Melaleuca Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Melaleuca Elementary School

5759 GUN CLUB RD, West Palm Beach, FL 33415

https://mele.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 the School District of Palm Beach County is to educate, affirm, and inspire each student in an equity-embedded school system.

Provide the school's vision statement.

Melaleuca Elementary will instill in our school community the requisite social, academic, technological, and critical thinking skills for promoting success in an ever changing global society.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Maupin, Deborah	Principal	The Principal will monitor and work will all staff to ensure that the implementation of the School Improvement Plan and the MTSS process is carried out with fidelity. The Principal monitors the implementation of all strategies and action steps while ensuring that best practices and school district recommended resources and materials are utilized following a continuous improvement process. One of the primary Principal responsibilities is to maintain a vision and culture of high expectations. The Principal leads the faculty and staff in developing and deepening their understanding of the standards, data based decision making, and instructional best practices that will result in students that are college and career ready. In addition, the Principal hires, develops and retains highly qualified staff members while encouraging professional learning and growth. The Principal consistently and proactively addresses issues that affect student learning while identifying priorities that will have the greatest impact on improving instructional practices and learning.
Swiatlowski, Crystal	Assistant Principal	The Assistant Principal supports the Principal in the development of a culture of high expectations, pride, trust and respect. The Assistant Principal monitors the implementation of cultural competence, equity, and access within the instructional practices of our school enter. In addition, the Assistant Principal monitors the implementation of effective instruction in order to ensure that we meet the needs of all students. Through encouraging collaboration and professional growth of teachers, the Assistant Principal reinforces the need for high expectations for students and staff and supports the development of plans to achieve the vision while eliminating barriers. The Assistant Principal analyzes and monitors data and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward school wide goals. In addition to communicating and collaborating with faculty and staff, the Assistant Principal provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.
Morales, Irene	Other	The Single School Culture Coordinator (SSCC) provides teachers with instructional leadership and support for the continuous academic improvement of all students. The SSCC leads, implements and monitors the implementation of the Multi-Tiered System of Supports (MTSS) for behavior/academic intervention and 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; provides modeling and coaching support for effective instructional practices. Finally, the SSCC meets regularly with school/district administration to ensure continual alignment to the District Strategic Plan.

Name	Position Title	Job Duties and Responsibilities
Moreno, Rachel	Other	The ESOL Coordinator serves as the instructional liaison between multicultural department and the school. The primary goal is to ensure ESOL program compliance. The ESOL coordinator conducts and monitors assessment placement procedures for emerging language learners. In addition, the ESOL coordinator model lessons, share best practices, and provide instructional support to teachers; Facilitate presentations to teachers and parents; Conduct school-based professional development as needed; Represent the students serviced within the program at School-Based Team meetings; Comply with State and Federal regulations regarding ELL placement and progress; and attend regular meetings held by the Regional ESOL Instructional Coordinators in order to receive information about best practices in second language acquisition and research-based instructional strategies.
Tucker, Heather	Other	The ESE contact is responsible for coordinating, organizing and facilitating support for students with Individual Education Plans. The ESE contact schedules and facilitates IEP meetings to ensure that the procedures and policies regarding IDEA and Procedural safeguards and followed with fidelity. The ESE contact provides direct support and information to families throughout the IEP process. Finally, the ESE contact collaborates and consults with families and related service providers to ensure that the individual needs of students are being consistently met.
Dos Santos, Gloria	Other	The Dual Language coach modes lessons and provides instructional support to Spanish DL teachers throughout the academic day, as well as be knowledgeable of interventions delivered in Spanish to DL students. They should be current on the latest research in two-way immersion. The DL coach will facilitate presentations to teachers and parents, conduct school-based trainings as needed, and share best practices with all DL classroom teachers. They are to attend monthly District DL coach meetings. In addition, the coach will be representing the students serviced within this program when it comes to educational decisions made at School-Based Team meetings. DL coaches are responsible for completing coaching logs, action plans, and communicating with administration on DL initiatives and requirements

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.

A variety of stakeholders are involved with the development of our school improvement plan. Our Behavior Health Professional, co-located therapist, ESE coordinator, ESOL coordinator, Single School Culture Coordinators, Dual Language Coach and the administrators work together to provide support to families with academically focused workshops and parent trainings.

