

The School District of Palm Beach County

Glade View 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	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	21
VI. Title I Requirements	25
VII. Budget to Support Areas of Focus	0

Glade View Elementary School

1100 SW AVENUE G, Belle Glade, FL 33430

<https://gves.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.

Glade View Elementary Visual, Performing, and Communication Arts School is committed to providing a quality education with excellence and equity empowering every student to reach his or her maximum potential with the most effective staff to cultivate the knowledge, skills, and ethics necessary for academic achievement, responsible and productive citizens.

Provide the school's vision statement.

Glade View Elementary School foresees a dynamic collaborative multi-cultural community where education and learning are respected and supported and all learners attain their maximum potential and succeed in the global economy.

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
Dowers, Shundra	Principal	Administration: Provides initial and continuing professional development opportunities, provides a common vision for the use of data-based decision making, leads effort to create infrastructure for school-wide implementation of RTI procedures, communicates with parents regarding school-based RTI plans and activities, provides necessary technology, materials, resources, and professional development to staff, ensures the fidelity of RTI implementation through routine scheduling, periodic observation, and discussion with RTI Leadership Team and school staff.
Evans, Jamie	Assistant Principal	Administration: Provides initial and continuing professional development opportunities, provides a common vision for the use of data-based decision making, leads effort to create infrastructure for school-wide implementation of RTI procedures, communicates with parents regarding school-based RTI plans and activities, provides necessary technology, materials, resources, and professional development to staff, ensures the fidelity of RTI implementation through routine scheduling, periodic observation, and discussion with RTI Leadership Team and school staff.
Johnson, Latisha	Other	Functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction. Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators. Provides modeling and coaching support for small group instruction. Provides curricular support for Summer bridge / Summer slide programs. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students. Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs. Provides side-by-side support at Learning Team Meetings (LTM) or Professional Learning Communities (PLC). Guides teachers in effectively using data to make adjustments to instruction. Stays abreast of the latest research regarding curriculum, instruction, and professional development related to their content area.
freeman, jackie	Teacher, ESE	Assists in identifying appropriate evidence-based intervention strategies, monitors implementation of accommodations, provides SWD professional development to school staff, assists in data collection, data analysis, and progress monitoring.

Stakeholder Involvement and SIP Development

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

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

The School Behavior Health Professional (SBHP) collaborates with school teachers, staff, administration, and fellow SBHPs throughout the district to support students' behavioral and mental well-being. The SBHP role was established in 2019 as part of the Marjory Stoneman Douglass High School

Public Safety Act, aiming to increase the presence of mental health professionals in schools.

To assist families, we offer Parent Trainings with educational workshops led by our school teachers, parent liaison, Behavior Health Professional, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators, along with the Administrative Team.

Our ESOL Teacher works in partnership with the District's multicultural department to ensure effective implementation of programs and services to enhance the outcomes of English Language Learners. Additionally, the ESOL Teacher and our Community Language Facilitator (CLF) provide support services to families of migrant students, complementing the school-wide support available to all students and families.

For the safety and security of everyone on campus, a Palm Beach County Sheriff's Officer is present daily. The school has a single point of entry for all individuals, and the Fortify Florida Application is installed on all computers, with students informed about its existence during assemblies. The "Raptor System" is employed to register parents/visitors before granting them access to classrooms or school events on campus.

SIP Monitoring

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

Progress Monitoring occur 3 times per year. In VPK- Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics. ELL students are tested utilizing ACCESS and WIDA which is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning or Professional Learning Teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction. Student work and best practices are shared and analyzed.

We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur after the completion of the unit. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year.

We strategically plan for a variety of monitoring techniques:

- Review of Lesson Plans,
- Classroom walks,
- Student attendance,
- Data Chats,
- Formal Observations,
- Professional Learning Communities attendance/participation,
- Progress monitoring of interventions

Demographic Data

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

2023-24 Status (per MSID File)	Active
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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	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
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) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: F
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	16	28	16	15	7	12	0	0	0	94
One or more suspensions	1	0	2	1	4	4	0	0	0	12
Course failure in English Language Arts (ELA)	21	41	29	33	20	11	0	0	0	155
Course failure in Math	12	23	22	24	18	13	0	0	0	112
Level 1 on statewide ELA assessment	0	0	0	33	21	13	0	0	0	67
Level 1 on statewide Math assessment	0	0	0	16	19	6	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	43	28	21	0	0	0	92

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	15	29	27	37	23	17	0	0	0	148

Using the table above, complete the table below with the number of students identified retained:

