic and special reports to the Board and other entities will be provided regarding the impact of this position with respect to progress toward annually established District and department goals and objectives for, but not necessarily limited to, the following areas:</p> <ol style="list-style-type: none"> 1) Student Performance, 2) Customer Service, 3) Fiscal Accountability and Responsibility, 4) Process Efficiencies and Improvements, and 5) Employee Learning and Growth. <p>Additional Job Functions:</p> <ol style="list-style-type: none"> 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned.
Culver, Susan	Other	<p>As ELL Coordinator, Mrs. Kindred is responsible for monitoring that the LEP plan established for the ELL students are administered with fidelity by the teachers. This is critical to ensuring that ELL students have the tools to be able to make learning gains and/or reach proficiency. Mrs. Kindred also serves as our Volunteer Coordinator. Mrs. Kindred is a member of the School Leadership</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Team where she participates in decision making with the goal of improving student achievement for all.</p> <p>Essential Functions:</p> <p>Provides technical assistance with federal laws, state statutes and state board rules regarding students in our ELL (English Language Learners) Program. This includes attending meetings and answering questions from school administrators, parents, and Area/District ELL Contacts. Investigates parent concerns at the school level; Assists and monitors the allocation of resources to school for the provision of ELL services and works collaboratively with the school community. Acts as area designee/representative providing a direct liaison between the school and area office concerning issues regarding students receiving ELL services.</p> <p>Performance Effectiveness Criteria:</p> <p>In addition to the employee being responsible for each of the performance responsibilities listed herein, periodic and special reports to the Board and other entities will be provided regarding the impact of this position with respect to progress toward annually established District and department goals and objectives for, but not necessarily limited to, the following areas:</p> <ol style="list-style-type: none"> 1) Student Performance, 2) Customer Service, 3) Fiscal Accountability and Responsibility, 4) Process Efficiencies and Improvements, 5) Employee Learning and Growth. <p>Additional Job Functions:</p> <ol style="list-style-type: none"> 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned.

Gicas,
Ashley

As our SAI Teacher, Mrs. Kluthe (formerly Gicas) impacts the academic success of students across many grade levels. Mrs. Kluthe brings instructional expertise and coaching experience to the team and to the school. Mrs. Kluthe is a member of the School Leadership Team and participates in discussions that lead to school base decisions regarding instructional practices. Mrs. Kluthe assists with School Base Team by providing training to staff on data collection and intervention implementation. Mrs. Kluthe also assists in school safety as one of the primary contacts at dismissal for J.C. Mitchell's CurbSmart dismissal system.

Additional Job Functions:

1. Follows adopted policies and procedures in accordance with School Board priorities.
2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission

Name	Position Title	Job Duties and Responsibilities
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Statement.
3. Performs other duties as assigned.

Overton, Lorraine	Teacher, ESE	Master Schedule Team Member; Former School Base Team Leader who provides training on intervention; ESE Co-Chair. Mrs. Overton is a member of the School Leadership Team where she shares her expertise regarding research based instructional methods utilized schoolwide. Mrs. Overton is also the Professional Development Chairperson.
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Williams, Samantha	Behavior Specialist	As the Behavior Mental Health Specialist, Ms. William will provide direct services for students including but not limited to individual counseling , large and small group counseling and preventative and responsive services. Ms. Williams will also provide support to families experiencing hardships (homeless,displacement) by connecting them with community and district resources/services. Ms. Williams will also foster parent and community partnerships to support the social/emotional and academic development of students.
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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.

Stakeholders were involved in the development of the School Improvement Plan in a variety of ways and over a period of time that led up to the development of the School Improvement Plan. J.C. Mitchell will be a Title 1 School for the 2023-2024 school year. As a result and as a Title 1 requirement the Schoolwide Plan was developed with the school's stakeholders. School leadership met with the faculty, staff, parents and business partners to discuss student data on numerous academic measures. Stakeholders were able to discuss and develop a plan of action to address the areas of academic needs for our students. Specifically, parents were able to share with School Leadership the areas in which they felt they needed assistance to support their students at home. Teachers were able to join in the discussion with the parents in an effort to determine impactful ways that the home and school can collaborate. Our local business partner was involved in the meeting and the collective body of parents, faculty and staff developed a plan of support for the entire school year. The support included not only trainings for the parent but also parents for the teachers and the students. A timeline of activities was developed to specifically address areas of needs for the school -increased proficiency in Reading, Math and Science.

