

The School District of Palm Beach County

Wynnebrook Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Wynnebrook Elementary School

1167 DREXEL RD, West Palm Beach, FL 33417

<https://wyes.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.

The Mission of Wynnebrook Elementary is to provide the necessary tools and climate to successfully advance intellectually, socially, and emotionally.

Provide the school's vision statement.

The Vision of Wynnebrook Elementary is to embrace a single school culture consisting of shared beliefs, values, and goals, focusing on equity and excellence in all areas of 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
Berry, Suzanne	Principal	<p>The school principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction. The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school.</p>
Rejc, Carly		<p>Provide teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with the Florida standards. Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators. Apply the principles and practices of a MultiTiered System of Supports in behavior and academic interventions to meet student needs. Guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</p>
VanderGast, Joseph		<p>Facilitate Professional Learning Communities and provide instructional leadership on standards-based instruction, data analyses, differentiated instruction, and appropriate resources. The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/ academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</p>
Lizcano, Juan	Assistant Principal	<p>The school assistant principal supports the principal as the educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. 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</p>

Name	Position Title	Job Duties and Responsibilities
		respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.

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 Behavioral Health Professional (SBHP) supports the behavioral and mental health of students.

The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. We incentivize Positive Behavior Support through trimester award ceremonies and student celebrations.

We support families with parent and family engagement training facilitated by our teachers and school counselors. Additional resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness. Our parent liaison and school counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.

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

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

The school nurse provides support and nutrition information for those students who have food allergies or have been diagnosed with diabetes.

Through Parent Training we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.

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" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus, and most recently

Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure

the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

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

Wynnebrook Elementary School implements multiple measures of analyzing school-wide data that drives the RTI process. Student assessments include but are not limited to FLKRS, Diagnostics, Florida Standards Assessments, and iReady district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing.

Monitoring of attendance, including late drop-offs and early pick-ups by our teachers and the SBT is key to building a positive culture. To address the issue, the school-based team currently meets to discuss truancy with students and families. When appropriate, attendance contracts are signed and/or a home visit is made. On a daily basis, One Voice is used to call the homes of students that are absent. In addition, the school will be using letters to reach out to families to inform them of their student(s)' total absences and the instruction that they missed as a result of the absence(s).

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes

2022-23 Minority Rate	91%
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: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	37	39	37	21	26	0	0	0	160
One or more suspensions	0	0	2	3	0	0	0	0	0	5
Course failure in English Language Arts (ELA)	0	24	12	35	31	18	0	0	0	120
Course failure in Math	0	10	11	13	9	11	0	0	0	54
Level 1 on statewide ELA assessment	0	0	0	12	19	19	0	0	0	50
Level 1 on statewide Math assessment	0	0	0	9	19	20	0	0	0	48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	8	23	15	23	0	0	0	73

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	18	11	28	28	28	0	0	0	113

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	2	1	13	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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	30	30	39	24	28	0	0	0	151
One or more suspensions	0	1	0	1	1	2	0	0	0	5
Course failure in ELA	0	12	7	35	19	41	0	0	0	114
Course failure in Math	0	6	7	26	10	14	0	0	0	63
Level 1 on statewide ELA assessment	0	0	0	12	11	26	0	0	0	49
Level 1 on statewide Math assessment	0	0	0	7	13	23	0	0	0	43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	6	20	16	15	0	0	0	62

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	6	9	35	21	35	0	0	0	106

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	12	0	0	0	0	0	13
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	30	30	39	24	28	0	0	0	151
One or more suspensions	0	1	0	1	1	2	0	0	0	5
Course failure in ELA	0	12	7	35	19	41	0	0	0	114
Course failure in Math	0	6	7	26	10	14	0	0	0	63
Level 1 on statewide ELA assessment	0	0	0	12	11	26	0	0	0	49
Level 1 on statewide Math assessment	0	0	0	7	13	23	0	0	0	43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	6	20	16	15	0	0	0	62

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	6	9	35	21	35	0	0	0	106

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	12	0	0	0	0	0	13
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*	59	53	53	61	59	56	62		
ELA Learning Gains				63			72		
ELA Lowest 25th Percentile				50			79		
Math Achievement*	70	57	59	62	53	50	64		
Math Learning Gains				52			38		
Math Lowest 25th Percentile				46			41		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	60	54	54	35	59	59	53		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	57	56	59	46			36		

