Clifford O Taylor/Kirklane Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Clifford O Taylor/Kirklane Elementary

4200 PURDY LN, Palm Springs, FL 33461

https://cotk.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.

The School District of Palm Beach County is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish.

The School District of Palm Beach County will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.

A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued, and their physical, emotional, academic, and social needs are met.

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
Mastrapa, Orlando	Principal	The principal will monitor and work with all staff listed to ensure implementation of state approved standards-based curriculum and following legislation as it pertains to multi-tiered systems of support for students demonstrating a significant deficiency in Reading and/or Math. The Principal oversees the development and execution of complex programming such as specialized Exceptional Student Education units and Dual Language Immersion programs benefitting diverse student subgroups. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement processes at the school. The Principal will guide and facilitate instruction with the use of best practices, high-yield instructional strategies, and school district recommended resources and materials. It is the Principal's responsibility to build staff capacity and ensure a culture of academic achievement by deepening the understanding, intent, and scope of state learning standards while engaging faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the Principal hires and retains highly qualified employees, uses data to inform decision making process, guiden instructional decision-making, engage staff in professional development, increase academic performance, and ensure student learning. The Principal quickly and proactively addresses problems of practice and instruction that negatively impact student learning. The Principal must proactively reflect on competing priorities and focus attention on those that leverage the greatest improvement in academic achievement and student success.
Schutt, Ashley	Assistant Principal	The Assistant Principal will support the vision and mission of the school by providing opportunities for professional learning, collaboration, and facilitates the professional learning processes associated with content, instruction, and pedagogical content knowledge. The Assistant Principal demonstrates a commitment to student achievement via active progress monitoring, analysis of school-based systems, and actions that prioritize student success for each student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning, supports the Principal in building and affirming a positive and professional school culture, and monitors the implementation of academic practices. The Assistant Principal supports initiatives centered on sociocultural competence, equity, and access within the instructional practices at the school center while actively monitoring and providing feedback to staff through informal and formal observation cycles.
George, Jennifer	Assistant Principal	The Assistant Principal will support the vision and mission of the school by providing opportunities for professional learning, collaboration, and facilitates the professional learning processes associated with content, instruction, and pedagogical content knowledge. The Assistant Principal demonstrates a commitment to student achievement via active progress monitoring, analysis of school-based systems, and actions that prioritize student success for each student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning, supports the

Name	Position Title	Job Duties and Responsibilities
		Principal in building and affirming a positive and professional school culture, and monitors the implementation of academic practices. The Assistant Principal supports initiatives centered on sociocultural competence, equity, and access within the instructional practices at the school center while actively monitoring and providing feedback to staff through informal and formal observation cycles.
Shea, Kristen	ELL Compliance Specialist	The ESOL contact assists school staff with ensuring ESOL program is in compliance with local and state regulations. The staff member works to assist ESOL resource teachers in implementing school-based ESOL services, collaborates with community agencies and organizations in assisting families to access available resources, and monitors implementation of student English Language Learner Plans. The staff member monitors and conducts Language proficiency assessments to determine placement and conducts demonstration lessons for ESOL and support teachers in alignment with instructional strategies that benefit ELL students. The staff member is responsible for coordinating and maintaining accurate records related to a students ELL plan and is responsible for collecting, reviewing, and analyzing student data in order to shift resource allocations to best meet students' needs.
Shaw, Rocio	Teacher, ESE	The ESE contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE services and related services for students with disabilities. The staff member coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. The staff member collaborates with key stakeholders to provide suggested strategies and accommodations to best meet the individual needs of students and assists in the progress monitoring required for maintaining accurate data for the purposes of initializing and revising IEP's. The staff member follows state and federal laws related to IDEA Procedural Safeguards, FERPA, and LRE while establishing and maintaining working relationships with all stakeholders including students, parents, teachers, counselors, therapists, psychologists, agencies, and related service providers.
Dalton, Kenlynn	Instructional Coach	The literacy coach assist with the coordination and implementation of district approved English/Language Arts (ELA) curriculum, which follows and adheres to state standards. The instructional coach utilizes the coaching model with teachers at the school site ensuring that students are receiving instruction that meets their needs and is efficacious. The Literacy Coach maintains high levels of professional development and personal growth allowing them to provide site based professional development to staff that is aligned to the needs of students based upon student assessment data as well as instructional observations. The instructional coach supports with progress monitoring and action planning as it relates to student data. The literacy coach is an active member of the Professional Learning Communities that take place on campus, leads literacy initiatives, and supports initiatives that enhance teacher capacity and ability to integrate high yield instructional