Our ESOL Coordinator, Dual Language Coach and ESOL School Counselor work in conjunction with the

District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.
A school district officer is present on campus every day for the safety and security of all students and staff. Our school has one point of entry, and utilizes the Raptor system to sign parents and visitors into our facility. The Fortify Florida Application is available on all computers and information about the application is shared with students through assemblies multiple times each year.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and
works along with the school counselors and our co-located therapist. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act .

Our SBHP, counselors, and administration work with families and the District Mckinney-Vento liaison to ensure that the needs of families that are experiencing difficulties are supported. These supports are in addition to the school wide supports available to all students and families.

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

The School Improvement Plan (SIP) is a document represents the continuous improvement that we do at our school. As such, the document is reviewed and updated throughout the school year to ensure that our schools' plan for improvement is captured accurately. We work with all stakeholders to review and analyze data, make decisions, and implement strategies to support the academic achievement of our students.
Our team works towards the following student achievement goals:
? Strategic visioning and planning
? Problem identification and root cause analysis
? Developing action steps towards improvement
? Creating and maintaining a culture of collaboration towards shared decision-making
? Supporting professional learning and improvement

Monitoring is conducted throughout the year by using a variety of different data sources. The Unit Assessments, Iready diagnostics, and FAST Progress Monitoring are all used to monitory the mastery of grade level benchmarks. FAST Progress Monitoring occurs three times each year. The Iready Diagnostic occurs three times each year for students in grades K-4; For 5th graders, Iready diagnostic is completed twice each year. The Unit Assessments occur every 4-5 weeks in the core subject areas.

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

Professional Learning Committees(PLCs), facilitated by our Single School Culture Coordinator, support the monitoring of our Single School Culture (Academics, Behavior and Climate). The PLCs are conducted once every 7 days where teams collaborate to analyze data and student work samples develop standards based instructional strategies. Best practices and student data/work samples are shared and analyzed during administrative leadership team meetings, PLCs, Instructional leadership meetings, Faculty Meetings and School Advisory Council Meetings.
We strategically plan for a variety of monitoring techniques:
? Review of Lesson Plans,

? Data Analysis,
? Classroom walks,
? Student attendance,
? Data Chats,
? Formal Observations,
? Professional Learning Communities attendance/participation,
? Formative/Summative Assessments and Technology.

Teachers follow the scope and sequence that are provided on Blender by the Palm Beach County curriculum department. Following the scope and sequence provides a common timeline and resources to provide quality instruction on the mandated curriculum.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	89%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	28	53	45	33	24	0	0	0	183
One or more suspensions	0	1	3	1	1	2	0	0	0	8
Course failure in English Language Arts (ELA)	0	6	10	19	14	3	0	0	0	52
Course failure in Math	0	5	4	17	10	4	0	0	0	40
Level 1 on statewide ELA assessment	0	0	0	11	33	32	0	0	0	76
Level 1 on statewide Math assessment	0	0	0	9	40	36	0	0	0	85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	6	5	23	41	32	0	0	0	107

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	1	12	0	5	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	52	29	31	21	34	0	0	0	167
One or more suspensions	0	2	1	1	1	9	0	0	0	14
Course failure in ELA	0	5	4	11	4	17	0	0	0	41
Course failure in Math	0	2	3	9	1	14	0	0	0	29
Level 1 on statewide ELA assessment	0	0	0	15	21	41	0	0	0	77
Level 1 on statewide Math assessment	0	0	0	0	4	48	0	0	0	52
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	34	0	60	47	41	58	0	0	0	240
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	5	17	11	42	0	0	0	81

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	16	6	5	0	0	0	29
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	0	52	29	31	21	34	0	0	0	167
One or more suspensions	0	2	1	1	1	9	0	0	0	14
Course failure in ELA	0	5	4	11	4	17	0	0	0	41
Course failure in Math	0	2	3	9	1	14	0	0	0	29
Level 1 on statewide ELA assessment	0	0	0	15	21	41	0	0	0	77
Level 1 on statewide Math assessment	0	0	0	0	4	48	0	0	0	52
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	34	0	60	47	41	58	0	0	0	240
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	0	6	5	17	11	42	0	0	0	81