* 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	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	303
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	415
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	50			
ELL	45			
AMI				
ASN				
BLK	62			
HSP	57			
MUL				
PAC				
WHT	65			
FRL	61			

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	1	
ELL	51			
AMI				
ASN				
BLK	49			
HSP	52			
MUL				
PAC				
WHT	62			
FRL	52			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	59			70			60					57
SWD	51			62			46				5	38
ELL	39			61			38				5	57
AMI												
ASN												
BLK	62			72			58				5	53
HSP	54			68			54				5	58
MUL												
PAC												
WHT	71			68							4	60
FRL	59			71			57				5	57

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	61	63	50	62	52	46	35					46
SWD	44	45	36	35	37	38	12					34
ELL	53	60	50	55	57	53	37					46
AMI												
ASN												
BLK	65	63	52	67	49	32	40					25
HSP	58	63	48	57	52	53	31					51
MUL												
PAC												
WHT	62	75		73	58							40
FRL	60	62	50	62	53	45	34					46

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	62	72	79	64	38	41	53					36
SWD	40	47		45	24	27	37					26
ELL	55	67	64	58	42	50	44					36

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	63	73	73	60	39	31	47					36
HSP	59	70	80	67	38	43	57					38
MUL												
PAC												
WHT	78			75			60					
FRL	60	72	78	63	38	39	49					36

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	50%	56%	-6%	54%	-4%
04	2023 - Spring	68%	58%	10%	58%	10%
03	2023 - Spring	52%	48%	4%	50%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	63%	57%	6%	59%	4%
04	2023 - Spring	62%	52%	10%	61%	1%
05	2023 - Spring	78%	56%	22%	55%	23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	56%	51%	5%	51%	5%

III. Planning for Improvement

Data Analysis/Reflection

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

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

Our data shows:

Fy23 PM# 3 FY22 FSA FY21FSA FY19FSA

ELA 57 61 62 72

3 52 62 65 59

4 68 63 49 73

5 51 49 64 74

LG NA 63 72 68

SWDs 53 44 40 51

Math 69 62 64 86

3 64 75 72 82

4 63 67 51 82

5 78 40 63 85

LG NA 52 38 75

SWDs 68 35 45 70

Science 56 35 53 66

SWDs 48 12 37 37

Our lowest performance was among our fifth grade students in the area of English Language Arts (ELA), with a proficiency rate of 51%. In addition, our third grade overall proficiency in ELA represented the largest decrease from FY22 to FY23 with a drop in proficiency of 10 percentage points. The contributing factors to this decrease was due to the transition to the B.E.S.T standards. This caused teachers to not be as familiar with the standards as well as the online testing platform. Furthermore, teachers require additional support within PLCs to ensure instruction and resources align to the B.E.S.T standards.

The trends we see from the above data reveals significant decreases in proficiency among our 3rd grade students in ELA and Math which indicates students entering third grade are performing below grade level.

When looking at the FAST ELA data throughout the FY23 school year, data from Progress Monitoring window one (PM1) shows that students in third grade had the highest percentage of level ones (67%) when compared to fourth (43%) and fifth grade students (41%). Furthermore, or ELL student subgroup demonstrated the greatest percentage (43%) of level ones during PM1 in the area of ELA when compared to other student subgroups. While our SWDs demonstrated a 9% increase in proficiency from FY22 to FY23 in the area of ELA, we would like to continue this trend in FY24 by continuing ongoing professional development based on the needs of our teachers as well as our students.

Lastly, we will ensure Professional Learning Communities are focused and aligned on the review of data and best

practices. We will foster collaboration and data-focused conversations to monitor student progress. By focusing on standards-based instruction in PLC's we can ensure that all students receive rigorous instruction and small group support to meet their needs. ELA teachers will engage in standards-based

instruction cycle during the collaborative planning (1) What do students need to know and understand. (Plan); (2) How do we teach effectively to ensure all students are learning (Do); (3) How do we know students are learning (Reflect); (4) What do we do when students are not learning or reaching mastery before expectation (Revise). Teachers will analyze standards and test item specification during the planning process.

