

The School District of Palm Beach County

Boca Raton Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	13
III. Planning for Improvement	17
IV. ATSI, TSI and CSI Resource Review	27
V. Reading Achievement Initiative for Scholastic Excellence	28
VI. Title I Requirements	34
VII. Budget to Support Areas of Focus	0

Boca Raton Elementary School

103 SW 1ST AVE, Boca Raton, FL 33432

<https://bres.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.

Boca Raton Elementary School is committed to providing all students with a safe, positive and challenging learning environment so that they can reach their fullest potential socially, emotionally, and academically according to their individual needs.

Provide the school's vision statement.

As educators, we will ensure every child has the opportunity to succeed.

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
Elfe, Renee	Principal	<p>Responsibilities for SIP implementation/monitoring: Leadership, Observation/Feedback Cycles, monitoring performance, goal setting with teachers/staff and students, parent communication, low 25% monitoring in ELA and Math, schoolwide incentives</p> <p>School Leader Responsibilities: Mrs. Elfe supervises all aspects of the educational programming at Boca El. As the instructional leader, she is responsible for the equitable instruction of all students. She is the decision maker with regard to the master schedule, teacher evaluation, and supervision, curriculum, hiring new teachers, school improvement, and all budgetary items and contracts.</p> <p>Additional activities include:</p> <ul style="list-style-type: none"> - Assistant Principal supervision - Leadership Team supervision - Monitoring School Data and meeting with teacher teams - School Advisory Council - School Safety - Community Partnerships - Deliberate Practice for all instructional Staff - Monitoring the deliberate implementation of our PBS system
Bailey, Jobi	Assistant Principal	<p>Responsibilities for SIP implementation/monitoring: Leadership, Observation/Feedback Cycles, Monitoring PLCs, Monitoring data and performance, setting goals, monitoring Low 25% in ELA and Math, parent communication, teacher communication</p> <p>School Leader Responsibilities: Ms. Bailey works alongside Mrs. Elfe to support the principal in all aspects of school administration. In addition to supporting Mrs. Elfe's work, Ms. Bailey has the following job assignments:</p> <ul style="list-style-type: none"> - Lead Professional Learning Communities - Manage Custodial Staff - School Safety - Testing Coordinator - Support teachers using the Marzano Framework - Support teachers in their Professional Growth element - Educator Support Program - Create Intervention schedules that align with the Master Schedule and monitor implementation - Discipline Coordinator - Hiring, monitoring, and evaluating noninstructional staff
Vidueira, Laura	Other	<p>Responsibilities for SIP implementation/monitoring: ACCESS, interventions for Low 25% in ELA, parent communication, analyze ELL data, support teachers working with ELL students, monitoring performance, SBT team member, targeted small group instruction</p>