Name	Position Title	Job Duties and Responsibilities
		strategies for all students. An authority on standards based instruction and the intervention process, the instructional coach engages in standards-based action planning, implementation of the RtI process.
Bauer, Misty	Instructional Coach	The literacy coach assist with the coordination and implementation of district approved English/Language Arts (ELA) curriculum, which follows and adheres to state standards. The instructional coach utilizes the coaching model with teachers at the school site ensuring that students are receiving instruction that meets their needs and is efficacious. The Literacy Coach maintains high levels of professional development and personal growth allowing them to provide site based professional development to staff that is aligned to the needs of students based upon student assessment data as well as instructional observations. The instructional coach supports with progress monitoring and action planning as it relates to student data. The literacy coach is an active member of the Professional Learning Communities that take place on campus, leads literacy initiatives, and supports initiatives that enhance teacher capacity and ability to integrate high yield instructional strategies for all students. An authority on standards based instruction and the intervention process, the instructional coach engages in standards-based action planning, implementation of the RtI process.
Avellana, Raquel	Teacher, K-12	The staff member supports and monitors the Response to Intervention process using an approved Reading Intervention Manual to identify students with significant academic deficiencies based on a robust data collection and analysis process. The staff member coordinate systems of support for students in need of interventions, facilitates team action planning to provide approved research-based support systems for students, and ensures that the data collection and progress monitoring processes are implemented with fidelity. The staff member monitors student progress for students receiving supplemental and intensive research-based interventions and supports teachers with the process of identifying skill deficits, appropriate interventions, selecting aligned progress monitoring assessments, and then graphing the student's response to intervention to support the process of determining a positive or poor response to intervention.
Talavera, Mercedes	Teacher, K-12	The dual language teacher monitors the overall implementation of the dual language immersion program on campus. The dual language teacher engages with experts in the field of language acquisition and shares information with dual language teachers on campus to ensure the goals of dual language (bilingualism and biliteracy, high academic achievement, and sociocultural competence) are observable across classrooms. Using methodology aligned with language acquisition theory, dual language immersion programming research, and biliteracy standards, the staff member engages in professional learning facilitation for colleagues in the program and supports the planning process for biliteracy and overall academic achievement in alignment with the state standards.

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 leadership team engaged in robust conversations on the topic of previous year academic achievement based on student scores on the state progress monitoring assessments. The data conversation provided opportunities for staff to identify strengths, opportunities for growth, problems of practice, and academic subgroups that did not perform as well as anticipated or required. The leadership team provided input to the goal setting process and identification of areas of focus required for the school improvement plan.

Teachers were provided opportunities to engage in dialogue surrounding areas of focus and school goals for student academic achievement after being presented with data collected from previous year state progress monitoring assessments. Working in teams, teachers were able to collaborate and provide input to the school improvement process. Additionally, our ESOL Coordinator and ESE Contact work in conjunction with the school district's multicultural department to ensure fidelity of implementation of programs and services designed to improve academic outcomes for all learners. This level of collaboration is also evident in the work of our school counselors as they partner with families identified as receiving services through the McKinney-Vento program. These essential staff members support families in connecting with outside resources and agencies to support students.