The School Behavior Health Professional (SBHP) supports the mental and health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglas 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 resource/coach, math resource teacher, ESOL, ESE 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. Our ESE Coordinator and ESE teachers work in conjunction with the Exceptional Student Education Department to ensure the fidelity of implementation of programs, instruction and services to improve the academic achievement levels for our ESSER subgroup of Student with Disabilities.

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

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 will be monitored through the following ways: Professional Learning Community (PLC) meetings will be held twice a month. During the meetings the team which will include School Leadership (Principal, Assistant Principal, Gradechairs, Reading Coach/Resource Teacher, ESE, ELL Resource Teachers, Math/Science Resource Teacher and the ELL Coordinator will review the most recent student data. Instructional decisions will be made once the recent data is disaggregated. Particular attention will be place on students who are performing below grade level. Additional attention will be given to the Students with Disabilities subgroup which underperformed based on the 2022 data (our school was identified as an ATSI) Common planning will also occur during the PLC meetings. Administration will conduct weekly walkthroughs and provide each teacher with actionable feedback. The data that is discussed at the PLC meetings will then be reviewed with the Instructional Leadership Team which consists of the Principal, Assistant Principal, SAI Teacher, Reading Coach/Resource Teacher, ESE Coordinator, Lead ESE Teacher and ELL Coordinator, in a biweekly meeting. Data will be analyzed utilizing the measures set by the District or state for standardized assessments and/or compared to the data in District's decision tree. Students who are not meeting grade level expectations will receive differentiated instruction. The lesson plans and instructional focus calendars will also be reviewed at the PLC. Administration will conduct data chat with individual teachers once a trimester. The instructional staff will meet with the parents of each student at a minimum of twice a school year. Documentation for each parent meeting will be submitted to Administration at the end of each trimester. Administration will also sit on the School Base Team (SBT) meetings where students who are performing below grade level will be discussed and interventions selected as needed. Parents will also be included in the SBT meetings. ESE teachers will be expected to monitor IEP goals weekly and enter the data into EdPlan, to be graphed and analyzed for growth. This data will also be reviewed during ILT and PLC meetings.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	62%
2022-23 Economically Disadvantaged (FRL) Rate	82%

Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	43	31	29	33	31	0	0	0	167	
One or more suspensions	0	1	1	2	6	9	0	0	0	19	
Course failure in English Language Arts (ELA)	0	57	70	50	70	67	0	0	0	314	
Course failure in Math	0	42	64	55	66	79	0	0	0	306	
Level 1 on statewide ELA assessment	0	0	0	0	42	18	0	0	0	60	
Level 1 on statewide Math assessment	0	0	0	0	35	28	0	0	0	63	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	16	13	77	18	0	0	0	128	

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	49	61	49	67	65	0	0	0	291

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	1	0	2	9	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) 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	25	19	35	20	37	0	0	0	136	
One or more suspensions	0	1	1	7	0	4	0	0	0	13	
Course failure in ELA	0	25	22	53	35	48	0	0	0	183	
Course failure in Math	0	18	22	36	21	52	0	0	0	149	
Level 1 on statewide ELA assessment	0	0	0	11	5	27	0	0	0	43	
Level 1 on statewide Math assessment	0	0	0	0	4	40	0	0	0	44	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	25	22	53	35	48	0	0	0	183	
	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	21	16	42	27	59	0	0	0	165