Name	Position Title	Job Duties and Responsibilities
		<p>School Leader Responsibilities: Mrs. Vidueira is the ESOL Coordinator and teacher. Her responsibilities are to support our ELL students in grades 1-5, as well as maintaining compliance with our ESOL program. She monitors and conducts LEP student assessments and placement procedures. Mrs. Vidueira is a member of the PBS team, and the SBT team and she assists teachers with using effective ELL strategies.</p>
Russell-Khan, Jeanne	Magnet Coordinator	<p>Responsibilities for SIP implementation/monitoring: Parent Communication, monitors student performance in reading and math, analyzes data, interventions for low 25%, magnet coordinator, provides targeted small group instruction, provides tours and communicates with choice parents, coordinates all tutorial programs.</p> <p>School Leader Responsibilities: Dr. Khan assists the other members of the leadership team with monitoring all of the action steps and implementation of our plan. Dr. Khan also has the following responsibilities:</p> <ul style="list-style-type: none"> - Supervises the Tutorial program - Supervises the Cafeteria - Assists with student discipline - Leads small intervention groups - Choice Coordinator - Business Partnerships - Transportation Coordinator - Supports principal and AP with maintaining school facilities
Warshawsky, Shelly	Teacher, ESE	<p>Mrs. Warshawsky is the Coordinator of the ESE program. She is responsible for all IEP meetings and the screening of all ESE students. She also manages the ESE paraprofessionals. She is a vital part of the Leadership team. Mrs. Warshawsky is also a vital member of SBT, and gives direct instruction to ESE students in grades K and 1.</p>
Estiverne, Marceline	Other	<p>Mrs. Estverne provides teachers with instructional leadership and support for the continuous academic improvement of all students. She applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. Mrs. Estiverne is apart of the leadership team and helps to use existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally, she guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</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 (BHP) supports the behavioral and mental health of students and works along with the school counselor. The BHP position started in 2019 as part of the Marjory Stoneman Douglas High School Public Safety Act to ensure schools would have enough mental health professionals on campus for students.
- Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, classroom teachers, ESOL, ESE, and Single School Culture Coordinator and the Administrative Team.
- Our ESOL Coordinator and CLF work in conjunction with the District's multicultural department to ensure the fidelity of the implementation of programs and services designed to improve the outcomes of English Language Learners.
- A school police 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 in parents/visitors before they can go to a classroom or school event on campus.
- Our Guidance Counselor works in partnership with families and the District's McKinney-Vento liaison to ensure the needs of all families and students are met. These supports are supplemental to the school-wide support for students and families.
- Our school also works with many local organizations and charities that support the Boca EI students and families in numerous ways. Boca Helping Hands provides our families "Blessings in a Backpack program which provides students with a backpack full of food each Friday. The Boca Raton Chamber of Commerce provides grants to our school so that we can purchase curriculum essential for student's academic progression. We have partnerships with the Giving Tree and Temple Beth El to receive backpacks and school supplies for our students. We have a partnership with the Boys and Girls Club that provides free aftercare, dinner, and hands-on project-based learning experiences to our students. We were also able to partner with the local "Roots and Wings" organization that provided baskets full of gifts to our teachers and staff that go above and beyond every day.

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 is 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 Unit Assessments (FSQs, USAs, NGSQs via Performance Matters), Khan Academy & IXL, i-Ready Diagnostic, and FAST/STAR Progress Monitoring. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year. In Kindergarten - Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math.

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

The Single-School Culture (Academics, Behavior, Climate):

Collaborative Planning and Professional Learning Communities (PLCs) occur every week per content area. Content area teachers meet with the resource & support teachers and administration to discuss and analyze data, modify instruction, and create standards-based learning goals. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, 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)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	69%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)

School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: 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	19	22	14	18	13	19	0	0	0	105	
One or more suspensions	2	5	0	0	5	6	0	0	0	18	
Course failure in English Language Arts (ELA)	15	14	22	48	27	18	0	0	0	144	
Course failure in Math	14	8	14	43	21	6	0	0	0	106	
Level 1 on statewide ELA assessment	0	0	0	28	17	18	0	0	0	63	
Level 1 on statewide Math assessment	0	0	0	21	19	27	0	0	0	67	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	9	28	0	0	0	0	0	42	

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	14	13	15	47	26	23	0	0	0	138

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	1	4	0	0	0	0	0	5
Students retained two or more times	0	0	1	4	8	3	0	0	0	16

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	20	19	16	10	19	0	0	0	84	
One or more suspensions	0	0	0	2	3	1	0	0	0	6	
Course failure in ELA	0	10	4	26	5	18	0	0	0	63	
Course failure in Math	0	12	3	17	7	18	0	0	0	57	
Level 1 on statewide ELA assessment	0	0	0	9	9	10	0	0	0	28	
Level 1 on statewide Math assessment	0	0	0	0	3	16	0	0	0	19	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	44	32	26	0	0	0	102	

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	12	3	20	8	22	0	0	0	65

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	1	9	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	20	19	16	10	19	0	0	0	84	
One or more suspensions	0	0	0	2	3	1	0	0	0	6	
Course failure in ELA	0	10	4	26	5	18	0	0	0	63	
Course failure in Math	0	12	3	17	7	18	0	0	0	57	
Level 1 on statewide ELA assessment	0	0	0	9	9	10	0	0	0	28	
Level 1 on statewide Math assessment	0	0	0	0	3	16	0	0	0	19	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	44	32	26	0	0	0	102	

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	12	3	20	8	22	0	0	0	65

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	1	9	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40	53	53	62	59	56	54		
ELA Learning Gains				69			71		
ELA Lowest 25th Percentile				50			56		
Math Achievement*	43	57	59	51	53	50	46		
Math Learning Gains				61			46		
Math Lowest 25th Percentile				70			41		
Science Achievement*	66	54	54	50	59	59	40		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	62	56	59	83			59		