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

Our data shows:

Fy23 PM# 3 FY22 FSA FY21FSA FY19FSA
 ELA 57 61 62 72
 3 52 62 65 59
 4 68 63 49 73
 5 51 49 64 74
 LG NA 63 72 68
 SWDs 53 44 40 51

Math 69 62 64 86
 3 64 75 72 82
 4 63 67 51 82
 5 78 40 63 85
 LG NA 52 38 75
 SWDs 68 35 45 70

Science 56 35 53 66
 SWDs 48 12 37 37

The data component that demonstrated the greatest decline from FY22 to FY23 was among our third grade students in ELA and Math. ELA demonstrated to decrease of 10%, while Math proficiency decreased by 11%. The contributing factors to the decline was participation in after-school tutorials, student and teacher absences hands-on learning, and small group instruction. Intervention groups were interrupted due to substitute issues and knowledge of technology all impacted student achievement.

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.

School State
 ELA Achievement 57 54
 3 52 50
 4 68 58
 5 51 54
 Math Achievement 69 58
 3 64 59
 4 63 61
 5 78 55
 Science Achievement 56 51

The data shows the greatest gap occurred among our fifth grade ELA with a proficiency rate of 51%, 3% less than the state. The data also shows that we have outperformed the state in all other academic areas

within grades three through five.

Contributing factors were that 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?

Our data shows:

Fy23 PM# 3 FY22 FSA FY21FSA FY19FSA

ELA 57 61 62 72

3 52 62 65 59

4 68 63 49 73

5 51 49 64 74

LG NA 63 72 68

SWDs 53 44 40 51

Math 69 62 64 86

3 64 75 72 82

4 63 67 51 82

5 78 40 63 85

LG NA 52 38 75

SWDs 68 35 45 70

Science 56 35 53 66

SWDs 48 12 37 37

In fifth grade, our math proficiency increased by 38% when compared to the FY22 school year. We also saw an increase in ELA when comparing the three FAST Windows for FY23 for our ESSA identified subgroups;

ELLs, SWDs, and FRLs. AS shown below:

PM1 PM2 PM3

ELL 9 20 55

SWD 14 32 52

FRL 20 42 59

Contributing factors were standards-based instruction and differentiated instruction. Remediation and reassessing ensures that students are receiving continuous instruction on standards that have not been mastered yet. Also, an afterschool tutorial for students in grades 1-5 supported reading, math and writing instruction; and a before school tutorial for the lowest 25% in math focused on remediation of standards not yet mastered. A new action that took place was the implementation of a summer tutorial program, in which 100 students that would benefit from consistency in instruction throughout the summer were serviced.

Additional resource teachers in reading blocks are integral to our success in English Language Arts. Within the ELA block, standards-based instruction, guided reading, and differentiated instruction takes place in small groups. Resource teachers plan during PLCs with our grade level teachers to ensure that teachers are working together to foster academic growth. Formative assessments are created and

provided to students to assess for understanding, strengths and weaknesses. From this data, we adjust instruction to remediate standards not mastered and accelerate when students show mastery.

At Wynnebrook Elementary School, we focus on student achievement, student learning gains, and overall social/emotional growth. We dedicate time to the following priorities to ensure an equitable and equal opportunity for all of our students by positively influencing:

- A clear and focused path to success
- Development of time management and preparedness
- Increased intrinsic motivation
- Self-Measurement progress
- Increased self-confidence and independence
- Development of resilience in facing challenges

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. When looking at our Early Warning System indicators our two potential areas of concern are:

Options are below (choose two)

- 10% or more Absence
- Suspensions
- Level 1 State Assessments ELA & Math
- Course Failure in ELA & Math
- Reading Deficiency

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

Our primary focus will continue to be implementing standards-based instruction and differentiating instruction by providing small group support. Teachers will use resources and strategies aligned to grade level standards and scaffolds put in place to support students who are not performing at grade level.

Teachers, including resource teachers (ESE, ELL), collaborate weekly and attend PLCs with the grade levels they support to ensure academic success of our students. Within the classroom setting, an additional reading teacher will also be providing reading instruction, which ensures that students will receive on grade level instruction and also instruction at the student's instructional (personalized) level. Literacy support from an early age, such as VPK, will equip our students with the foundational skills to develop their reading abilities.

To increase science proficiency, standards based instruction including fair game standards from third and fourth grade will be progress monitored carefully to ensure that students are demonstrating knowledge from the content being taught, and that remediation and reassessing is provided for students who are not demonstrating understanding of the standards.

An extension of the school day with tutorial programs will service students that would benefit from it the most. Data analyses will drive tutorial lists, and will allow for extra instruction by certified teachers. Students with disabilities will receive instruction from an ESE teacher who also provides services throughout the school day to best meet their needs.