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	10	0	0	0	0	0	10
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	25	19	35	20	37	0	0	0	136	
One or more suspensions	0	1	1	7	0	4	0	0	0	13	
Course failure in ELA	0	25	22	53	35	48	0	0	0	183	
Course failure in Math	0	18	22	36	21	52	0	0	0	149	
Level 1 on statewide ELA assessment	0	0	0	11	5	27	0	0	0	43	
Level 1 on statewide Math assessment	0	0	0	0	4	40	0	0	0	44	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	25	22	53	35	48	0	0	0	183	
	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	21	16	42	27	59	0	0	0	165

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	2	10	0	0	0	0	0	13
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*	56	53	53	66	59	56	62		
ELA Learning Gains				66			73		
ELA Lowest 25th Percentile				55			58		
Math Achievement*	52	57	59	61	53	50	56		
Math Learning Gains				64			36		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				56			19		
Science Achievement*	55	54	54	58	59	59	59		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	66	56	59	77			54		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	281
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	503
Total Components for the Federal Index	8
Percent Tested	99

2021-22 ESSA Federal Index

Graduation Rate

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	2	
ELL	46			
AMI				
ASN	66			
BLK	37	Yes	1	
HSP	54			
MUL	70			
PAC				
WHT	66			
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	40	Yes	1	
ELL	54			
AMI				
ASN	89			
BLK	56			
HSP	58			
MUL	68			
PAC				
WHT	73			
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	56			52			55					66
SWD	32			31			31				5	54
ELL	43			39			40				5	66
AMI												
ASN	69			63							2	
BLK	36			30			40				5	50
HSP	50			50			56				5	72
MUL	70			70							2	
PAC												
WHT	71			65			60				5	69
FRL	42			41			47				5	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	66	66	55	61	64	56	58					77
SWD	30	43	43	28	50	53	17					59
ELL	49	55	47	47	59	54	47					77
AMI												
ASN	88	100		88	80							
BLK	48	62	64	42	53	63	32					85
HSP	60	63	52	54	64	50	51					73
MUL	64			71								
PAC												
WHT	80	70	54	73	68		73					94
FRL	54	60	53	48	61	55	48					74

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	62	73	58	56	36	19	59					54
SWD	33	64	59	29	28	21	28					41
ELL	48	71	56	44	31	12	51					54
AMI												
ASN	83			89								70
BLK	45	70	36	29	13	15	33					50
HSP	54	69	78	48	36	13	56					49
MUL	88			71								
PAC												
WHT	74	79		73	43		75					79
FRL	53	68	55	46	30	12	49					50

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	61%	56%	5%	54%	7%
04	2023 - Spring	58%	58%	0%	58%	0%
03	2023 - Spring	48%	48%	0%	50%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	50%	57%	-7%	59%	-9%
04	2023 - Spring	51%	52%	-1%	61%	-10%
05	2023 - Spring	51%	56%	-5%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	51%	-1%	51%	-1%

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.

Our area of lowest performance overall was in 5th grade Science. We dropped 8 percentage points. We continue to struggle with covering Fair Game standards in 3rd and 4th grade and addressing them again in 5th; with all of the demands for ELA and Math, science instruction (which is often split with Social Studies) can be pushed to the back burner in K-4. We had plans for a STEM lab to be on the wheel, but this did not come to fruition this year. There is no additional support in Science for SWDs, either.

FY23 PM3/SSA FY22 FSA FY21 FSA FY19FSA

ELA

Achievement 60 66 62 68

LG NA 66 73 64

SWDs 40

Math

Achievement 53 61 56 74

LG NA 64 36 68

Science

Achievement 50 58 59 61

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

Both Math and Science achievement had an 8% decrease in proficiency.

With regards to Science, we continue to struggle with covering Fair Game standards in 3rd and 4th grade and addressing them again in 5th; with all of the demands for ELA and Math, science instruction (which is often split with Social Studies) can be pushed to the back burner in K-4. We had plans for a STEM lab to be on the wheel, but this did not come to fruition this year. There is no additional support in Science for SWDs, either.

With regards to Math, the standards were new this year, which may have contributed to the drop. In addition, students struggle with testing on the computer and working out problems on scratch paper. We need to do a better job with small group rotation, and with doubling down for those students who get ESE services for Math.