* 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	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	243
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	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	496
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	17	Yes	2	1
ELL	52			
AMI				
ASN				
BLK	34	Yes	1	
HSP	49			
MUL				
PAC				
WHT	51			

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%
FRL	36	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	1	
ELL	67			
AMI				
ASN				
BLK	47			
HSP	67			
MUL				
PAC				
WHT	63			
FRL	61			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	40			43			66					62
SWD	11			25							3	
ELL	36			39			71				4	62
AMI												
ASN												
BLK	24			33			50				4	
HSP	45			51			76				5	46
MUL												

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
PAC												
WHT	53			42			70				4	
FRL	30			39			50				4	

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	62	69	50	51	61	70	50					83
SWD	13	52	50	24	50	45	18					
ELL	52	69		61	69							83
AMI												
ASN												
BLK	42	72	50	33	52		35					
HSP	70	74		62	70		58					
MUL												
PAC												
WHT	73	61		59	61		63					
FRL	59	69	50	51	63	70	51					75

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	54	71	56	46	46	41	40					59
SWD	27	58	54	20	37	42	17					
ELL	53	60		53	52		40					59
AMI												
ASN												
BLK	34	60		31	35		23					
HSP	72	73		61	54		37					75
MUL												
PAC												
WHT	60	79		48	42		55					50
FRL	52	68	56	46	43	40	39					63

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	54%	56%	-2%	54%	0%
04	2023 - Spring	43%	58%	-15%	58%	-15%
03	2023 - Spring	29%	48%	-19%	50%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	53%	57%	-4%	59%	-6%
04	2023 - Spring	32%	52%	-20%	61%	-29%
05	2023 - Spring	45%	56%	-11%	55%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	62%	51%	11%	51%	11%

III. Planning for Improvement

Data Analysis/Reflection

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

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

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA-identified subgroups:

STAR K-2:

PM2 At/Above PM3 At/Above Diff PM2-PM3

Early Literacy 43.1% 40.7% -2.4%

Reading 57.4% 58.9% 1.5%

Math 63.5% 69.9% 6.4%

FAST ELA:

PM2 Pct 3+ PM3 Pct 3+ Diff PM2-PM3

3rd Grade 15.2% 29.4% 14.2%

4th Grade 27% 42.6% 15.6%

5th Grade 38.7% 53.8% 15.1%

ELL 15% 14% -1.0%

SWD 3% 14% 11%

FRL 19% 37% 18%

MATH:

PM2 Pct 3+ PM3 Pct 3+ Diff PM2-PM3

3rd Grade 21.3% 52.9% 21.3%

4th Grade 13.7% 31.7% 18%

5th Grade 26.4% 45.1% 18.7%

ELL 12% 28% 16%

ESE 8% 27% 19%

FRL 16% 42% 26%

When looking at the FAST ELA data throughout the FY23 school year, the areas that were the lowest performing were our grade 3 students, ELLs, and SWDs. We notice a slight decline in our ELL subgroup. Within the FAST Math data, our 4th-grade students showed the lowest performance. We feel the low performance in our SWDs is a trend and we need to focus additional support for our SWDs. We also need to ensure we continue to support our ELLs with strategic interventions.

Some of the contributing factors include teacher vacancies, student absentee rate, poor attendance at tutorials and an unfamiliar assessment (FAST). Based on this data trend, our focus will be to increase student learning gains and achievement. Our data trends show additional support is needed in both Math and ELA content areas. Classrooms will focus on the remediation of standards, foundational skills, and scaffolding instruction using research-based strategies. We will specifically focus on our ESSA-identified subgroup - SWD, and 3rd Grade ELA students - who will continue to receive strategic, targeted support through various modes of instruction, including technology, small group, tutorials, data chats, and student monitoring.

