

The School District of Palm Beach County

Gove Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Gove Elementary School

900 SE AVENUE G, Belle Glade, FL 33430

<https://goves.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.

Gove Elementary is committed to providing an academic, cultural and social foundation in a dual language environment. Our goal is to prepare students to successfully participate as bi-literate members in a democratic and international society as confident, self-directed, lifelong learners.

Provide the school's vision statement.

The vision of Gove Elementary is to be recognized for the high performance of its students and as a model for dual language education.

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
Thomasson, Kim	Principal	<p>The principal manages all aspects of the educational. First and foremost she is the instructional leader on campus and provides a common vision for student achievement. Ms. Thomasson uses a data based decision making process to ensure a sound academic program is in place. She oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning.</p>
Rodriguez, Jose	Assistant Principal	<p>The assistant principal oversees assessments, curriculum and discipline to ensure that the school's vision is achieved. In addition Mr. Rodriguez supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. He also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Thompson, Julie	Other	<p>Our single school culture coordinator analyzes data and provides professional development through individual conferences, PLCs and small groups. The single school culture coordinator also serves as the School Based Team Leader. She implements and monitors the MultiTiered System of Support (MTSS) Program.</p>
Lopez, Dora	Magnet Coordinator	<p>The Magnet coordinator markets the school for the purpose of recruiting students from diverse backgrounds. The coordinator promotes the Dual Language program and works with parents to ensure student success.</p>
Riker, Michelle	School Counselor	<p>The guidance counselor provide our students with group and individual counseling, as well as crisis counseling. She consults with teachers and parents to address student needs. Families are referred to community resources when necessary.</p>
Ascheman, Denelda	Reading Coach	<p>Reading coach/resource teacher meets with small groups of student to provide intensive interventions and weekly progress monitoring. Mrs. Ascheman also provides support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA (Reading/Writing). She leads standards based planning and follows the FCIM coaching cycle.</p>

Name	Position Title	Job Duties and Responsibilities
Thompson, Stephanie	Other	Our Learning Team Facilitator analyzes data and provides professional development through PLCs and small groups. In addition, she works with small groups of students to provide academic interventions in reading. She works with teachers to ensure they are providing the best accommodations for Student with Disabilities so they reach their full academic potential.
Michno, Jessica	Math Coach	Math coach/acceleration teacher meets with small groups of student to provide intensive interventions and weekly progress monitoring. She also teaches a 4th grade AMP group. Mrs. Paniagua (Michno) provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. She assists administration and the classroom teachers in the interpretation of student math assessment data.
Gutierrez, Claudia	ELL Compliance Specialist	The ELL coordinator identifies English Language Learners, monitors their acquisition of the English language and ensures accommodations are being provided. The coordinator meets with teachers and parents to discuss their child's progress and academic needs. Lastly she coordinates ESOL record keeping requirements and establishes school data collection, analysis, and reporting systems to assess student progress.
Carrasco, Anna	Instructional Coach	Dual Language coaches meet with Spanish teachers to plan instruction and interventions. She also provide technological support for online instruction and professional development. Mrs. Carrasco also provides support to classroom teachers in assisting with the Response to Intervention (RTI) process in Spanish and ensure SIP goals are met for ELA (Reading/ Writing). She leads standards based planning and follows the FCIM coaching cycle with the Spanish teachers.
Lee, Beverly	Other	The ESE Contact provides support and monitors services for Students with Disabilities (SWD). The coordinator meets with teachers and parents to discuss their child's progress and academic needs. She provides families with required information regarding IDEA Procedural Safeguards. She establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.

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 Improvement Plan is developed with feedback from all stakeholders collected after reviewing student data in the Spring. Feedback was collected via meetings with parents, School Advisory Council

and from teachers during Professional Learning Communities. The school leadership team summarized data results and set priorities.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.

Through Parent Trainings we support families with educational workshops facilitated by our school counselors, reading, math and dual language coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.

Our ESOL Coordinator, ESOL School Counselor and Dual Language Coach work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

A District Migrant Liaison works with our ESOL Coordinator to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.