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

4th grade Math (50%) was 11% lower than the state average (61%). One 4th grade class had a difficult year with teacher turn-over. We had one teacher resign after a couple of months and we were unable to find a permanent replacement until later in the year. That class did not have consistent instruction until after spring break. We also had another teacher who was brand new to teaching on the team. Those factors, coupled with the new standards and the fact that 4th grade has the most standards, likely contributed to the poor performance.

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

We declined in all areas; however, we were 7% points higher than the State in 5th ELA. While we tightened up our systems for PLC and small group, there is still work to be done in these areas. Small group, in particular, is an area that we know would yield a high return-on-investment, and on which we plan to focus heavily this year.

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

Attendance is a major area of concern for us, including our tardies and early releases. This year, we will have a Parent Liaison funded through Title I, and we will be able to tackle this problem more systematically and regularly. We are hoping to have a significant decrease in absences and tardies, which we know will impact student performance in a positive manner.

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

1. 3rd Grade ELA proficiency
2. 5th Grade Science proficiency
3. Performance of SWDs
4. Attendance
5. Small Group/Differentiated instruction

Area of Focus

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

#1. Positive Culture and Environment specifically relating to 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.

SWDs scored below 41% proficient on ELA and are often behavioral concerns with an increase in referrals to the office. Our goal is to reduce the number of referrals, as well as increase academic performance. We believe that students who feel successful and connected will perform better both academically and behaviorally.

-SWD in 3rd, 4th, and 5th grades will be identified and assigned staff member mentors. Each Fine Arts teacher will be given a list of all students with disabilities, as they have constant contact with the student population throughout the week. A visual of the SWDs in K-5 will be placed in the PLC room, so all teachers can familiarize themselves with who they are and make connections and provide support.

-All staff members have access to the gold "GRR tickets" which allows them all to recognize any students who are seen demonstrating "GRReat" behaviors in the common areas of the school. Staff members who monitor students during their lunch have access to the red "GRR tickets" which allows them to recognize any students who is demonstrating "GRReat" behaviors in the cafeteria.

-Administration, along with the counselors, visit the classrooms or go on the news to reinforce expectations and tell the students about available resources for their mental health needs.

-Homeroom teachers are responsible for indicating on report cards which students qualify for the "Top Banana" recognition

-Anyone who is concerned about a child can report to the counselors and/or administration for assistance, intervention, and resources.

J.C Mitchell is committed to representing and valuing diversity within the student body and community through the incorporation of our Equity in Excellence Committee. This committee integrates various activities into the school focusing on representing and valuing diversity. We represent the different countries, languages and backgrounds of students by hanging flags in the hall. In alignment with the District's Strategic Plan with the goal to increase the academic instruction for all, students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards, including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in academics, behavior and climate with an appreciation of multicultural diversity in alignment with S.B. policy 2.09.

Measurable Outcome:

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

SWDs will increase performance from 41% proficient to 50%, with 100% of all students making a year's worth of growth from PM1 to PM3.

Monitoring:

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

Data for SWDs will be monitored throughout the year through PLCs, the weekly updating of data by the ESE teachers into EdPlan, data chats with teachers every trimester, and through bi-monthly ILT meetings.

Person responsible for monitoring outcome:

Lauren Newson (lauren.newson@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.)

LLI, Spire, Guided Reading, Repeated Reading, and Voyager will be used as interventions for ELA.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

All of these strategies are vetted and district approved. Students will be paired with interventions that best suit their needs and areas of weakness. They range from phonics-focused to comprehension and fluency. Data collected from ORRs, iReady Diagnostics, and PM1 will be used to match students to intervention.

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. Teachers and staff model the appropriate behaviors along with providing examples and non-examples. Administration and the Behavioral Support Professionals support the teaching of the matrix through classroom visits.
2. The "GRR tickets" are distributed throughout the school day and the red "GRR tickets" are distributed in the cafeteria.
3. The students who earn "GRR tickets" are recognized by being entered into a raffle in their classroom.
4. The classroom teacher selects one to two students from their class to earn the classroom award.
5. The remaining tickets are then placed in the grade level reward box where the Principal/ AP pulls tickets weekly on the announcements. The selected students (gold tickets) then come to the Main Office to spin the prize wheel in the Principal's Office.
6. The selected students (red tickets) are able to eat on the stage with a selected friend.