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

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA-identified subgroups:

ELA:

2023 Pct 3+ 2022 Pct 3+ Diff 23-22

3rd Grade 29.4% 53.1% -23.7%

4th Grade 42.6% 61.7% -19.1%

5th Grade 53.8% 55.7% -1.9%

Black 29.7% 39.6% -9.9%

Hispanic 42.9% 60.8% -17.9%

White 50.0% 73.2% -23.2%

ELL 13.8% 25.8% -12.0%

ESE 14.3% 9.7% 4.6%
FRL 36.5% 53.3% -16.8%

MATH:

2023 Pct 3+ 2022 Pct 3+ Diff 23-22
3rd Grade 52.9% 56.0% -3.1%
4th Grade 31.7% 52.5% -20.8%
5th Grade 45.1% 43.3% 1.8%

Black 32.8% 32.1% 0.7%
Hispanic 53.6% 58.0% -4.4%
White 48.0% 59.6% -11.6%

ELL 27.6% 53.1% -25.5%
ESE 26.2% 19.4% 6.8%
FRL 41.7% 48.5% -6.8%

SCIENCE:

2023 Pct 3+ 2022 Pct 3+ Diff 23-22
5th Grade 61.5% 43.5% 18%

Black 42.1% 33.3% 8.8%
Hispanic 72.7% 44.4% 28.3%
White 68.2% 50.0% 18.2%

ELL 0.00% 16.7% -16.7%
ESE 30.0% 18.2% 11.8%
FRL 47.4% 45.8% 1.6%

When looking at the SY23 FAST ELA & Math & Science data, we see a variety of declines in comparison to the SY22 FSA ELA & Math. The overall performance on the SY23 FAST ELA window three data for all ethnicities (Black, White, and Hispanic) and subgroups dropped compared to the SY22 FSA ELA, except for the 4.6% increase with our SWD.

The contributing factors to the decline were the new FAST taken on the computer, lack of participation in after-school tutorials, student and teacher absences, and lack of staff for interventions. Intervention groups were interrupted due to substitute issues, there were inconsistencies in support facilitation due to vacancies, and teacher capacity in the use and knowledge of technology and resources all impacted student achievement.

The contributing factors were (especially in ELA) ELL and SWD students needed more time to remediate the skill deficient and many did not attend tutorial. In addition, we needed to be more intentional when grouping and scheduling intervention and tutorial groups. We also need to systematically improve our intervention scheduling and tracking due to the lack of availability of certified/trained teachers because of vacancies and teacher absences.

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

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

School State

ELA 3rd Grade 29% 50%
 ELA 4th Grade 43% 58%
 ELA 5th Grade 54% 54%

Math 3rd Grade 53% 59%
 Math 4th Grade 32% 61%
 Math 5th Grade 45% 55%

Science 5th Grade 62% 51%

The data shows we have outperformed the state in Science Achievement which indicates we are moving in the right direction. Grade 5 ELA achievement was the same as the state's. The greatest gap was 3rd grade ELA with -21% difference and 4th grade math with a -29% difference.

Some of the contributing factors were there were many new teachers to the grade level and they were inexperienced with the rigor of the new standards and new curriculum implementation. In addition, these teachers had difficulty managing their time appropriately to incorporate all aspects of the gradual release model of instruction. There were also behavior concerns in our 4th-grade group. Also, data shows they were unclear about the use of best practices and the proper accommodations.

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

In 5th grade, our proficiency level in Science increased to 18% when compared to the previous year.

SCIENCE:

2023 Pct 3+ 2022 Pct 3+ Diff 23-22
 5th Grade 61.5% 43.5% 18%

This is contributed to building new teacher capacity in the subject area, collaborative planning, targeted small-group tutorials, and the teacher being more aggressive in their daily monitoring of the student's achievement of the Science standards. Through NGSQ, spiral review data, and USAs we monitored the needs of all our students and close their gaps through science small groups and hands-on experiments.

FAST ELA:

PM2 Pct 3+ PM3 Pct 3+ Diff PM2-PM3
 4th Grade 27% 42.6% 15.6%
 5th Grade 38.7% 53.8% 15.1%

SWD 3% 14% 11%

From FAST ELA PM2 to PM3, we saw the most improvement in our 4th and 5th-grade students and SWD. In order to continue to close the gaps for our SWD students, our teachers attended PLCs to review concepts and data in ELA to drive our instruction based on the needs of our students. Additionally, we instructed all of our students within their small groups within the reading block based on their needs as outlined through iReady, FAST, USAs, and FSQs.

In addition, across all grade levels, as measured during the FAST Math progress monitoring windows, we did have more proficient students from PM2 to PM3.