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	16	6	5	0	0	0	29
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	**District**	**State**	**School**	**District**	**State**	**School**	**District**	**State**
ELA Achievement*	34	53	53	42	59	56	39		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains				59			41		
ELA Lowest 25th Percentile				57			39		
Math Achievement*	35	57	59	42	53	50	35		
Math Learning Gains				57			22		
Math Lowest 25th Percentile				69			14		
Science Achievement*	33	54	54	25	59	59	24		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	57	56	59	53			47		

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	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	193
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No

2021-22 ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	404
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	20	Yes	2	1
ELL	36	Yes	1	
AMI				
ASN				
BLK	38	Yes	1	
HSP	39	Yes	1	
MUL				
PAC				
WHT	47			
FRL	35	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	1	
ELL	48			
AMI				
ASN				
BLK	42			
HSP	53			
MUL				

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%
PAC				
WHT	61			
FRL	50			

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	34			35			33					57
SWD	10			17			22				5	49
ELL	30			31			29				5	57
AMI												
ASN												
BLK	31			31			21				5	67
HSP	34			35			39				5	56
MUL												
PAC												
WHT	44			50							2	
FRL	30			32			29				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	42	59	57	42	57	69	25					53
SWD	17	40	35	19	44	62	11					48
ELL	38	59	59	36	59	70	9					53
AMI												
ASN												
BLK	29	51	47	34	49	50	18					56

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
HSP	44	62	61	42	60	79	23					52
MUL												
PAC												
WHT	65	63		61	56							
FRL	41	59	56	41	57	68	21					54

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	39	41	39	35	22	14	24					47
SWD	15	28	35	15	6	7	3					35
ELL	33	38	50	31	24	22	18					47
AMI												
ASN												
BLK	28	39		26	14		8					45
HSP	39	38	38	36	24	17	25					49
MUL												
PAC												
WHT	71	57		48	14		40					
FRL	37	38	37	33	21	14	21					47

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	32%	56%	-24%	54%	-22%
04	2023 - Spring	37%	58%	-21%	58%	-21%
03	2023 - Spring	28%	48%	-20%	50%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	95%	54%	41%	54%	41%
03	2023 - Spring	35%	57%	-22%	59%	-24%
04	2023 - Spring	24%	52%	-28%	61%	-37%
05	2023 - Spring	26%	56%	-30%	55%	-29%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	30%	51%	-21%	51%	-21%

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.

In 2023, approximately 32% of students were proficient in ELA according to the FAST PM3 Assessment. However, in 2022, the proficiency rate was 39% with 3rd grade performance at 28%, 4th grade 37% and 5th grade 32%. Our ELL subgroups was approximately 20% proficient and our SWD subgroup had the lowest performance at 10% proficient.

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:
FY21 FY22 FY23 PM3
ELA
3 34% 28% 28%
4 42% 43% 38%
5 33% 43% 32%
SWDs 12% 16% 10%

Math
3 31% 44% 35%
4 30% 33% 24%
5 25% 33% 26%
SWDs 12% 18% 16%

Science
5 22% 23% 30%
SWDs 3% 13% 18%

Our lowest performing grade was 3rd grade, in ELA, with a 6% decrease in proficiency from Fy21 to

Fy23. The new FAST testing platform and electronic testing format was new to both our teachers and students. The decrease in proficiency may be due, in part, to a need to better familiarize our teachers with the BEST standards and our students with the testing platform. In addition, our school was being remodeled during the SY23 school year, and we were relocated to a temporary campus. Our absentee rates increased significantly with more than 61% of students having more than 11 days or more absent. The trends we noticed in math also showed declines over time. Especially in 4th and 5th grade. While there was a increase for both 4th and 5th grade from 2021-22, by PM3 in 2023, those increases were no longer present. 4th and 5th grade levels decreased 8% and 7% respectively from 2022.

An analysis of progress monitoring data throughout the school year indicates some overall decreases. Overall, from PM1 to PM3, proficiency dropped from 33% to 32% overall. While not a significant drop overall, some subgroups saw major declines. White males dropped from 71% proficient at PM1 to 56% by PM3; Hispanic females decreased from 38% proficient during PM1 to 31% for PM3. These declines indicate that the instructional rigor may not have increased enough from PM1 to PM3. Our teachers need support in scaffolding and increasing the rigor as the school year continues.