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

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	35	20	16	10	22	20	0	0	0	123
One or more suspensions	1	1	0	0	1	1	0	0	0	4
Course failure in ELA	35	16	21	24	11	15	0	0	0	122
Course failure in Math	14	16	8	15	2	14	0	0	0	69
Level 1 on statewide ELA assessment	0	0	0	19	13	18	0	0	0	50
Level 1 on statewide Math assessment	0	0	0	12	7	18	0	0	0	37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	13	9	19	13	0	0	0	60

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	27	16	16	21	15	20	0	0	0	115

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	0	15	0	0	0	0	0	17
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	35	20	16	10	22	20	0	0	0	123
One or more suspensions	1	1	0	0	1	1	0	0	0	4
Course failure in ELA	35	16	21	24	11	15	0	0	0	122
Course failure in Math	14	16	8	15	2	14	0	0	0	69
Level 1 on statewide ELA assessment	0	0	0	19	13	18	0	0	0	50
Level 1 on statewide Math assessment	0	0	0	12	7	18	0	0	0	37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	13	9	19	13	0	0	0	60

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	27	16	16	21	15	20	0	0	0	115

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	0	15	0	0	0	0	0	17
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*	26	53	53	27	59	56	16		
ELA Learning Gains				69			28		
ELA Lowest 25th Percentile				63			30		
Math Achievement*	50	57	59	43	53	50	12		
Math Learning Gains				90			9		
Math Lowest 25th Percentile				75			10		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	57	54	54	16	59	59	10		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	50	56	59	62			41		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	210
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	445
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	30	Yes	1	1
ELL	29	Yes	1	1
AMI				
ASN				
BLK	43			
HSP	40	Yes	1	
MUL				
PAC				
WHT				
FRL	43			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL	62			
AMI				
ASN				
BLK	56			
HSP				
MUL				
PAC				
WHT				
FRL	56			

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	26			50			57					50
SWD	17			42							2	
ELL	20			30							4	50
AMI												
ASN												
BLK	27			50			59				5	52
HSP	20			60							2	
MUL												
PAC												
WHT												
FRL	27			50			58				5	50

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	27	69	63	43	90	75	16					62
SWD	17	60		25	80							
ELL												62
AMI												
ASN												
BLK	28	69	63	42	91	80	14					63
HSP												
MUL												
PAC												
WHT												
FRL	28	70	67	43	89	75	16					62

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	16	28	30	12	9	10	10					41
SWD	7			0								
ELL	40			27								41

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	15	27		12	10	10	10					44
HSP												
MUL												
PAC												
WHT												
FRL	16	28	30	12	9	10	10					41

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	36%	56%	-20%	54%	-18%
04	2023 - Spring	24%	58%	-34%	58%	-34%
03	2023 - Spring	23%	48%	-25%	50%	-27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	61%	57%	4%	59%	2%
04	2023 - Spring	38%	52%	-14%	61%	-23%
05	2023 - Spring	52%	56%	-4%	55%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	55%	51%	4%	51%	4%

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.

FY 22-23 3rd Grade ELA data shows 23.1% proficient. Based on this data trend, the contributing factors include students' lack of decoding words and fluent reading skills, and the focus for instruction changes from "learning to read literary and information text" to "reading to learn context." Background knowledge of students and instructional support for teachers in the science of reading is also a contributing factor and trend. Professional Development in Standards-Based Instruction, planning, and teaching methods was not ongoing throughout the year due to scheduling constraints.

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

ELA showed the greatest decline. The assessment data of ND (needs development) in K-5 increased from 122 to 155. This is reflected on the end-of-year report cards for K-5 students. Understanding the process of reading related to instructional strategies and how to effectively apply instructional strategies in small groups contributed to this decline.

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.

Based on PM3 data, 4th grade ELA proficiency shows 24.3%, and the state average shows 58%. This is a 33.7% difference. Limited language skills, language development, and vocabulary was a factor. Ongoing data collection to monitor student progression was not evident throughout the year due to vacancies.

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

Based on NGSS from fy 22- fy23 science data showed the most improvement with 55% proficiency.

Actions the school implemented:

- Project-based learning
- Real-world practice with vocabulary
- Virtual field trips and labs related to science content
- Analyzed the experience of others to clarify misconceptions
- Consistently using science notebooks to engage in science concepts.
- Fair game standards were taught in 3rd-5th grade.

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

Our primary focus is on ensuring student success. By addressing the areas of concern listed below, we can ensure that our students receive the assistance they require for growth and achievement. Our two potential areas of concern when looking at our Early Warning System indicators are:

- Course failure in ELA shows that 155 students need development, the assessment data of ND (needs development) in K-5 increased from 122 to 155.
- Reading Deficiency shows that 92 students either are in need of Tier 2 or Tier 3 ELA intervention.