The school leveraged various stakeholders with strong background in student mental health, behavior, and safety such as the school-based Mental Health professional, School Counselors, School Police Officer, and co-located licensed therapist. The school maintains a high level of compliance with key safety components in place such as a Behavioral and Mental Health Professional and School Police Officer on campus daily, various systems of support for students and families to report safety concerns (FortifyFL, Bully Hotline, etc...). The school implements key safety features such as the Raptor Background Check system for all visitors to campus, a staff and student ID badge system, as well as the Centegix Crisis Alert system providing all staff members with the capability to immediately notify key stakeholders of a crisis or emergency situation on campus. In addition to these safety features, staff receive training in Youth Mental Health First Aid, mandatory reporting procedures for suspected neglect or abuse, and the school maintains a compliant threat assessment and suicide risk assessment team.

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 focal point of the efforts of continuous improvement by all stakeholders and supports the alignment of the efforts by staff members of our school. Progress towards goals outlined in the SIP are closely monitored throughout the school year by individually identified staff members on the school-based leadership team. The leadership team works collaboratively to analyze current student data throughout the year and ensures that any necessary shifts in resource allocations are made in alignment with the SIP's goals. Decision making at the school level is based on student data and our team works towards achieving the goals outlined in the SIP by engaging in the following actions: Strategic vision and action planning; problem of practice identification and root cause analysis; action planning outlining specific steps and opportunities for improvement; creating and maintaining a culture of collaboration and shared decision-making; Supporting professional development towards learning and

school improvement.

Mastery of grade level standards will be monitored through various district summative assessments as well as teacher progress monitoring through informal/ formative assessments. These assessments include state progress monitoring assessments, iReady diagnostic and instruction data, district standards-based unit assessments, progress monitoring tools for students receiving interventions through the RtI process as well as additional supplemental education programs (Age of Learning K-2; Generation Genius; Reflex Math; Frax...etc).

Students enrolled in coursework utilizing the state approved alternate standards (ACCESS) will be provided instruction on their appropriate level in alignment with the ACCESS standards. The student's progress will be analyzed in identifying their progress towards their IEP goals. Additionally, students will participate in the Florida Standards Alternate Assessment (FSAA) once annually providing the school with critical information on the student's ability and academic growth.

Students identified as English Language Learners will be administered the WIDA Access assessment which is language proficiency assessment providing the school with feedback about the student's linguistic proficiency in various domains (listening, speaking, reading, and writing). This data is used to categorize the student's linguistic ability and provides critical information and feedback to instructional staff regarding what the student is expected to be able to do ("Can do...") based on their language proficiency.

Using the various data sources outlined above, all staff engage in cycles of Professional Learning Communities and Common Planning which supports the Florida Continuous Improvement Model (FCIM) and student achievement. Teachers leverage various data points to guide instructional decision making and instructional programming decisions to create learning pathways that meet the individual or small group needs of students. The goal is mastery and proficiency of applicable grade level standards. These meetings include opportunities for shared decision-making and collaborative planning among and beyond grade level teachers, resource teachers, interventionists, academic coaches, and school site administrators with the common theme of improving student outcomes.

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	93%
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) Asian Students (ASN) 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: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	84	76	63	61	44	43	0	0	0	371
One or more suspensions	4	2	12	10	5	5	0	0	0	38
Course failure in English Language Arts (ELA)	104	145	128	165	116	104	0	0	0	762
Course failure in Math	64	131	96	173	45	91	0	0	0	600
Level 1 on statewide ELA assessment	0	0	0	120	71	71	0	0	0	262
Level 1 on statewide Math assessment	0	0	0	113	64	84	0	0	0	261
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	45	81	112	106	70	0	0	0	414

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	83	128	109	176	100	115	0	0	0	711

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	42	0	0	0	0	0	42
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	22	35	21	32	19	29	0	0	0	158
One or more suspensions	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	18	112	132	69	111	92	0	0	0	534
Course failure in Math	0	21	102	58	112	126	0	0	0	419
Level 1 on statewide ELA assessment	0	0	0	47	34	36	0	0	0	117
Level 1 on statewide Math assessment	0	0	0	51	45	53	0	0	0	149
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	58	42	85	31	52	0	0	0	268