While we had some vacancies that may have also affected the performance of our students, we realize that we made need stronger coaching and instructional supports for new teachers. For our ESE students, we need to carefully analyze the supports and share instructional strategies and scaffolds during our PLCs to ensure students are receiving the needed supports. The shift that we need to make is to focus more or what is being learned, not on what is taught. We will continue to engage in the standards based instructional cycle during our collaborative planning and PLCs with a focus on providing better supports to teachers. We will focus more heavily on analyzing student work samples and reflect on "how do we know students are learning?"

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

The greatest decline from the prior year in both reading and math. From 39% in FY22 to 32% in FY23; In ELA for fourth we saw a 5% decrease (38%); in fifth grade an 11% decline to 32%. In math, the decline was from 40% in FY22 to 34% in FY23. 4th grade decreased to 38%(-9); 5th grade to 26(-7). A major contributing factor to our declines was our inability to offer after school tutorials due to our temporary location. We struggled to find time during the school day to remediate students with major skill gaps. In addition, in 5th grade we had staffing shortages and had an substitute in a classroom for a full year. Add to that our increased issues in student attendance made it difficult to provide effective core instruction and remediate students with significant absences.
In addition teacher knowledge around the standards and the understanding the new tests may have been a factor.

The decline in our SWD subgroup we attribute our need to more closely address the specific needs of those students. We need to ensure that student in this subgroup are scheduled into interventions at the start of the school year. We need to ensure that teachers are aware of the accommodations and modifications required for each student and that those supports are used consistently throughout the school year.

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

When comparing our scores to the state average, 4th grade math had the greatest gap. While the state average for PM3 was 61%, for our school in 4th grade it was only 24%.
For window #3, we see the following data:

ELA Achievement School State

Gr 3 28 56
Gr 4 38 58
Gr 5 32 56

Math Achievement
Gr 3 35 59
Gr 4 24 61
Gr 5 26 55

The data indicates that in all grade levels, our scores were below the state in both reading and math. Our 3rd grade ELA scores is the largest gap, with a difference of 28. The low scores in grades 3 indicate that we have an issue with core instruction in grades K-2. Our K-2 teachers are struggling to teach the foundational knowledge that students need to be successful readers at the higher levels. With approximately 45% of our students being ELL students, many of our new teachers are struggling to teach multilingual students in a manner that supports their English Language Development and ensures that they are gaining the academic vocabulary need to be stronger readers at the higher grade levels. We need to provide teachers with more support and professional development on teaching foundational knowledge (decoding and encoding) to multilingual learners.

Overall, we noticed that our scores are lower than expected across all areas. This indicates that we may have a core instructional issue in all areas. Through analyzing walkthrough data and other qualitative information, we have found that our teachers are struggling in the areas of teacher clarity, direct instruction, and providing more relevant and rigorous instructional experiences for our students.

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

The data component that showed the most improvement was science. We moved from 22% proficient in the previous year to 30% proficient in Fy23. While there is still a great deal of work to day, our data indicates that we are moving in the right direction. We provided and participated in district sponsored PD in science with several of our new science teachers. The teachers were able to identify key instructional focus areas and provide additional supports for our ELL and ESE students. We need to continue to provide direct instruction in content area vocabulary and ensure that concepts are taught to mastery.

In order to increase math achievement across all grade levels, teachers need more support with using the gradual release model of instruction. Specifically in the area of providing opportunities for productive struggle.

In addition, teachers will require professional development in the new BEST standards. We need all teachers to have a clear understanding of the intent and rigor of the standards and be able to monitor whether students are meeting mastery of the new standards. Our PLCs are structured to allow teachers to collaborate, share resources and develop plans for instruction that are engaging, culturally relevant and supportive of all students.In science, we need a renewed school wide focus on science.In addition, we need to provide opportunities for cross grade level planning to ensure that the appropriate vocabulary, skills and understanding of scientific concepts happens at all levels will be crucial. During PLCs, we will focus on analyzing data and developing protocols for reteaching and remediation immediately.We will also provide opportunities for teachers to engage in sharing best practices of small group instruction, balanced literacy, effective ELD strategies and differentiated learning to support SWD. .In addition, a school wide focus on developing multilingual students and teaching for biliteracy. During the school day, we will refocus our efforts on educating students for global competence and ensuring that instruction is rigorous and relevant. Project based learning will provide more relevancy and increase level of engagements across grade levels. The use of tutors throughout the school day and possibly

extended learning opportunities will provide struggling students with remediation and review. Our Global Education committee will collaborate to meet to determine how to successful engage all students.