A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this app. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus

School Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

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

Monitoring of student academic achievement and progress will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Weekly Assessments, Unit Assessments,

FSQ's, USA, iReady diagnostics, iStation diagnostics, Imagine Learning and Teacher made assessments. The STAR/FAST assessments will occur three times a year (PM's 1, 2, & 3 in Early Literacy/Reading, English Language Arts 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. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

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

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Employing frequent monitoring will allow us to adjust the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement.

We strategically plan for a variety of monitoring techniques:

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

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
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: C
	2019-20: C
	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	43	34	28	31	25	30	13	0	0	204
One or more suspensions	0	1	3	4	1	2	8	0	0	19
Course failure in English Language Arts (ELA)	38	76	76	74	60	62	19	0	0	405
Course failure in Math	24	33	58	60	42	49	26	0	0	292
Level 1 on statewide ELA assessment	0	0	0	49	46	34	28	0	0	157
Level 1 on statewide Math assessment	0	0	0	46	45	41	23	0	0	155
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	11	25	27	39	11	11	56	0	0	180

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	32	45	61	68	65	58	29	0	0	358

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	16	0	0	0	0	0	17
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	29	28	36	15	27	15	0	0	150
One or more suspensions	0	1	2	2	1	5	1	0	0	12
Course failure in ELA	0	36	28	55	14	60	38	0	0	231
Course failure in Math	0	20	16	39	12	18	44	0	0	149
Level 1 on statewide ELA assessment	0	0	0	23	20	27	22	0	0	92
Level 1 on statewide Math assessment	0	0	0	0	10	42	40	0	0	92
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	23	16	38	10	13	22	0	0	122

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	27	18	48	17	51	52	0	0	213

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	23	1	0	0	0	0	25
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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	29	28	36	15	27	15	0	0	150
One or more suspensions	0	1	2	2	1	5	1	0	0	12
Course failure in ELA	0	36	28	55	14	60	38	0	0	231
Course failure in Math	0	20	16	39	12	18	44	0	0	149
Level 1 on statewide ELA assessment	0	0	0	23	20	27	22	0	0	92
Level 1 on statewide Math assessment	0	0	0	0	10	42	40	0	0	92
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	23	16	38	10	13	22	0	0	122

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	27	18	48	17	51	52	0	0	213

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	23	1	0	0	0	0	25
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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*	34	53	53	42	59	56	43		
ELA Learning Gains				60			57		
ELA Lowest 25th Percentile				56			65		
Math Achievement*	26	57	59	35	53	50	30		
Math Learning Gains				57			36		
Math Lowest 25th Percentile				53			44		
Science Achievement*	37	54	54	23	59	59	29		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	51	56	59	64			45		

* 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	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	178
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	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	390
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	23	Yes	4	1
ELL	25	Yes	1	1
AMI				
ASN				
BLK	42			
HSP	33	Yes	1	
MUL				
PAC				
WHT	42			

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	33	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	35	Yes	3	
ELL	46			
AMI				
ASN				
BLK	38	Yes	1	
HSP	50			
MUL				
PAC				
WHT	63			
FRL	48			

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	34			26			37					51
SWD	19			17			32				5	31
ELL	22			20			16				5	51
AMI												
ASN												
BLK	39			26			54				4	
HSP	31			24			33				5	51
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	42			42							2	
FRL	31			24			32				5	51

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	42	60	56	35	57	53	23					64
SWD	25	49	43	20	43	38	15					46
ELL	34	55	50	29	62	50	23					64
AMI												
ASN												
BLK	39	56	41	19	47	54	10					
HSP	40	59	61	36	58	52	25					65
MUL												
PAC												
WHT	67			58								
FRL	41	59	56	35	57	51	22					65

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	43	57	65	30	36	44	29					45
SWD	36	47	61	27	41	46	25					35
ELL	35	59	65	21	34	48	21					45
AMI												
ASN												
BLK	52	56		32	23		27					
HSP	40	55	63	28	36	41	25					43
MUL												
PAC												
WHT												
FRL	42	57	65	30	36	44	29					45

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	37%	56%	-19%	54%	-17%
04	2023 - Spring	29%	58%	-29%	58%	-29%
06	2023 - Spring	39%	45%	-6%	47%	-8%
03	2023 - Spring	27%	48%	-21%	50%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	35%	54%	-19%	54%	-19%
03	2023 - Spring	33%	57%	-24%	59%	-26%
04	2023 - Spring	22%	52%	-30%	61%	-39%
05	2023 - Spring	29%	56%	-27%	55%	-26%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	51%	-18%	51%	-18%

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.