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.

- PBIS behavior interventions
- ELA small group intervention
- Professional Learning Communities 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 focused on standards-based instruction, ongoing professional development in reading, math, and science in grades K-5, ongoing professional development in the Benchmark Reading Series, using iReady Diagnostic Results to create fluid instructional groups, and aligning human resources to provide intervention to targeted students.

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

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

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
3. Our school highlights multicultural diversity within the curriculum and the arts.

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**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.

Standards-based instruction to increase proficiency school-wide in ELA will increase student achievement and ensure alignment with the strategic plan. This focus aligns with Strategic Theme; Academic Excellence and Growth. The result of our ELA proficiency was a low-performing category. Data indicates we need to review what is being taught, how it is being taught, and make the necessary changes to support all students. The results of our ELA overall in 3rd-5th was a low-performing category as only 27% of our learners were proficient.

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 our ELA proficiency by 4% on the ELA Progress Monitoring Tools (iready, FAST, Renaissance). By May 2024, we will increase our ELA proficiency from 27% to 35%.

Monitoring:

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

We will plan for a variety of monitoring techniques: a review of lesson plans, PLCs with attendance, data chats, classroom walks, data collection analysis, and informal and formal observations. The monitoring will be supported by the administration, SSCC, and Learning Team Facilitator.

Person responsible for monitoring outcome:

Shundra Dowers (shundra.dowers@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.)

PLCs and Professional Development will support the development of teacher instructional practices to 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 on a greater understanding of B.E.S.T Standards. Strengthen small group instruction to support students learning at their ability with a variety of tasks, processes, and products. Implement tutoring programs to ensure learning is supplemented with additional resources and teacher support.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Incorporate small group instruction utilizing USA and FSQ data to meet the student's needs for standards-based practice and to identify areas of weakness for targeted remediation. Both USA and FSQs have proven successful in preparing students for state assessments. Students who participate in the FAST tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments. PLCs and PDs allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

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.

Small Group Instruction:

1. Students will be assessed using USA's and the district-provided data collection in ELA.
2. Teacher will utilize differentiated Instruction strategies and small group instruction in all ELA courses.
3. Teachers will analyze student data to determine strengths and weaknesses in the content area.
3. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, whites).
4. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
5. Teachers develop ongoing formative assessments to track student learning and adjust instruction.

Person Responsible: Shundra Dowers (shundra.dowers@palmbeachschools.org)

By When: Small group instruction will begin within the first two weeks of school. Teachers will review data from Fy23 and they will conduct formative assessments to ensure proper placement of students within the groups. The small group participation is fluid and flexible and will be updated continuously from data analysis. Small groups will continue throughout the year.

Tutorial:

1. Analyze student data to determine students for tutorial groups and the support necessary.
2. Choose research-based supplemental materials and resources to utilize during tutorials.
3. Analyze teacher classroom data to determine who will be tutors.
4. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
5. Students will be selected and grouped for pullout tutorials, and afterschool based on the results from FY23 PM3 results, FSQs, USAs, PM2, and Winter Diagnostics, and ESSA-identified subgroups: Black, ELL, and SWD.

Person Responsible: Shundra Dowers (shundra.dowers@palmbeachschools.org)

By When: Tutorials will begin during the second trimester in January 2024. Student participants will be chosen based on data. They will be grouped based on need and separated by content. Tutorials will continue through May 2024.

Professional Learning Communities (PLCS) and Professional Development (PDs):

1. Development of a PLC schedule to include all content area teachers and resource teachers.
2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
3. Two Instructional coaches and CCSS will develop and implement the coaching cycle to build teachers' capacity with the gradual release model, small group instruction, and differentiated instruction.
4. Instructional coaches and resource teachers will assist with standards-based planning to build teachers' capacity with FL B.E.S.T standards and Test Design Summary and Blueprints during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
5. Instructional coaches, Learning Team Facilitator (LTF), and SSCC will build professional learning opportunities for teachers to utilize research-based strategies.

Person Responsible: [no one identified]

By When: PLCs and PDs will begin in September. PDs will be determined based on data and observations of classroom walks, while PLCs will focus on student data analysis and best practices.

#2. 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.

SWPBS & Discipline/Suspensions

One or more suspensions (ISS or OSS) : 12 (FY23); 4 (FY22)
 Students With Two Or More Behavior Referrals: 28 (FY23); 15 (FY22)

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

Measurable Outcome:

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

By mid-FY24, the number of behavior referrals and suspensions will decrease at least 10% and another 10% by the end of FY24.