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	67	92	51	119	109	0	0	0	438

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	2	26	2	33	0	0	0	64
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	22	35	21	32	19	29	0	0	0	158
One or more suspensions	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	18	112	132	69	111	92	0	0	0	534
Course failure in Math	0	21	102	58	112	126	0	0	0	419
Level 1 on statewide ELA assessment	0	0	0	47	34	36	0	0	0	117
Level 1 on statewide Math assessment	0	0	0	51	45	53	0	0	0	149
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	58	42	85	31	52	0	0	0	268

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	67	92	51	119	109	0	0	0	438

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
				Grade Level						
Retained Students: Current Year	0	1	2	26	2	33	0	0	0	64
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*	35	53	53	41	59	56	36		
ELA Learning Gains				61			47		
ELA Lowest 25th Percentile				51			49		
Math Achievement*	35	57	59	39	53	50	27		
Math Learning Gains				61			26		
Math Lowest 25th Percentile				65			31		
Science Achievement*	40	54	54	33	59	59	36		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	62	56	59	64			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	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	198
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	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
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	30	Yes	4	1
ELL	33	Yes	1	
AMI				
ASN				
BLK	33	Yes	2	
HSP	39	Yes	1	
MUL				
PAC				
WHT	44			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	38	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	38	Yes	3	
ELL	49			
AMI				
ASN	50			
BLK	39	Yes	1	
HSP	53			
MUL				
PAC				
WHT	65			
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	35			35			40					62
SWD	25			29			13				5	61
ELL	23			31			30				5	62
AMI												
ASN												
BLK	32			32			20				5	50
HSP	33			34			40				5	64
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	50			45							4	46
FRL	33			33			34				5	62

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	41	61	51	39	61	65	33					64
SWD	22	52	50	25	42	46	10					57
ELL	33	55	49	34	59	65	31					64
AMI												
ASN	50			50								
BLK	35	63	40	22	42	27	15					69
HSP	40	60	53	39	64	69	32					64
MUL												
PAC												
WHT	62	78		59	67		80					45
FRL	40	60	52	38	61	64	33					65

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	36	47	49	27	26	31	36					47
SWD	16	33	38	17	33	40	33					31
ELL	30	46	51	24	26	31	33					47
AMI												
ASN	71			50								
BLK	22	36		23	16		23					33
HSP	35	46	46	26	25	33	34					47
MUL												
PAC												
WHT	71			46								
FRL	35	47	51	26	23	30	34					46

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	40%	56%	-16%	54%	-14%
04	2023 - Spring	39%	58%	-19%	58%	-19%
03	2023 - Spring	21%	48%	-27%	50%	-29%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	89%	54%	35%	54%	35%
03	2023 - Spring	34%	57%	-23%	59%	-25%
04	2023 - Spring	35%	52%	-17%	61%	-26%
05	2023 - Spring	23%	56%	-33%	55%	-32%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	51%	-16%	51%	-16%

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.

Based on a thorough review of data, the component that has consistently shown the lowest levels of performance over the previous 4 school years directly correlate to overall achievement of students with disabilities across ELA, mathematics, and science assessments. The most concerning of which being ELA due to the nature of its far reaching impact and correlations to achievement in other content areas as well as statistical significance related to secondary and post-secondary success.

When reviewing contributing factors the this specific area of concern, there were several factors that arose as opportunities for improvement. Student grouping lacked strategy and did not lend itself well to

promote inclusion services provided by resource teachers. Student grouping in homeroom classes and schedules were designed based on the student's disability and not on the student's ability, present levels, or skill deficits. These student grouping processes also created conflict in the master scheduling processes whereby students were consistently receiving only the necessary amount of support as per their state IEP.

Teachers responsible for direct instruction of students identified as needing to be scheduled into specialized units were not provided adequate opportunities to engage in grade level PLC's or Common Planning cycles, opting instead to plan as a team of teachers of specialized units. This inhibited the teacher's full understanding or the scope and intent of the learning standards. Further, teachers were not provided the same opportunities as their other grade level counterparts to interact with, analyze, monitor, and action plan based on student data. The shift for many students suddenly accessing standards based curriculum instead of ACCESS points curriculum necessitated a shift in approach to planning and instruction that would best be facilitated during PLC cycles that were not consistently attended.