FSA FSA FAST PM 3
 2021-2022 2021-2022 2022-2023
 ELA Reading Reading
 Kindergarten 49%
 1st Grade 32%
 2nd Grade 27%

3rd Grade 34% 27% 27%
4th Grade 34% 46% 29%
5th Grade 38% 41% 37%
6th Grade 57% 57% 40%
FSSA 79% 47% 30%
SWD 17% 15%
Black 33% 41%
Total 43% 42% 33%
State 52%

Math Math Math
Kindergarten 49%
1st Grade 49%
2nd Grade 45%
3rd Grade 24% 29% 31%
4th Grade 29% 38% 22%
5th Grade 28% 28% 30%
6th Grade 30% 49% 35%
FSSA 64% 37% 30%
SWD 13% 14%
Black 12% 32%
Total 30% 36% 30%
State 57%

Science Science Science
5th Grade 28% 23% 33%
FSSA 50% 27% 50%
SWD 10% 18%
Black 0% 38%
State 51%

In 2023 the lowest area of academic achievement was in 3rd through 5th grade math. Specifically 4th grade math.

In 2022 we had a decrease of -1% in ELA proficiency, -9% in our Low 25. Our black students had a decrease of -13% in ELA achievement and -33.8% in our Low 25. Our other ESSA group, SWD students, had a decrease of -11% in ELA achievement and -17.9 in our Low 25. This decrease can be attributed to the lack of small group instruction, differentiated instruction, attendance issues, and academic language support. Additionally, science proficiency went down by -6%.

As a result of the state assessments, our greatest needs for improvement are within our proficiency in all subjects (ELA, Math, and Science). As we disaggregated data, we identified specific needs within our ESSA subgroups: ELA SWD & Black students, ELA achievement and Low 25. To support our academic expectations, we need to address attendance issues. As stated previously, we can attribute this deficiency to the lack of instruction to meet the full expectation of the standards, small group instruction, differentiated instruction, attendance issues, and academic language.

Consistent attendance is key to academic success. Attendance reports are pulled weekly by our school counselor. Automated calls for absences are made on a daily basis. Attendance letters are sent once students have reached 5 and 10 days of unexcused absences. Students with excessive absences, 15 or more unexcused days within a 90-day period, will be reviewed by the School Based Team. Parents and students are invited to meet with a multidisciplinary team which includes the school principal, teachers, and the school based team leader.

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

4th Grade Reading declined by 17% and 6th Grade declined 17% from 2022 to 2023. In addition 4th grade math declined 16% while 6th grade math declined by 14% from 2022-2023. The SWD subgroup decline in Reading by 2%. In 2022 we saw a decline in ELA for 3rd grade students and then in 2023 they maintained. This indicated that this group could also perform better as they still show a decline over 2021.

Contributing factors: There was a lack of small group instruction and differentiated instruction. Teachers did not plan accordingly to follow scope and sequence to teach all standards prior to testing. Also, teacher attendance, and the lack of certified teachers across grade levels, but specifically, ESE classrooms.

Actions: We will offer tutorial for students that need academic support in different areas. Also, we will improve the teaching of explicit vocabulary in both languages with a focus on the standards, implementation of small group instruction and differentiated instruction with fidelity across grade levels. In addition, we will offer training for teachers to master their knowledge on the BEST standards. Additionally, we will provide ESE Teachers (as many of our ESE teachers are new teachers), the proper training and support, (PLC) focused on Access Points standards.

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.