Person Responsible: Joan Pierre-Jerome (joan.pierre-jerome@palmbeachschools.org)

By When: Ongoing

1. 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. Highlight multicultural diversity within the curriculum and the arts. Best practices for inclusive education & citizenship are led by our mental health team who create customized messages on our morning announcements with contests and incentives for students who display the weekly SLL in action theme. The mental health team collaborates with teachers to identify students who may need extra coping skills and offer support to families.

Person Responsible: Joan Pierre-Jerome (joan.pierre-jerome@palmbeachschools.org)

By When: Ongoing

#2. Instructional Practice specifically relating to Differentiation**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.

We understand that all students learn differently and have different needs with regards to achieving academic success.

ESE and ELL teachers will be pushing into classrooms and working directly with homeroom teachers to ensure that a double-down model is taking place with fidelity. With the addition of staffing through Title I funding, we are expecting to have more consistency in intervention and services being delivered. HR teachers will be expected to collaborate and plan with the push-in teachers to ensure that the students' needs are being met.

Measurable Outcome:

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

SWDs will increase performance from 41% proficient to 50%, with 100% of all students making a year's worth of growth from PM1 to PM3.

Monitoring:

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

Through PLCs and data chats, student data will be discussed and monitored to ensure appropriate progress toward achieving the goal. In addition, ESE data will be monitored weekly through inputting into EdPlan. Data will be reviewed by the Leadership Team at biweekly ILT meetings, as well.

Person responsible for monitoring outcome:

Joan Pierre-Jerome (joan.pierre-jerome@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.)

LLI, Spire, Guided Reading, Repeated Reading, and Voyager will be used as interventions for ELA.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

All of these strategies are vetted and district approved. Students will be paired with interventions that best suit their needs and areas of weakness. They range from phonics-focused to comprehension and fluency. Data collected from ORRs, iReady Diagnostics, and PM1 will be used to match students to intervention.

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. Teachers will meet with ESE/ELL teachers assigned to work with their students.
2. Discussion of student needs will take place and planning will be collaborative.
3. Homeroom teachers will allow ESE and ELL teachers to work with their students at their scheduled

time, and will stop whole group instruction on time to allow for small group rotations to be done with fidelity.

4. ESE and ELL teachers will join grade-level PLCs and/or have their own PLCs

Person Responsible: Joan Pierre-Jerome (joan.pierre-jerome@palmbeachschools.org)

By When: Ongoing

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 school-wide 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.

According to the iReady data, 42% of our students did not enter third grade prepared for the rigors of the standards and State assessment.

FY23 Kinder: 72% On or Above Grade Level
 FY23 1st Grade: 58% On or Above Grade Level
 FY23 2nd Grade: 58% On or Above Grade Level

With regards to Domains:

FY23 Kinder: Weakest domain was High Frequency Works (66% On or Above Grade Level) and Informational Text was more problematic than Literature.
 FY23 1st Grade: Weakest domain was Vocabulary (50% On or Above Grade Level) and Literature was more problematic than Informational Text.
 FY23 2nd Grade: Weakest domain was Comprehension (49% On or Above Grade Level) and Informational Text was more problematic than Literature.

When looking at FY23 Star PM #1-#3, we see the following percentages are on track:

PM1 PM2 PM3
 Kinder: 36% 55% 58%
 1st: 38% 49% 57%
 2nd: 57% 63% 59%

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

If we focus on Standards-based instruction to increase overall 3-5 proficiency school-wide in ELA, then we will increase student proficiency in all students to 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. The data below demonstrates the percentage of students scoring 3 and higher in ELA on FAST, including our ESSA identified subgroup:

PM1 PM2 PM3
 3rd: 21% 33% 48%
 4th: 40% 50% 43%
 5th: 35% 43% 52%
 ESE: 7% 13% 21%

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 2024 are:

May 2023 May 2024

Kindergarten- 58% On Track 65% On Track
 First Grade- 57% On Track 65% On Track
 Second Grade- 59% On Track 75% On Track

Grades 3-5 Measurable Outcomes

The measurable outcomes for 2024 are:

May 2023 May 2024

3rd 48% Proficient 60% Proficient
 4th 43% Proficient 55% Proficient
 5th 52% Proficient 60% Proficient
 ESE 21% 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 very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

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 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

Select the person responsible for monitoring this outcome.