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

If we address the areas below, we will ensure that our students receive the support needed for growth and academic success.
The major areas of concern are:
1) Students with 11 or more absences. (61%)
2) Office discipline referrals (9%)

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

A large focus for our school will be the implementation of standards based instruction in all content areas. In order to ensure that all students make learning gains we will implement the following:
1) Supporting teachers in utilizing effective instructional strategies, including the gradual release model. In addition, provide PD for teachers in project based learning to help make instruction more relevant and rigorous for our students.
2) Provide push in support in both the math and ELA blocks for ESE, SWD students, and students who struggle academically. Interventions for students will be more focused, targeted and supportive of individual student needs.
3) Provide in school, during the day tutorial opportunities for students who need remediation to close skill gaps in both math and reading. Remediation and Acceleration opportunities will be available to students throughout the school day. Funds have been allocated to provide for academic tutors and additional interventionists to provide additional small group reading support for struggling students.
4) We will focus on k-2 foundational reading skills mastery as a way to improve student readiness for grade 3. Teachers in grades K-2 will engage in professional development and PLCs that focus on understanding the new BEST standards.
5) Renewed focus on SEL strategies and a more comprehensive PBIS system and the integration of global competencies will be continued. Our team will work with teachers, parents, and students to identify rewards and celebrations of academic achievement and attendance. In addition, we will begin developing an advisory/mentor system for tracking and supporting students who are truant. We will continue our work with Participate Learning, to implement project based learning and a globally focused curriculum to support student engagement and developing a culture of high expectations.

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 Benchmark-aligned Instruction

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

If we focus on the standards based instruction to increase the overall proficiency rates in ELA and math, then we will increase student achievement and ensure alignment to the District's Strategic Plan. This area specifically aligns to our District Strategic Plan, Them A-Goal 3, Academic Excellence and growth. We will prioritize delivering the content, skills and concepts that are directly aligned to the benchmark and the intended level of learning. The data indicates a need to focus on core instructional practices that review what is taught, how it is taught, and reflecting on learning to ensure that changes are made to ensures that all learners are making academic growth.
The proficiency levels in reading, across all grade levels were significantly below the state scores, with our 3-5 students scoring at 32% proficient on PM3; notably, our K-2 students scored at 38% proficient on PM3. Our ESSA identified subgroups, SWD, demonstrated a 6 percentage point decrease from 2022, with a 10% proficiency rate. In math, the decline was from 40% in FY22 to 34% in FY23. 4th grade decreased to 38%(-9); 5th grade to 26(-7). While science proficiency increased from 25% to 30% proficiency, the 30% proficiency, the state average if 51%. Therefore, our school performed 21 percentage points below the state average.

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

By January of 2024, we will increase the overall percentage of students at proficiency in grades 3-5 from 32% to 40% on PM2. By May 2024 we will increase proficiency to 45%
By January 2024, we will increase the percentage of students in K-2 at proficiency from 38% to 45% on PM2.By the end of the school year, K-2 proficiency will increase to 50% By the end of the school year, we will increase the percentage of ESE students at proficiency from 10% to 15% on PM3.
By January 2024, we will increase the percentage of students scoring at a level 3 on the science diagnostic to 40%. By the end of the school year, science proficiency will increase to 50%.
By May 2024, the overall percentage of SWD demonstrating proficiency in ELA on PM3 will increase to 14%.