FSA FSA FAST PM 3
 2021-2022 2021-2022 2022-2023
 ELA Reading Reading
 Kindergarten 49%
 1st Grade 32%
 2nd Grade 27%
 3rd Grade 34% 27% 27%
 4th Grade 34% 46% 29%
 5th Grade 38% 41% 37%
 6th Grade 57% 57% 40%
 FSSA 79% 47% 30%
 SWD 17% 15%
 Black 33% 41%
 Total 43% 42% 33%
 State 52%

Math Math Math
 Kindergarten 49%
 1st Grade 49%
 2nd Grade 45%
 3rd Grade 24% 29% 31%
 4th Grade 29% 38% 22%
 5th Grade 28% 28% 30%
 6th Grade 30% 49% 35%
 FSSA 64% 37% 30%
 SWD 13% 14%
 Black 12% 32%
 Total 30% 36% 30%
 State 57%

Science Science Science

5th Grade 28% 23% 33%
 FSSA 50% 27% 50%
 SWD 10% 18%
 Black 0% 38%
 State 51%

The data indicates Math achievement has the largest gap as we are 27% under the state. This would definitely align with the issues we have seen with our ESSA identified subgroups our Black and SWDs. Contributing factors were there were many new teachers to the grade levels and they were inexperienced with the rigor of the standards. In addition, these teachers had difficulty managing their time appropriately to incorporate all aspects of the gradual release model of instruction. Also data shows they were unclear of the use of best practices and the proper accommodations for the subgroups.

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

Science increase by 10% in 2023 from the year before. The black subgroup also improved in science by 38%. This improvement can be attributed to our science teachers participation in Professional learning around the content of the standards. In addition they collaboratively planning together, students had the opportunity to use concrete resources, and teachers being more knowledgeable and able to monitor more efficiently. In addition, we focused our PLCs to analyze data and plan for data driven instruction. This practice, allowed teachers and staff to collaborate in the development and intentional design of small. strategic groups.

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: 10% or more Absence and Course Failure in ELA & Math.

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

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

To increase proficiency for all students in ELA, Math, and Science is one of our priorities. Efforts are in place to strengthen reading skills in K and 1 so that achievement gaps in reading are closed. Black and SWD students receive targeted instruction using data results from PM3 and PM1.

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

Work together to develop trust, build common understanding and language, to support an appropriate level of transparency

Learn from one another and give constructive feedback through a safe protocol that can move the work forward

Collaboratively examine data with an equity lens—from improvement cycles, formative assessments, or other relevant data that can inform practice

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

Develop teachers' knowledge of standards and academic content establishes a routine and expectation of instructional rigor in every classroom. Each grade level will be assigned an administrator to assist the team with resources and strategies to aid and supplement the instructional rigor in the classroom aligned to teaching state standards according to each assessed specification.

Facilitate active participation in learning, teachers must plan and implement engagement strategies. Ongoing implementation of engagement strategies will be modeled and explained during PLC meetings to demonstrate their effectiveness.

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.

Based on our FY23 SEQ data, 69% of the student participants think that students respect each other in school. 74.2% of surveyed students feel connected to an adult on campus. While these scores are higher than the district, they are concerning to us. According to our Early Warning System data SY23, 204 students were absent 10% or more of days. School culture is key to improve our students emotional health, feeling of connectedness and perception of acceptance on campus. This has a direct impact towards students' success and achievement. If we ensure that our students are taught how to interact with their peers in a respectful manner, we will consequently develop a more positive environment and school culture that will foster more successful students.

In alignment to the District's Strategic Plan, enhance a sense of belonging, safety, and acceptance for all students, our instructional priority is to create a welcoming and supportive school climate.

Measurable Outcome:

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

Student Outcomes

By February 2024 we will increase the number of perfect attendance monthly award by 10% from September to February.

By May 2024 decrease the number of students absent 10% or more days to 150 from the year prior. Reducing by 25% from the previous year.

Teacher Practice Outcomes:

By February of 2024, 50% of our teachers will be effectively utilize Morning Meeting to teacher skills for learning and life and create a sense of community in the classroom.