Pierre-Jerome, Joan, joan.pierre-jerome@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 to support and strengthen data analysis and small group planning and implementation.

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

Rationale:

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

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

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the students' need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards. Small groups make it easy for teachers to give students the one-on-one attention they need, to observe their learning in action, and to provide constructive feedback. Students take personalized feedback and use it during whole class instruction and when doing homework, so the result is improved student outcomes.

2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD. It also fosters a positive and inclusive learning culture, where students feel valued, respected, and motivated. By differentiating instruction and assessment, teachers can enhance the quality and effectiveness of your teaching and learning.

3. PLCs allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies. The process will allow teachers to match instructional resources to each student's education need(s). PLCs allow educators opportunities to directly improve teaching and learning. PLCs allow teachers an easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement.

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>The Literacy Leadership Team will meet monthly to plan school-wide activities that develop proficiency, as well as a love for literacy. The team will consist of Admin, the Media Specialist, the Reading Coach, and teachers from various grade levels.</p> <p>-Activities and events will align with literacy initiatives across the District and State</p> <p>-Team will develop materials that can be used by classroom teachers to focus on areas of weakness, such as vocabulary building</p>	<p>Pierre-Jerome, Joan, joan.pierre-jerome@palmbeachschools.org</p>
<p>Literacy Coaching will take place using our Reading Resource Teacher/ Coach, who will assist with facilitating PLCs as well as modeling and providing guidance for our teachers. She will also work with small groups of students, differentiating instruction to meet their needs.</p> <p>We will also have support from a Reading Specialist from The District, who will also model and coach in with teachers, to ensure that best practices for small group and differentiated instruction are in place.</p> <p>-Essential Agreements were developed by each grade level, which outline expectations for unified practices across various facets of the curriculum and school day</p> <p>-Walkthroughs will take place weekly to monitor and support reading instruction & intervention</p> <p>-Leadership team will analyze classroom data to determine which teachers need more explicit coaching on effective instructional strategies</p>	<p>Pierre-Jerome, Joan, joan.pierre-jerome@palmbeachschools.org</p>
<p>Assessment data will be closely monitored during PLCs, roster reviews with individual teachers, SBT, and Instructional Leadership Team meetings. A template has been developed that houses extensive, but relevant, data to enable us to ensure that no students fall through the cracks and all students' needs are being met.</p> <p>-Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQs in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction.</p> <p>-Teachers will analyze student data to determine strengths and weaknesses in content area</p> <p>-Teachers will create all small group rotational cycles to ensure all students supported at their abilities</p> <p>-Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners</p> <p>-Teachers follow District Assessment schedule of ongoing formative assessments to track student learning & adjust instruction continuously</p>	<p>Newson, Lauren, lauren.newson@palmbeachschools.org</p>
<p>Professional Learning will take place during PLCs and through targeted PD. Specialists from various departments will come to the school to provide PD in areas of need for specific teachers, as well as providing staff-wide PD for newer or more global concepts.</p> <p>-Instructional Leadership Team will create an ongoing PD session that</p>	<p>Pierre-Jerome, Joan, joan.pierre-jerome@palmbeachschools.org</p>

Action Step	Person Responsible for Monitoring
<p>consist of mandatory and voluntary sessions that teachers will attend.</p> <p>-Resource Teachers/Coach will provide ongoing modeling, pre and post conferences, and in class room support</p> <p>-Ongoing observations from principal and assistant principal with actionable feedback will be provided to teachers.</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.

Title 1 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))

NA

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)

NA

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))

NA