MATH:

PM2 Pct 3+ PM3 Pct 3+ Diff PM2-PM3

3rd Grade 21.3% 52.9% 21.3%
 4th Grade 13.7% 31.7% 18%
 5th Grade 26.4% 45.1% 18.7%

ELL 12% 28% 16%
 ESE 8% 27% 19%
 FRL 16% 42% 26%

This improvement is contributed to the students being exposed to more grade-level content as the year went on. The teachers were also intentional in spiraling back to review concepts. Students were monitored and tracked by teachers. Students had opportunities to experience mathematics to learn mathematics by building, drawing, writing, talking, and thinking mathematically. The contributing factors also include our intentionality to reward students with incentives, rewards, and prizes. The actions we took were to ensure that targeted small-group instruction in all classrooms was taking place. We also created various schoolwide success/celebration initiatives to motivate and support students. Students were rewarded for their use of iReady and Khan Academy. They earned certificates, prizes, pencils, shout-outs, and special reward lunches or breakfasts. We were intentional to celebrate every milestone that our students reached.

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:

1. 10% or more Absence
2. Level 1 State Assessments ELA & Math

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

In both Math and ELA, we will be analyzing current student data to create both reteach and enrichment opportunities, in both small group/whole groups and through independent tasks. Teachers will be provided professional development opportunities including through District and Regional support teams, team training during PLC, collaborative discussions, in-school coaching opportunities, and instructional rounds. During common planning/PLC meetings, we will be working to increase each grade level's capacity as a whole and to develop strong teachers that in turn, accelerate learning for all students. We will focus on collaboratively examining data with an equity lens—from improvement cycles, formative assessments, or other relevant data that can inform practice.

Professional Learning Communities will be focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students. We plan to ensure that teachers are provided with uninterrupted collaborative planning time to learn from one another, share best practices, and give constructive feedback through a safe protocol that can move the work forward - focused on standards-based instruction. Teachers will collaboratively plan to implement a double-down model in all ELA/Math classrooms focusing on the needs of our ESSA-identified subgroups.

Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support from teachers, support teachers, and tutors - ensuring lessons are planned based on the specific needs of the students. In addition, we will thoroughly review SWD student data and provide support as needed. We will focus on ensuring standards-based instruction and the effective use of resource-based strategies and resources are used to ensure continuous progress toward grade-level

success. We will continue to track and support our SWD by providing reading-endorsed/certified interventionists to close the achievement gap.

Develop a collaborative culture of learning and improvement. Engaging multiple stakeholders in the continuous improvement process can generate a sense of ownership and empowerment. We will communicate with and gather input from students, parents, and community partners about reform efforts. We will focus on working together to develop trust, build common understanding and language, to support an appropriate level of transparency.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

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

In alignment with 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 and attendance.

Students absent 10% or more days:

Kg 1 2 3 4 5 Total

Count: 19 20 14 18 13 19 105

Measurable Outcome:

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

Reducing the number of absences by 5% by December 2023 and by another 5% by the end of the year.

Monitoring:

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

Monitoring will be done through scheduled attendance reports pulled. We will review and monitor student attendance data at our weekly SBT, ILT and grade level meetings.

Person responsible for monitoring outcome:

Renee Elfe (renee.elfe@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.)

Schoolwide Attendance Plan and incorporation of a reward and acknowledgment/celebration through our SWPBS. We will also incorporate Parent Involvement and complete the instruction required by Florida State Statute 1003.42 and Policy 2.09 to be sure that students and families feel welcomed and desire to attend school on a daily basis.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. A school-wide attendance plan is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and students to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn. Implementation of the plan will help improve student attendance, social skills, and behavior.
2. 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.

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

Person Responsible: Renee Elfe (renee.elfe@palmbeachschools.org)

By When: Implementation of Policy 2.09 and Required Instruction Florida State Statute 1003.42 and will be ongoing throughout the school year.

Through the Behavioral Health Team, we have implemented a character-development program with a curriculum that addresses: patriotism, responsibility, citizenship, kindness, respect for authority, life, liberty, and personal property; honesty, charity, self-control, racial, ethnic, and religious tolerance; and cooperation. Through this team, we have also created a program that supports our students and staff's social and emotional needs through guidance lessons, small group lessons, individualized counseling for students, and family counseling.

Person Responsible: Jobi Bailey (jobi.bailey@palmbeachschools.org)

By When: Implementation will take place starting August 2023 and continue through May 2024.