Professional development opportunities will vary according to teacher needs and strengths. Teachers will respond to a survey with professional development requests, and conference style professional development will be provided on PDD days. Also, professional development on guided reading will target ELA teachers and new teachers who support with differentiated instruction, along with standards-based professional development for others. Math professional development will also vary, including vertical

planning sessions, standards-based instruction, math strategies, and differentiated instruction.

Teachers will engage in deep, focused professional development during PLCs on data analysis standards-based instructional practices to accelerate learning in ELA, math, and science, particularly within the ESSA subgroups struggling the most (Students With Disabilities). PLCs for SWD service facilitators will focus on research based-strategies and resources that engage SWD in instruction.

Area of Focus

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

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

If we provide differentiation and remediation to our students with disabilities, then student growth and proficiency will increase. This is aligned with Strategic Theme A, goal 2 which focuses on accelerating student learning with innovative and differentiated approaches. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. 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.

Our Students with Disabilities subgroup according to ESSA was 35%, which is below the threshold of 41%. 48% of students with disabilities were proficient in science in FY23. Math achievement for students with disabilities increased from 35% in FY22 to 68% in FY23. ELA achievement for students with disabilities also increased from 44% in FY22 to 53% in FY23.

Measurable Outcome:

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

By February 2024, PM#2 our SWDs will achieve 48% proficiency in ELA overall and 40% proficiency in Math as demonstrated by FAST progress monitoring 2.

By June 2024 PM#3, our SWDs will increase ELA and math achievement and learning gains demonstrated by FAST PM#3, which will compile to a Federal Points Index above 41%. Our SWDs will achieve 50% proficiency in ELA and 42% proficiency in Math as demonstrated by FAST PM#3.

By February 2024, 80% of our teachers will utilize the Double Down approach to instruction, ensuring that our resources teachers provide remediation and accommodations, while the classroom teacher focuses on grade level standard-based instruction.

By May 2024, 100% of our teachers will utilize the Double Down approach to instruction, ensuring that our resources teachers provide remediation and accommodations, while the classroom teacher focuses on grade level standard-based instruction.

Monitoring:

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

Monitoring is a very important step toward student achievement and school improvement. Data will be analyzed and shared during PLCs that target ELA and Math achievement and learning gains. Subgroup data will also be analyzed to ensure that students with disabilities are making adequate progress. Classroom walkthroughs will ensure that the implementation of standards-based instruction and differentiated instruction is occurring with fidelity.

The monitoring will be supported by key members of the leadership team: Assistant Principals support content and grade levels

Single School Culture Coordinator Reading Coach

Person responsible for monitoring outcome:

Suzanne Berry (suzanne.berry@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.)

- a. ELA and Math teachers will participate and engage in professional development on instructional best practices (Carlene Rejc)
- b. Adaptive technology will provide remediation and enrichment, such as iReady and Imagine Learning (Carlene Rejc)
- c. An afterschool tutorial will take place starting in October so students that need additional support can be serviced (Juan Lizcano)
- d. Differentiated small group instruction within the ELA and Math classrooms focusing on the needs of SWDs. (Suzanne Berry)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- a. As teachers are provided with the strategies and skills necessary to provide best practices for instruction, student growth, and proficiency will increase.
- b. Programs such as iReady, Imagine Learning, and IXL are adaptive to the individual needs of each student.
- c. An afterschool tutorial will provide extended learning opportunities for enrichment and remediation.
- d. If students receive specialized instruction on areas of weaknesses, then student growth will increase. Our students learn best in small groups, and having an additional resource teacher in classrooms maximizes time receiving instruction. Focusing on SWDs will ensure we provide the students with the supports they need during daily instructions and during assessments.

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.

- Conduct a survey with teachers on current strategies being used for differentiated instruction. Plan professional development sessions based on teacher needs.
- b. Provide additional support and coaching when needed.
 - c. Schedule conference-style professional development for PDD days in which teachers can select professional development that is relevant to their needs.
 - c. Provide surveys after PDD sessions to evaluate effectiveness.
 - d. Conduct classroom walkthroughs to observe and provide feedback on differentiated instruction.

Person Responsible: Carly Rejc (carlene.rejc@palmbeachschools.org)

By When: September 2023- May 2024

Adaptive Technology:

- 1-1 student to device ration will allow all students to utilize adaptive technology during the literacy block.
- a. Provide teachers with professional development to ensure appropriate use of adaptive technology.
 - b. Teachers will develop a rotational schedule as needed to ensure all students have access to technology.
 - c. Teachers will analyze student data from adaptive technology use to provide differentiation in small groups.