By May 2024, 90% of our teachers will be effectively utilize Morning Meeting to teacher skills for learning and life and create a sense of community in the classroom.

Monitoring:

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

Teachers will monitor the progression of this goal through having one on one conferences with students, administering schools surveys regularly on this topic, discipline incidents reports on SIS (admin).

Person responsible for monitoring outcome:

Michelle Riker (michelle.riker@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. Morning meetings will be held everyday in every classroom to promote improved teacher student interactions and classroom and school climate.
2. Create an schoolwide attendance plan to encourage and celebrate student attendance. Student attendance in school is key to academic success.
3. Implement required Instruction Florida State Statute 1003.42 and Policy 2.09.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. SLL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement. (CASEL) 2011
2. The attendance rate is important because students are more likely to succeed in academics when they

attend school consistently. It's difficult for the teacher and the class 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.

3. 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.

1. Morning meetings will be held everyday in every classroom to promote improved teacher student interactions and classroom and school climate.
 - a. During PLC and collaborative planning teachers will review curriculum resources provided for Skills for Learning and Life and plan for Morning Meetings.
 - b. Teachers will host daily morning meetings.
 - c. Additional instruction on SLL will be provided to all students on the Fine Arts Wheel.
 - d. Students that require or need more individualized instruction, will be referred to our school counselor to receive more one on one support.

Person Responsible: Julie Thompson (julie.thompson@palmbeachschools.org)

By When: August 2023 - May 2024

2. Create a schoolwide attendance plan to encourage and celebrate student attendance. Student attendance in school is key to academic success.
 - a. Recognizes classes of students when they achieve "Purrfect" Attendance with their homeroom classes.
 - b. Monitor attendance reports and make daily calls and send letters for absences.
 - c. Add Class Dojo messages and call-outs emphasizing the importance of being present and on-time for school.
 - d. Reward student for perfect attendance at award ceremonies.
 - e. Emphasize mental health and mentorship. Through SEL, mentoring, and relationship building we are making school a safe place that students want to come to in order to connect and be heard. Mentoring and counseling is provided by our school counselor, ELL school counselor, Behavioral Health Professional, Co-located Mental Health Professional, and two Behavior Intervention Associates.

Person Responsible: Michelle Riker (michelle.riker@palmbeachschools.org)

By When: August 2023 - May 2024

3. Implement required Instruction Florida State Statute 1003.42 and Policy 2.09.
 - a. 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

b. 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.

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

Person Responsible: Jose Rodriguez (jose.rodriguezmelendez@palmbeachschools.org)

By When: August 2023 - May 2024

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

Area of Focus Description and Rationale:

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

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

If we deliver effective, relevant and benchmark-aligned instruction to meet the needs of all students, within a single school culture, honoring the multiculturalism of our students, in alignment with the District strategic plan Theme 1 Academic Excellence and Growth Objective 1A Ensure all students engage in teaching and learning that results in academic excellence, then we will increase the percentage of proficiency in ELA and Math. Also, this will improve our proficiency levels for our ESSA subgroups (Black & SWD)

4th Grade Reading declined by 17% and 6th Grade declined 17% from 2022 to 2023. In addition 4th grade math declined 16% while 6th grade math declined by 14% from 2022-2023. The SWD subgroup decline in Reading by 2%. In 2022 we saw a decline in ELA for 3rd grade students and then in 2023 they maintained. This indicated that this group could also perform better as they still show a decline over 2021. The data indicates Math achievement has the largest gap as we are 27% under the state. SWD data indicated these student are the lowest performing. While they increase performance in math by 1% they decrease in Reading by 2%. A continued focus will remain on the black subgroup even though data shows and increase in academic achievement in both math and reading.

Our instructional priority is to ensure instructional practices that focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.

Measurable Outcome:

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

Student Learning Outcomes

By February 2024 increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 5% from PM1 to PM2.

By May 2024 increase the percent proficient 3rd grade student in Reading from 27% to 35% to be on target for meeting the Goal of Overall Academic Excellence of the Strategic Plan.