In addition to students with disabilities not consistently receiving the maximum level of student services to exceed the requirements of the IEP, students were often seen in individual or very small groups with a focus aligned more to their IEP goals and less to the standards-based curriculum that students were struggling with. This narrowed the scope of instruction and inhibited students from receiving the full benefits of the modifications to the grade level standards-based curriculum that student data demonstrated students struggled with. These data points are seen across multiple content areas with student data consistently in the 20-30% overall proficiency scores from 2018-2022.

School data generally points to ELA scores not improving significantly, including a 7 point decline in overall ELA scores from SY2022 to SY2023 (38.5% to 31.5%) and a decrease of over 10 points in third grade ELA scores as well (32.8% to 21%). Although iReady diagnostic data demonstrated growth, it was not indicative of significant levels of growth in grades 3 through 5 with only 36.3% of students meeting end of year ELA proficiency requirements which was only slightly up from the average of 20% of students meeting requirements at the beginning of the school year.

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

School data generally points to ELA scores not improving significantly, including a 7 point decline in overall ELA scores from SY2022 to SY2023 (38.5% to 31.5%) and a decrease of over 10 points in third grade ELA scores as well (32.8% to 21%). Although iReady diagnostic data demonstrated growth, it was not indicative of significant levels of growth in grades 3 through 5 with only 36.3% of students meeting end of year ELA proficiency requirements which was only slightly up from the average of 20% of students meeting requirements at the beginning of the school year.

A considerably noticeable decline was noted in third grade overall achievement on the ELA state test with a decrease of over 10 points from SY2022 to SY2023. Generally, ELA scores in grades 3-5 did not demonstrate adequate levels of student proficiency or academic performance. Although post-pandemic learning loss may have played a role in our overall academic data for ELA in grades 3-5 and specifically in grade 3, other students in other schools were able to overcome those challenges.

It is possible that teachers lacked professional development on state literacy standards after recently having shifted from LAFS to BEST standards. Subsequently, teachers were implementing a new literacy curriculum that was state approved through the district adoption process. It is possible that teachers lacked the opportunities to engage in professional development to support their understanding of curriculum integration and implementation. Additionally, as mentioned previously, student schedules and opportunities for students to receive supplemental education services were limited, hampered by student groupings or scheduling, and inconsistent. Further, PLC cycles were not as inclusive of all stakeholders,

specifically teachers of students in specialized units accessing standards-based curriculum, as they likely could have been. Additionally, teachers my not have had enough opportunities to adequately inform themselves of the new progress monitoring testing platform or test design. All of the aforementioned factors likely played a role, in different degrees, to the sharp decline in student achievement in ELA specifically impacting students with disabilities but also majority of students in grades 3-5.

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.

A considerably noticeable decline was noted in third grade overall achievement on the ELA state test with a decrease of over 10 points from SY2022 to SY2023. Generally, ELA scores in grades 3-5 did not demonstrate adequate levels of student proficiency or academic performance. Although post-pandemic learning loss may have played a role in our overall academic data for ELA in grades 3-5 and specifically in grade 3, other students in other schools were able to overcome those challenges.

When compared to the state testing averages, both ELA and Mathematics content areas underperformed significantly as it relates to the percentage of students scoring a level 3 or above. In mathematics, overall proficiency on the third progress monitoring assessment was approximately 26% less on average across all three grade levels than the state averages.

Mathematics overall achievement also trended lower than the state across grades 3-5 with 4th grade being the most statistically significant. 5th graders in our school underperformed the state by a total of 26% (State = 61%; School = 35%). Although overall, grades 3-5 performed on average 20% or more lower than the state in the mathematics content area, it is evident that students in grade 4 were the most statistically significant data point. A factor that contributes to this score and this trend in scores in general is the student's ability or inability to access the advanced mathematics coursework program track. It is likely that students that took the 4th grade math test were students that did not score proficiently coming out of third grade thus necessitating a different approach to instruction. Teachers may not have been aware or informed enough of prerequisite skills required for 4th graders that created opportunity gaps related to their academic achievement that the data shows they were unable to overcome.