Person Responsible: Joseph VanderGast (joseph.vandergast@palmbeachschools.org)

By When: August 2023-May 2024

Afterschool Tutorials

Recruit tutorial teachers, target students in need of tutoring, implement tutorial program, and progress monitor tutorial effectiveness.

- a. Analyze student data to determine students for tutorial groups and support necessary.
- b. Choose research-based supplemental materials and resources to use during tutorials.
- c. Recruit content area and resource teachers to provide tutorial.
- d. Provide tutors with training to understand expectations and develop scope and sequence to execute tutorials.

Person Responsible: Joseph VanderGast (joseph.vandergast@palmbeachschools.org)

By When: When does it start, and when does it end?

Small Group Differentiated Instruction:

Discuss instructional strategies during PLCs that address differentiation relevant to the needs of students with disabilities.

- a. Utilize research-based strategies that are proven to be effective with students with disabilities.
- b. Analyze data and group students by instructional levels.
- c. Progress monitor student growth after formative assessments.
- d. Adjust instruction and student groupings based on individual student data.

Person Responsible: Carly Rejc (carlene.rejc@palmbeachschools.org)

By When: Small group instruction will begin within the first two weeks of school. The small group participation is fluid and flexible. Small groups will continue throughout the year.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

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

According to the FY23 school data, 21% of our student population have attended less than 90% of the school year. Furthermore, 24% of our SWDs student population have attended less than 90% of the school year.

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

Measurable Outcome:

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

Our goal is to decrease the number of students not attending at least 90% of the school year by 10% by December 2023 and by another 10% by the end of the year.

Monitoring:

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

Monitoring of attendance, including late drop-offs and early pick-ups by our teachers and the SBT is key to building a positive culture. To address the issue, the school-based team currently meets to discuss truancy

with students and families. When appropriate, attendance contracts are signed and/or a home visit is made.

On a daily basis, One Voice is used to call the homes of students that are absent. In addition, the school will

be using letters to reach out to families to inform them of their student(s)' total absences and the instruction

that they missed as a result of the absence(s).

Person responsible for monitoring outcome:

Suzanne Berry (suzanne.berry@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. Required Instruction Florida State Statute 1003.42 and Policy 2.09
2. Incorporate SwPBS

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. 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.
2. SwPBS is a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people.

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.

Policy 2.09 and Required Instruction Florida State Statute 1003.42

1. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii),
(g) History of the 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. Best practices for inclusive education & citizenship are a focus.

Person Responsible: Suzanne Berry (suzanne.berry@palmbeachschools.org)

By When: August 2023-May2024

SwPBS:

Ensure all students have equitable and equal opportunities to learn in a positive environment. Students and teachers gain full understanding and ownership of the School Code of Conduct; We are Respectful, We are Responsible, We are Peacemakers, and Prepared.

Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics.

Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have.

Tier 3: Intensive, Individualized Prevention (Few)

Person Responsible: Juan Lizcano (juan.lizcanosilva@palmbeachschools.org)

By When: August 2023-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: (choose the ones that align with your school).

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.
8. The District Reading Collaboration team provides professional development to schools based on needs.
9. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
10. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement. (List some if you wish)

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

If we focus on Standards-based instruction to increase overall k-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY23 50% of our incoming third grade students are reading at an on-grade level. iReady also shows that our first grade proficiency is low at 28%.

Kindergarten - 62%
 First - 28%
 Second - 49%

Data also supports a lack of proficiency in foundational skills among our first grade students.

Phonological awareness - 40%
 Phonics - 40%
 High frequency words - 48%
 Vocabulary - 28%
 Comprehension - 27% (Literature text - 25% & Informational text - 27%)

When looking at FY24 FAST PM #1-#3, we see the following percentages are on track

PM1 PM2 PM3
 K: 44% 52% 54%
 1st: 30% 60% 47%
 2nd: 41% 52% 54%

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

If we focus on Standards-based instruction to increase overall 3-5 proficiency school-wide in ELA, then we will increase student proficiency in all students to ensure alignment to the District's Strategic Plan, Theme 1

Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide

corrective feedback aligned to the benchmark and intended learning.