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

Monitoring is a key aspect of the continuous improvement model (Can, Do, Plan, Act) and is important in achieving the desired student learning outcomes. Monitoring provides teachers and administrators with data to use in decision making and planning for the needs of all students. Our strategy is to monitor for implementation and for effectiveness.
We will monitor using the following techniques:
1) Classroom walkthroughs- conducted weekly and data discussed at PLCs.
2) Professional learning communities, review of student work samples, portfolios,etc.
3) Review of weekly common formative assessments, USAs, FSQs, and progress monitoring data.
4) Formal observations and data chats with instructional personnel

Person responsible for monitoring outcome:

Deborah Maupin (deborah.maupin@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) Professional learning communities(PLC) and collaborative planning sessions will ensure that teachers focus on best practices and effective teaching methodologies. Professional development will focus on

teacher clarity, explicit teaching(gradual release model), and collective efficacy of all professionals.
2) Incorporate differentiated, small group instructional practices including the use of trained tutors to provide support to all students based on their needs.
3) Incorporating personalized learning resources such as iready, istation, dreambox, imagine learning, IXL,etc. to ensure that students are able to receive remediation/acceleration in their areas of need.
4) Provide tutorial opportunities both during the school day and after school to support students who are not meeting expectations.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Professional learning communities and collaborative planning provide teachers with the opportunities to collaborate, analyze data, and make important decisions as it relates to student achievement.
2) Utilizing small group instruction, with students grouped based on data, allows teachers to differentiate instruction and meet the needs of students. Teachers use data from USAs, FSQ, common formative assessments, etc. to identify areas of weakness and student strengths.
3) The personalized learning technologies like IXL and Iready, when used with fidelity, provide students with access to material at their level and to meet their specific needs. Using these tools, teachers are able to differentiate more effectively.
4) Students who participate in tutorial programs have demonstrated an increase in student achievement based on our current data. Tutorials provide an opportunity to provide differentiated instruction to our students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Develop a schedule for PLCs that include all instructional personnel.
2. Ensure that PLC sessions focus on data analysis and effective instruction based on the needs of students.
3. Single school culture coordinator, esol coordinator and our Dual Language Coach will implement the coaching cycle to build teacher capacity with teacher clarity, the gradual release model, explicit teaching, scaffolding and differentiated instruction.
4. Professional development opportunities will be provided to support the implementation of research based strategies.
5) Teachers will create small group rotational cycles and small group lesson plans.
6) Teachers collaborate with ESE teachers to ensure that IEP goals are being addressed.

Person Responsible: Irene Morales (irene.morales@palmbeachschools.org)

By When: 1. PLCs will begin the first month of school. Tiered support begins within the first month. 2. Professional development opportunities will be offered biweekly throughout the school year. 3. Small group rotationals will be developed during the first month of school following the administration of PM1 and iready diagnostics. 4. Collaboration with ESE teachers will begin within the first month

Providing instruction utilizing innovative learning approaches to teach the benchmarks will assist in increasing student engagement and learning.
1. Develop a plan for implementation globally focused instruction.
2. Provide professional development for teachers on project based learning and the integration of global competencies into instruction.

3. Ensure the alignment of globally focused themes, competencies and the scope and sequence of the district.

Person Responsible: Deborah Maupin (deborah.maupin@palmbeachschools.org)

By When: By January 2024, teachers will complete professional development on project based learning. Each trimester, review implementation of global education initiative and reflect on its affect on achievement, culture, and engagement.

#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.

If we focus on attendance, suspensions, and positive behavior support systems we will create an environment a student focused culture which aligns with our District strategic tln alignment to the District's Strategic Plan, we need to enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify the specific needs of each student and support positive behaviors. We need to build a sense of community that fosters that sense of belonging, safety and acceptance.

During the 2023 school year, 87% of students had 5 or more absences; 61% of students had 11 or more absences and 47% of students had 15 or more absences. In addition, the percent of office discipline referrals was 9.7%, with out of school suspensions at 4%. 64% of female students with disabilities had 11 or more absences. 68% of male students with disabilities had 11 or more absences. Male students with disabilities made up 12.5% of our office discipline referrals and 3.6% of suspensions.

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

By the end of December 2023, we will decrease the percentage of Out of school suspensions and office discipline referrals 10%. By May 2024, we will decrease the percentage of Out of school suspensions and office discipline referrals by another 10%.
By the end of December 2023, we will decrease the percentage of students with 11 or more absences of 61% to 30%; By the end of the school year, we will decrease the percentage of students with 11 or more absences by another 10%.
By the end of December 2023, we will decrease the percentage of Students with Disabilities with 11 or more absences by 15%; By the end of the school year, we will decrease by another 15%;
By the end of December 2023, we will decrease the percentage of Students with Disabilities ODRs and suspencsions by 10%; By the end of the school year, we will decrease by another 10%;

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

Classroom observation
scheduled analysis of attendance data
scheduled analysis of discipline data
Monitoring of academic achievement using iready, PM assessments, FSQs and USAs.
Monitoring the participation in House Challenges and House points monthly.