Students with disabilities will increase to 20% proficient in both Reading and Math. Black students will be 45% Proficient in Reading and 38% proficient in Math.

Teacher Practice Outcomes:

By February of 2024, 50% of our teachers will be effectively utilize assessment for learning during standards based instruction to differentiate for students' need in both Reading and Math.

By May 2024, 90% of our teachers will be effectively utilize assessment for learning during standards based instruction to differentiate for students' need in both Reading and Math.

Monitoring:

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

Our goal is to monitor for implementation and for impact. Instructional practices in the area of ELA and Math to differentiate instruction and release responsibility to students will be monitored by conducting regular walkthroughs in classrooms and providing actionable feedback to teachers. Additional Monitoring will include: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples, Student

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

The monitoring team includes Single School Culture Coordinator, Math Coach, Reaching Coach, Dual Language Coach, ESE Contact, ELL Coordinator, Assistant Principal and the Principal.

Person responsible for monitoring outcome:

Jose Rodriguez (jose.rodriguezmelendez@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. English Language Arts, Spanish Language Arts and Math teachers will implement a standards based curriculum using District adopted instructional material and resources aligned with BEST Standards.
2. Standards based instruction, differentiated to meet student needs will be utilized within all Language Arts and Math Classroom. Students will be provided with systematic instruction during intervention & remediation utilizing iStation(Teacher directed lessons), Estrellita, Soluciones, Voyager within the English & Spanish classrooms.
3. Extended Learning Opportunities will provide struggling students with additional standards-based instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Benchmark is a comprehensive English/Spanish Reading/Language Arts programs. Rigorous, integrated reading, writing, speaking, and listening instruction meets the needs of a balanced approach and aligned with the BEST ELA standards.
2. Differentiated small group instruction is a framework for effective teaching that involves providing all students a range of different avenues for understanding new information in terms of: acquiring content; processing, constructing, or making sense of ideas. Teachers will utilize data to plan for this type of instruction in an equitable manner with a focus on standards. These results help focus on the needs of our ESSA subgroups as well.
3. Extended Learning opportunities provide additional data driven instruction for students in need of remediation of specific standards. Students in ESSA subgroups will have preferred invitations.

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. English Language Arts, Spanish Language Arts and math teachers will implement a standards based curriculum using District adopted instructional material and resources aligned with BEST Standards.
 - a. During PLCs, teachers will work collaboratively to plan and develop lessons focused on best practices and strategies aligned to the standards.
 - b. Professional learning will be developed to support teacher capacity and instructional needs and include building expertise in using District adopted instructional material and resources in both Language Arts and Math.
 - c. Academic Language Development resources will be used to provide additional scaffolds and explicit academic language development to support Black and SWDs access to meaning making.
 - d. After school hours teachers continue to collaboratively to plan for strategic differentiation to support

student learning based on formative data.

e. School Leadership and coaches will monitor lesson plans, data analysis and conduct walk-throughs during the instructional block.

Person Responsible: Denelda Ascheman (denelda.ascheman@palmbeachschools.org)

By When: August 2023 through May 2024

2. Standards based instruction, differentiated to meet student needs will be utilized within all Language Arts and Math Classroom. Students will be provided with systematic instruction during intervention & remediation within the English / Spanish classrooms.

a. Use data to determine students who will receive reading and math interventions aligned with the research based District Intervention Guide.

b. Support Facilitation for SWDs will be provided by ESE teachers.

c. Support for Black students will be provided by ESE and Regular Education teachers with a culturally responsive teaching approach.

d. All classrooms teachers provide small group instruction during their ELA and Math blocks, to include a technology rotation.

e. Differentiation resources embedded within the enVision Math program, Benchmark, Stemscopes will be identified and implemented during small group instruction to enhance accessibility among proficiency levels.

f. School Leadership and coaches will monitor lesson plans, data analysis and conduct walkthroughs during the instruction.