Monitoring:

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

We will conduct, review and monitor student discipline data at our monthly faculty meetings and PBIS meetings.

Person responsible for monitoring outcome:

Latisha Johnson (latisha.johnson@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.)

- CHAMPS
- SWPBS
- Schoolwide Discipline Plan
- Required Instruction Florida State Statute 1003.42 and Policy 2.09

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- CHAMPS is a classroom management program that aims to improve student behavior plus strengthen learner engagement through a strategic system of clearly defined expectations
- SWPBS supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time.
- Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be.
- 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.

CHAMPS/SWPBS

- Provide new teachers with professional development to understand
- Ensure all expectations are clearly explained and understood
- Develop a buddy/peer support system of experienced and new teachers to ensure proper mentoring and coaching
- Ensure the school has postings of the SWPBS expectations in all common areas and in classrooms
- Monitor executions and implementation with fidelity.

Person Responsible: Jamie Evans (jamie.evans@palmbeachschools.org)

By When: By first trimester 2023, expectations and procedures will be clearly explained and understood as well as monitored for fidelity of implementation.

Schoolwide Discipline Plan/ SWPBS Action Steps:

- SWPBIS assemblies are conducted to review expectations
- Staff reinforce expected behaviors throughout the year.
- Positive incentive events are planned each trimester.

Person Responsible: Latisha Johnson (latisha.johnson@palmbeachschools.org)

By When: By the end of the first trimester, a school wide assemblies will occur. SWPBIS Assemblies will occur each trimester to reinforce positive behaviors schoolwide.

Policy 2.09 and Required Instruction Florida State Statute 1003.42:

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

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

Person Responsible: Shundra Dowers (shundra.dowers@palmbeachschools.org)

By When: Teachers will include in lesson plans and provide required instruction of the Florida State Statute by the end of the FY24 school year.

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 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.

According to the data, our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY 23 data 22% of our incoming third-grade students are reading at an on-grade level. iReady also shows that our overall primary grade proficiency is low.

FY24 iReady

Kindergarten- 14% Proficient

First Grade- 16% Proficient

Second Grade- 10% Proficient

Phonological awareness- 33% Proficient

Phonics- 16% Proficient

High-Frequency Words- 29% Proficient

Vocabulary- 19% Proficient

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

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment with the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. Our FY23 data shows our third-grade students were only 23% proficient on the PM3. The PM2 data also stated that 37% of students were predicted to be proficient by the FY 23 PM3. This proves that students are entering third grade unprepared for the rigor of the state assessment and standards. Our goal is to be strategic and focus on standard-based instruction to ensure best practices are utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. The ELA school-wide school-wide proficiency was only 27%. Data indicates we need to review what is being taught, and how it's being taught and make decisions to make the changes necessary to support all learners. The gap between the 2023 ELA Achievement (27%) and the District average (49%) is 22 percentage points.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

The measurable outcomes for 2024 are:

February 2024 May 2024

Kindergarten- 25% Proficient Kindergarten- 30% Proficient

First Grade- 25% Proficient First Grade- 30% Proficient

Second Grade-25% Proficient Second Grade-30% Proficient

Phonological awareness- 45% Proficient Phonological awareness- 50% Proficient

Phonics-25% Proficient Phonics-30%

High-Frequency Words- 35% Proficient High-Frequency Words- 50% Proficient

Vocabulary- 25% Proficient Vocabulary- 30% Proficient

Grades 3-5 Measurable Outcomes

August 2023 May 2024

3rd 4% Proficient 30% Proficient

4th 14% Proficient 35% Proficient

5th 26% Proficient 40% Proficient

Monitoring

Monitoring

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

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

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

We will also review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolios/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.

Dowers, Shundra, shundra.dowers@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 strategic, 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)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale:

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

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

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the 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.
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.
3. PLCs allow teachers and leadership an opportunity to collaborate, analyze data, and to make decisions to improve student achievement and progress. It also supports teachers in collaboration with the best teaching strategies.

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Principal-Shundra Dowers Assistant Principal-Jamie Evans Whynett Jones-SAI Katherin Baltazar-Media Specialist Latisha Johnson-SSCC-Single School Culture Coordinator Sonja Stewart Bailey-Reading Coach Marvin McCall-Learning Team Facilitator Develop a plan to monitor the implementation & ensure compliance with the reading plan Walkthroughs to monitor and support reading instruction & intervention (Look Fors) School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data)	Dowers, Shundra, shundra.dowers@palmbeachschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

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

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

n/a

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

n/a

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

n/a