Person responsible for monitoring outcome:

Crystal Swiatlowski (crystal.swiatlowski@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. Schoolwide discipline plan
2. Schoolwide attendance plan
3. CHAMPS and SwPBS
4. Parental involvement
5. Implementation of advisory/mentorship program
6. Required instruction in Florida State Statute 1003.42 and Policy 2.09

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

A systemic approach to discipline improves the learning outcomes for all students. By building a community in which students are able to develop relationships, clearly understand the expectation, students will experience greater academic success. The goal is to routinely teach the expected behaviors to all students.

A systemic approach to addressing truancy and student absences will ensure that students are present for instruction. Students must be present in order to receive instruction and avoid having skill gaps that hinder learning at high levels. CHAMPs and SwPBS are supports that aim to improve the school culture and strengthen student engagement in the learning process. Required Instruction 1003.42 and Policy 2.09 includes 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide professional development for all staff members in developing relationships, understanding CHAMPS and SwPBS.
2. Ensure school has expectations posted in all classrooms.
3. Provide instruction to students via our morning announcements in our specific global competencies (SLL competencies).
4. Monitor student attendance weekly and assign mentors/advisors to students with a history of attendance issues.

Person Responsible: Crystal Swiatlowski (crystal.swiatlowski@palmbeachschools.org)

By When: PD will be provided to teachers regarding CHAMPS and SwPBS during preschool.

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 Character-development program 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.
Our school highlights multicultural diversity within the curriculum and the arts.

Person Responsible: Deborah Maupin (deborah.maupin@palmbeachschools.org)

By When: Continuously throughout the school year we will provide the required instruction. By the end of the first month of school, a plan will be developed addressing the required instruction.

Ensure SwPBS implementation
1) Monthly "house" assemblies to review expectations, reward positive behaviors, celebrate successes and motivate students.
2) Global Leader awards provided weekly to students.
3) Trimester awards assemblies and celebrations of academic achievements.

Person Responsible: Crystal Swiatlowski (crystal.swiatlowski@palmbeachschools.org)

By When: A plan for SwPBs and character education Implementation will be developed in the first month of school. Monitoring of implementation by trimester.

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

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.
Resources and allocations are focused on:
1) Resource teachers (ESOL, ESE and tutors) support during small group.
2) Professional Learning community(PLC)/Professional development will ensure effective collaboration and common focus on best practices.
3) Multitiered System of Supports (MTSS) framework ensure differentiated, strategic instruction for students including the resources, time and intensity required for achievement.
4) Curriculum Resources: Curriculum resources to enhance ELA, Science, Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support Skills for Life and learning and the Skills for Life and Learning (SLL) Resource Center will be used to promote character education.
5) We maintain partnerships with multiple community and business partners. Our work with our community partnerships provide additional high quality resources and experiences for students and families that focus on academic achievement, health and wellness, and enrichment of students. We maintain partnerships with TEAMWORK, USA, and The Pew Educational Foundation.

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 in order to increase reading proficiency in grades K-2, then we will increase student proficiency in 3rd grade. This aligns to our District's Strategic Plan, Theme 1, Academic Excellence and Growth. Our instructional priority is to provide strong, standards based foundational skills instruction and ensure clear, focused core instruction.

Our data indicates that our students are not entering third grade prepared for the rigors of the benchmarks and the state assessment. According to iready, 41% of incoming third were reading on grade level. However, PM3 data indicates that 31% of those same students were proficient on the STAR Reading assessment.
Taking a closer look at the domain scores on iready, we noticed that 71% of students were proficient in phonological awareness, 46% in Phonics, and 62% in high frequency words. The lowest area was vocabulary, with only 34% of students demonstrating proficiency in that area. The lack of proficiency skills is evident in the comprehension scores, with only 25% of students proficient in informational text and 34% of students in literature.