Person Responsible: Julie Thompson (julie.thompson@palmbeachschools.org)

By When: August 2023 through May 2024

3. Extended Learning opportunities provide additional data driven instruction for students in need of remediation of specific standards. Members of the ESSA subgroups will have preferred invitations.

a. The school will employ teachers to facilitate tutorials for high needs students beyond the regular school day.

b. iReady and Benchmark intervention materials will be used to provided targeted instruction.

c. Students will be selected and grouped for instruction based on the results from PM3, PM1(FAST)USAs, Istation, Advanced/ Adelante assessments, District diagnostics, and iReady assessments.

d. Monitoring for tutorials will be done through data analysis/ student progress, attendance, and review of lesson plans.

Person Responsible: Jose Rodriguez (jose.rodriguezmelendez@palmbeachschools.org)

By When: August 2023 through May 2024

CSI, TSI and ATSI Resource Review

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

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a

session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on:

1. Intervention teachers to 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) / Collaborative Planning / 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. 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 emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
7. 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, Educate, Affirm, Inspire. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to the Star Reading PM 3 data in FY23 27% of our incoming third grade students are reading at an on-grade level. Star PM 3 data shows that our overall primary grades proficiency is increasing over 2022 but decreases over the grade levels:

Kindergarten- 49% Proficient, First Grade- 32% Proficient, Second Grade- 27% Proficient

It is evident that teacher need to differentiate instruction to meet the individual needs of all students.

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

Our FY23 ELA data shows our third-grade students were only 27% proficient on the FAST PM3. 2nd Grade Star Reading PM3 indicates that 27% are proficient. This shows that students are entering third grade unprepared for the rigor of the state assessment and standards. By focusing on K-2 ELA, we can support foundational skills that will better prepare them for third grade and beyond. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. Our 3rd-6th grade FAST PM3 data currently demonstrates decreases from previous years FSA ELA scores:

3rd Reading PM - 27%

4th Reading PM - 29%

5th Reading PM - 37%

6th Reading PM - 40%

It is evident that teacher need to differentiate instruction to meet the individual needs of all students.

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 May 2024, increase the percent Kindergarten students scoring proficient from 49% on Star Early Literacy by 2% as measured by PM3.

By May 2024, increase the percent 1st Grade students scoring proficient from 32% on Star Reading by 5% as measured by PM3.

By May 2024, increase the percent 2nd Grade students scoring proficient from 27% on Star Reading by 5% as measured by PM3.

Grades 3-5 Measurable Outcomes

By May 2024, increase the percent 3rd Grade students scoring proficient from 27% on FAST Reading by 5% as measured by PM3.

By May 2024, increase the percent 4th Grade students scoring proficient from 29% on FAST Reading by

5% as measured by PM3.

By May 2024, increase the percent 5th Grade students scoring proficient from 37% on FAST Reading by 5% as measured by PM3.

By May 2024, increase the percent 6th Grade students scoring proficient from 40% on FAST Reading by 5% to the PM3.

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 will occur throughout our PLC for each grade level. Each team will review STAR/FAST Early Literacy / Reading PM data, iReady diagnostic and growth monitoring checks, iStation, Oral Reading Records (Benchmark), and weekly and unit assessments from the Benchmark in both English and Spanish.

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.

Thomasson, Kim, kim.thomasson@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 as 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/ Collaborative Planning 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 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.
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. K-2 Teachers will participate in District provided training addressing the science of reading.
3. PLC's 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.

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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1. Literacy Leadership - Kim Thomasson

Develop a Literacy Leadership Team, consisting of

- ? School administrator,
- ? Reading coach,
- ? Single School Culture Coordinator,
- ? Media specialist,
- ? Lead teacher

1. Develop a plan to monitor the implementation and ensure compliance with the reading plan
2. Walkthroughs to weekly monitor and support reading instruction and; intervention using the look for document.

2. Assessment - Jose Rodriguez

1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching)

- a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQ's in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment).
- b. Teachers will analyze student data to determine strengths and weaknesses in content area.
- c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities
- d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
- e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning & adjust instruction continuously

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3. Interventions - Julie Thompson

1. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
2. Use K-5 Reading intervention with guidelines for schools to determine students' needs.

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