School-wide Positive Behavior is used to encourage students' attendance, academic and social and emotional success. Our initiative includes the school-wide universal guidelines of "Eagle EYES." Students are taught to follow their Eagle EYES expectations - standing for E-Engaging Respectfully, Y-You are Responsible, E-Enthusiastic Learner, S-Stay Safe.

Person Responsible: Marceline Estiverne (marceline.estiverne@palmbeachschools.org)

By When: We celebrate students through weekly recognition on the morning announcements and having students earn prizes for following our expectations.

#2. ESSA Subgroup specifically relating to Students with Disabilities

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.

Results of our FAST PM3 show an overall decrease in ELA by 15.39% (41.67%) and an overall decrease in Math by 5.59% (45%) in comparison to the SY22 FSA ELA & Math respectively. After reviewing with the team, our SWD subgroup shows achievement of ELA at 14.3% (+4.6%) and Math at 26.2% (+6.8%). However, we are still underperforming in this area. We currently have a Federal Percent of Points Index of 36 in the ESSA SWD subgroup.

Based upon our ATSI status, our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning with a focus on our SWD ESSA subgroup. If we focus on standards-based instruction to increase learning gains in school-wide achievement, then we will ensure alignment with the District's Strategic Plan, Theme A Objectives - Academic Excellence & Growth. With this area of focus, we can ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift.

Our second instructional priority is to monitor student understanding and provide corrective feedback aligned with the benchmark and intended learning. Data indicates that we need to review what is being taught, and how it's being taught and make decisions to make changes necessary to meet the needs of all learners. Our goal is to be strategic and focus on targeted small-group & intervention instruction to ensure best practices are utilized throughout all content areas with a focus on ELA. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard by ensuring teachers receive adequate training and support towards great instruction will lead to positive learning gains & improvements school-wide.

Measurable Outcome:

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

By February 2024, we will increase the overall percentage of student achievement on the 3rd Grade ELA Progress Monitoring by 11%, bringing it to 40%. We will increase the SWD ELA proficiency by 16%, bringing it to 30%.

By May 2024, we will increase the overall percentage of student achievement on the 3rd Grade ELA Progress Monitoring by 21% bringing it to 50%. We will increase the SWD ELA proficiency by 11%, an increase to 41%.

Monitoring:

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step toward student achievement and school improvement. It provides teachers and administration with the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

We will strategically plan for a variety of monitoring techniques:

Collaborative lesson planning, Data Analysis, Classroom walks, Student work samples reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/ participation, all

Formative/Summative Assessments and Technology.

The monitoring will be supported by key members of the leadership team: the Principal, Assistant Principal, SSCC, Choice Coordinator, ESE, and ELL Teachers

Person responsible for monitoring outcome:

Renee Elfe (renee.elfe@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. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, processes, and products.
2. FAST tutoring programs to ensure learning supplemented with additional resources and teacher support that extends learning opportunities in ELA before school, after school, and during the school day.
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.
4. Analyze and track adaptive technology programs and tools (Performance Matters, iReady, EDW, Progress Monitoring, and Khan Academy) to make instructional decisions for targeted small group instruction, tutorial and intervention groups, and resources.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing current formative data (USAs and FSQs). Use these results to create small groupings based on student needs, and to identify areas of weakness for targeted small-group remediation. Both FSQs and USAs have been proven successful in preparing students to take the FAST.
2. Students that participate in our tutorial program have shown an increase in performance and achievement levels based on the most recent data from standardized tests.
3. PLCs allow teachers and school leaders the opportunity to work together, share ideas, and engage in instructional decision-making that increases student achievement levels.
4. All of our adaptive technology programs (iReady and IXL) have aided in increasing student achievement when the programs are used with fidelity. By using the data tracking tools that these programs provide teachers and school leaders are able to monitor student progress and adapt when necessary.

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 give students FSQs and USAs and create differentiated learning opportunities through small groups.
2. Teachers will analyze data from the FSQs and USAs to determine student strengths and weaknesses and create small groups with this information.
3. Teachers will create schedules to meet with their small groups using a rotational model.
4. Teachers will plan lessons for each small group using both formative and summative test data.
5. Teachers will utilize ongoing formative assessments and exit tickets to inform their instructional

decisions and create targeted small groups.