For FAST PM "On Track Data" we noticed the following:

PM1 PM2 PM3
K 47 59 57
1 51 50 26
2 15 10 13

The data indicates increasingly low scores in grades 1-2 and decreasing scores throughout the school year.

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

If we focus on standards-based instruction to increase overall 3-5 proficiency in ELA, then we will increase student proficiency and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to ensure clear, focused core instruction and provide differentiated, focused interventions for all students.

The data below demonstrates the achievement levels of our tested grade levels and our ESSA identified subgroup.

FY21 FY22 FY23 PM3
ELA
3 34% 28% 28%
4 42% 43% 38%
5 33% 43% 32%
SWDs 12% 16% 10%

The percent on track during each FAST Assessment

PM1 PM2 PM3
3 30 32 28
4 32 34 37
5 33 36 32

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:

By January 2024 May 2024

Kindergarten - 50% on track 55% on track
First Grade - 50% on track 55% on track
Second grade -41% on track 45% on track

Grades 3-5 Measurable Outcomes

The measurable outcomes for 2024 are:

January 2024 May 2024
3rd 35% proficient 40% proficient
4th 31%proficient 40% proficient
5th 41% proficient 45% 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 for continuous improvement is an extremely important part of the school improvement process. Monitoring will occur through grade level PLCs. During PLCs data (iready, PM, FSQ, etc) will be reviewed and analyzed. The FSQs and USAs will be used to track growth within the standards. We will also review lesson plan, classroom walkthrough, attendance and various other data sources to continually assess student progress.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Maupin, Deborah, deborah.maupin@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) Professional Development for teachers and support staff relative to the BEST standards. In addition, PD will focus on teacher clarity and strengthening instructional delivery for all teachers.
2) Professional Learning Communities /PLCs that allow teachers to collaborate and develop lesson plans that focus on best practices.
3) Small group instruction: Teachers and support staff will organize, plan for and provide differentiated instruction to students in small groups.

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) Providing teachers with ongoing professional develop will continue to provide them with up to date evidence based instructional strategies to support instruction. Professional develop will target the key areas of instructional focus nd provide teachers with the professional growth opportunities needed to help reach our student achievement goals.
2) PLCs provide an opportunity for teachers to collaborate, analyze data, and make instructional decisions to support academic achievement. The process support teachers as they match instructional resources to meet the needs of individual students. PLCs also allow for the sharing of best practices and help teachers gain a better understanding of "ways" to instruct students to ensure learning.
3) Incorporating small group, differentiated instruction allows teachers to focus on specific areas of weakness for each student. The weekly assessments are used to support and demonstrate growth

within the standards. The small groups provide an opportunity for teachers to differentiate, provide corrective feedback, and personalize the learning experience for students.

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
1. Provide ongoing professional develop and support through PLCs and professional development. Our literacy leadership team will collaborate with our professional development team to identify the PD and supports needed by our teachers. The literacy leadership team to support and guide literacy instruction on our campus. Our team consists of the following; a) Deborah Maupin, Principal b) Irene Morales, SSCC c) Sharmaree Centorani, media specialist d) Calmin Henley Rivera, lead teacher (fine arts) The reading plan will be monitored through weekly walkthroughs, PLCs. Data will analyzed and shared through PLCs with a continual focus on improving instruction.	Maupin, Deborah, deborah.maupin@palmbeachschools.org
Professional Learning Provide ongoing support and coaching to all teachers as it relates to literacy. Teachers wills be tiered and support provided based on individual teacher need. Our SSCC will provide modeling and coaching support. In addition, we will seek out professional development and coaching support specifically for our ESOL teachers as we focus on the development of literacy skills for our multilingual learners. Literacy coaching a) SSCC will provide ongoing modeling, pre and post conferences and in class support b) Ongoing observations from principal and assistant principal with feedback will be provided to teachers	Morales, Irene, irene.morales@palmbeachschools.org
Ensure that assessments will be used to analyze instructional effectiveness and identify next steps a) Teachers will analyze student data to determine strengths and weakness and develop small groups b) Students will be assessed using FAST K-2 STAR, FAST 3-5, Benchmark FSQs and Unit assessments. Teachers will follow the district assessment schedule of ongoing formative assessments to track student learning.	Swiatlowski, Crystal , crystal.powers@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