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

FY19 FY22 FY23 PM3

ELA

3 59% 62% 52%

4 73% 63% 68%

5 74% 49% 51%

SWD 51% 44% 53%

Black 72% 65% 63%

Our FAST Data shows the following percentages are level 3 or higher.

PM1 PM2 PM3

3rd : 14% 29% 52%

4th : 30% 47% 68%

5th : 24% 41% 51%

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

Grade K-2

The measurable outcome for 2023 are:

February 2023 May 2023

Kindergarten- 54% on track 59% on track

First Grade - 54% on track 59% on track

Second Grade- 48% on track 53% on track

Grades 3-5 Measurable Outcomes

Grade 3-5

The measurable outcome for 2023 are:

February 2023 May 2023

3rd -54% on track 59% on track

4th - 53% on track 58% on track

5th- 71% on track 76% on track

Monitoring

Monitoring

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

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and

growth monitoring checks, Reading running records, and end of unit assessments from the Benchmark Series.

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

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

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

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Rejc, Carly, carlene.rejc@palmbeachschools.org

Evidence-based Practices/Programs

Description:

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

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

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

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

engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.

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

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

Rationale:

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

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

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the students' need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards. Small groups make it easy for teachers to give students the one-on-one attention they need, to observe their learning in action, and to provide constructive feedback. Students take personalized feedback and use it during whole class instruction and when doing homework, so the result is improved student outcomes.
2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD. It also fosters a positive and inclusive learning culture, where students feel valued, respected, and motivated. By differentiating instruction and assessment, teachers can enhance the quality and effectiveness of your teaching and learning.
3. PLCs allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies. The process will allow teachers to match instructional resources to each students' education need(s). PLCs allow educators opportunities to directly improve teaching and learning. PLCs allow teachers an easy way to share best practices and brainstorm innovative ways to improve learning and drive student

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>1. Develop Literacy Leadership: -Suzanne Berry -Juan Lizcano - Carlene Rejc - Joseph VanderGast Develop a plan to monitor the implementation & ensure compliance with the reading plan Walkthroughs to weekly monitor and support reading instruction & intervention (Look Fors, CAO updates) School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data)</p>	<p>Berry, Suzanne, suzanne.berry@palmbeachschools.org</p>
<p>2. Assessment</p> <p>1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching)</p> <p>a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQs in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment).</p> <p>b. Teachers will analyze student data to determine strengths and weaknesses in content area.</p> <p>c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities</p> <p>d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.</p> <p>e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning and adjust instruction continuously</p>	<p>Rejc, Carly, carlene.rejc@palmbeachschools.org</p>
<p>3. Interventions (Assessment/ Professional learning)</p> <p>1. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.</p> <p>2. Use K-5 Reading intervention with guidelines for schools to determine students' needs</p>	<p>Rejc, Carly, carlene.rejc@palmbeachschools.org</p>
<p>4. Professional Development</p> <p>1. School admin and Literacy Leadership Teams attend training on the operational plan for collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in Core (Tier 1) and to monitor progress of students receiving Supplemental (Tier 2) and Intensive (Tier 3) interventions.</p> <p>2. School leaders share the plan with staff in faculty meetings and PLCs.</p> <p>3. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure the plan is implemented effectively.</p> <p>4. The Regional and Instructional Superintendents monitor the implementation, and the District Reading Collaboration team provides professional development.</p>	<p>Berry, Suzanne, suzanne.berry@palmbeachschools.org</p>

Action Step	Person Responsible for Monitoring
<p>5. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the School-level Reading Plan implementation and monitor progress.</p> <p>6. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.</p> <p>7. The District Reading Collaboration team provides professional development to schools based on needs.</p>	

- 5. Professional Development (Professional Learning/Literacy Coaching)
 - a. Coach, SSCC will create an ongoing PD session that consist of mandatory and voluntary sessions that teachers will attend.
 - b. Coach and SSCC will provide ongoing modeling, pre and post conferences, and in class room support
 - c. ongoing observations from principal and assistant principal with feedback will be provided to teachers.

VanderGast, Joseph,
joseph.vandergast@palmbeachschools.org

- 6. PLC's: (Professional Learning)
 - a. Development of a PLC schedule to include all content area teachers and resource teachers.
 - b. The PLCs sessions will focus on data analysis and effective instruction based on the needs
 - c. Instructional coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
 - d. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.

Lizcano, Juan,
juan.lizcanosilva@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))

NA

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

NA

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

NA