6. Develop class plan/schedule that ensures all students have an appropriate amount of time to utilize these programs.

Person Responsible: Jobi Bailey (jobi.bailey@palmbeachschools.org)

By When: Small group instruction will begin within the first two weeks of school, be fluid and flexible, and be updated continuously from data analysis. Small groups will continue throughout the year.

1. Analyze student data to determine students for tutorial groups.
2. Choose research-based District vetted supplemental resources and materials to use during tutorials.
3. Analyze teacher classroom data to target/recruit effective teachers to provide tutorial services.
4. Provide tutors with the PD and training they need to become familiar with materials and learn the expectations for the tutorial program.
5. Students will be identified for morning, during school, afterschool tutorials using current formative and assessment data as well as students from the identified subgroups.

Person Responsible: Jeanne Russell-Khan (jeanne.russell-khan@palmbeachschools.org)

By When: Tutorials will begin in September 2023. Student participants will be chosen based on data and grouped based on need and separated by content. Tutorials will continue through May 2024.

1. Develop a PLC schedule and PLC expectations that includes all content areas and support teachers.
2. PLC sessions will focus on data analysis and effective instructional practices based on student needs.
3. Work with ESE and ELL teachers to assist with standards-based planning during PLC sessions to build teacher capacity and ensure effective common instructional practices across the campus/classrooms.
4. Work with ESE and ELL teachers to build/provide professional learning opportunities for teachers to use research-based strategies.
5. PLC facilitators will ensure that teachers work collaboratively to plan and develop lessons that are standards-aligned.
6. Teachers analyze this data during PLCs and create small-group opportunities for students to master the content.
7. Provide teachers with the appropriate professional development.

Person Responsible: Marceline Estiverne (marceline.estiverne@palmbeachschools.org)

By When: PLCs/PD will begin August 2023 and continue throughout the school year based on data and observations of classroom walks. PLCs will focus on student achievement data analysis and best practices.

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: Jobi Bailey (jobi.bailey@palmbeachschools.org)

By When: Technology (iReady) will begin within the second week of school for formative assessments and during the content area block. The program will be used throughout the school year.

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

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage in 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. Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
5. Curriculum Resources: Curriculum resources to enhance ELA, Science, and Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social-emotional growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
6. 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 with the benchmark and intended learning. We will also implement a school-wide phonics/phonemic awareness initiative to fill in foundational reading gaps.

According to our historical data, our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY23 diagnostic 3 data, 70% of our incoming third-grade students are reading at an on-grade level data. This is showing a promising outlook on the changes within small group instruction that we implemented in primary grades. The iReady data also shows growth with our Kindergarten students at 90% at or above grade level. iReady also shows that our overall primary grade 1 proficiency is low. We will continue to focus on standards-based instruction to increase overall K-2 proficiency school-wide in ELA.

It also gives us data to support and track proficiency in foundational skills:

Phonological awareness - 87% Proficient
 Phonics - 70% Proficient
 High-Frequency Words - 84% Proficient
 Vocabulary - 49% Proficient

Overall reading comprehension proficiency is 53% Proficient.
 Literature Text - 54% Proficient
 Nonfiction Text - 51% Proficient

Based on FY23 STAR Data, the following shows the percentage of students in each grade level scoring below the 40th percentile.

Kindergarten - 44%
 1st Grade - 55%
 2nd Grade - 36%

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

PM1 PM2 PM3
 K: 30% 52% 52%
 1st : 31% 38% 51%
 2nd : 48% 57% 67%

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

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA-identified subgroups:

ELA:
 2023 Pct 3+ 2022 Pct 3+ Diff 23-22
 3rd Grade 29.4% 53.1% -23.7%
 4th Grade 42.6% 61.7% -19.1%
 5th Grade 53.8% 55.7% -1.9%

Black 29.7% 39.6% -9.9%
Hispanic 42.9% 60.8% -17.9%
White 50.0% 73.2% -23.2%

ELL 13.8% 25.8% -12.0%
ESE 14.3% 9.7% 4.6%
FRL 36.5% 53.3% -16.8%

MATH:

2023 Pct 3+ 2022 Pct 3+ Diff 23-22
3rd Grade 52.9% 56.0% -3.1%
4th Grade 31.7% 52.5% -20.8%
5th Grade 45.1% 43.3% 1.8%

Black 32.8% 32.1% 0.7%
Hispanic 53.6% 58.0% -4.4%
White 48.0% 59.6% -11.6%

ELL 27.6% 53.1% -25.5%
ESE 26.2% 19.4% 6.8%
FRL 41.7% 48.5% -6.8%

SCIENCE:

2023 Pct 3+ 2022 Pct 3+ Diff 23-22
5th Grade 61.5% 43.5% 18%

Black 42.1% 33.3% 8.8%
Hispanic 72.7% 44.4% 28.3%
White 68.2% 50.0% 18.2%

ELL 0.00% 16.7% -16.7%
ESE 30.0% 18.2% 11.8%
FRL 47.4% 45.8% 1.6%

Based on FY23 FAST Data, the following shows the percent of students in each grade level scoring below level 3.

3rd Grade - 70%
4th Grade - 54%
5th Grade - 43%

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

By February 2024, we will increase the overall percentage of student achievement on the 1st Grade ELA Progress Monitoring by 5%, bringing it to 50%.

By May 2024, we will increase the overall percentage of student achievement on the 1st Grade ELA Progress Monitoring by 10% bringing it to 55%.

Grades 3-5 Measurable Outcomes

By February 2024, we will increase the overall percentage of student achievement on the 3rd Grade ELA Progress Monitoring by 11%, bringing it to 40%. We will increase the overall percentage of student achievement on the 4th ELA Progress Monitoring by 5%, bringing it to 51%.

By May 2024, we will increase the overall percentage of student achievement on the 3rd Grade ELA Progress Monitoring by 21% bringing it to 50%. We will increase the overall percentage of student achievement on the 4th ELA Progress Monitoring by 5%, bringing it to 56%.

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 Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolios/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments, and Technology Adaptive Programs.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Elfe, Renee, renee.elfe@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 in deep, focused, collaborative planning to support and strengthen data analysis and small-group planning and implementation.

3. Professional Learning Community (PLC) will ensure teachers collaboratively unite to focus on best practices and methodologies. PLC 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 student's 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 implement consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD. It also fosters a positive and inclusive learning culture, where students feel valued, respected, and motivated. By differentiating instruction and assessment, teachers can enhance the quality and effectiveness of your teaching and learning.

3. PLCs allow teachers and leadership an opportunity to collaborate, analyze data, and make decisions to improve student achievement and progress. It also supports teachers in collaboration with the best teaching strategies. The process will allow teachers to match instructional resources to each student's education need(s). PLCs allow educators opportunities to 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>Literacy Leadership Team</p> <p>Our school will develop a Literacy Leadership Team, consisting, in part, of the principal, assistant principal, SSCC, Choice Coordinator, ELL Teacher, ESE Teacher, and Media Specialist. Together, the team will develop a plan to monitor the implementation and ensure compliance with the reading plan. We will conduct walkthroughs weekly to monitor and support reading instruction & intervention (Look-Fors, CAO updates). We will collaborate and decide on a process to identify areas of strengths and the next steps by utilizing and analyzing data.</p>	<p>Elfe, Renee, renee.elfe@palmbeachschools.org</p>
<p>Professional Development (Professional Learning/Literacy Coaching)</p> <p>We will create an ongoing PD session that consists of mandatory and voluntary sessions that teachers will attend. Our Literacy Leadership Team will provide ongoing modeling, pre, and post-conferences, and in-classroom support. We will conduct ongoing observations from the principal and assistant principal with feedback provided to teachers.</p>	<p>Bailey, Jobi, jobi.bailey@palmbeachschools.org</p>
<p>Assessments, Data & Incorporate Small Group Instruction</p> <p>Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments, and FSQs in Language Arts. Teachers follow the District Assessment schedule of ongoing formative assessments to track student learning & adjust instruction continuously. These assessments focus on the four aspects of literacy - writing, reading, speaking & listening. Teachers will analyze student data to determine strengths and weaknesses in each content area. The data will be used to create all small group rotational cycles to ensure all students are supported to their abilities. Teachers will utilize differentiated instruction strategies and small-group instruction. PLCs will be utilized to offer teachers the opportunity to collaborate & plan lessons utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.</p>	<p>Estiverne, Marceline, marceline.estiverne@palmbeachschools.org</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.

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