Additionally, a positive gap existed in overall student achievement for students testing the grade 6 mathematics test whereby the school data outperformed the state data by 45 percentage points (54% compared to 89%). The students accessing the above grade level test were provided opportunities to engage in enrichment and advanced level coursework in mathematics beginning in the third grade. Students accessing this coursework outperformed peers at the state and district level. The access to enrichment and advanced level coursework played a significant role in improving this specific outcome.

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

Science scores for students in grade 5 increased 3% points from FY22 to FY23. Students engaged in instruction that was more focused on essential vocabulary that was critical to their understanding of science content. Teachers were provided opportunities to engage in standards-based planning and customization of curriculum to align with state science standards. Additionally, teachers embedded vocabulary activities that met the complex linguistic needs of dual language and English Language Learners. Generally, students excelled in physical science and life science more so than nature of science and earth/space science.

Additionally, a positive gap existed in overall student achievement for students testing the grade 6 mathematics test whereby the school data outperformed the state data by 45 percentage points (54% compared to 89%). The students accessing the above grade level test were provided opportunities to engage in enrichment and advanced level coursework in mathematics beginning in the third grade.

Students accessing this coursework outperformed peers at the state and district level. The access to enrichment and advanced level coursework played a significant role in improving this specific outcome.

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

The two most significant areas of concern based on the Early Warning Systems from Part I were student attendance and course failures in ELA. Approximately one third to one half of students had an excess of 10% absences of school days. This level of absenteeism has a significant impact on student achievement and student's ability to feel connected to their school from a socioemotional point of view. The number of students identified as having a course failure in English/Language Arts far exceeded 50% of the total number of students enrolled in each grade level. In some cases, such as first and third grade specifically, the number exceeded 75% of students enrolled categorizes as having a course failure in ELA. This level of underperformance has long term implications on the level of intervention students will need to close the achievement gap in ELA as well as the level of literacy rates the student can anticipate in grades 3-5 based on student test scores on state progress monitoring assessments. Students need to attend school regularly, feel valued as the most important member of the school community, and receive high quality literacy instruction and access to high quality, standards-based curriculum resources that improve student outcomes specifically in ELA.
In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

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

1. improving academic outcomes for all learners in the English Language Arts content area with a specific emphasis on the proficiency of students with disabilities.

2. Improving academic outcomes of students not accessing advanced level mathematics coursework in grades 3-5 including opportunities for students to engage in prerequisite skills that bridges the academic gap to grade level standards.

3. improve the quality of literacy instruction in grades K-2 to significantly impact reading scores in grades 3-5 on a long-term basis.

4. Improve student attendance and reduce the levels of student absenteeism to below 25% of students in each grade level missing 10% or more of school days.

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

#1. Positive Culture and Environment specifically relating to Outcomes for Multiple Subgroups

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.

The area of focus for our school related to culture and school environment would be to focus on student attendance and discipline data. Our goal would be to increase instructional time on task and opportunities to provide direction instruction and reduce the overall level of course failures in K-2 in ELA for all students, especially students with disabilities and black/African American students.

The two most significant areas of concern based on the Early Warning Systems from the data analysis/ reflection section were student attendance and course failures in ELA. Approximately one third to one half of students had an excess of 10% absences of school days. This level of absenteeism has a significant impact on student achievement and student's ability to feel connected to their school from a socioemotional point of view. Students need to attend school regularly, feel valued as the most important member of the school community, and receive high quality literacy instruction and access to high quality, standards-based curriculum resources that improve student outcomes specifically in ELA.

Impacting student attendance as well is student discipline, specifically out of school suspensions. Data indicates that over 50% of students had 11 or more absences. 38% of black students and 16% of SWD's had 11 or more absences. Discipline data indicates that black students made up 29% of OSS while SWD made 31.7% of OSS for the 2023 school year.

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

Overall percentage of students missing 11 or more school days will be reduced to 40% or lower with black students reduced to below 30% and SWD's below 10% respectively.

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

Monitoring will be conducted weekly by pulling of attendance data.

Person responsible for monitoring outcome:

Jennifer George (jennifer.george@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 Attendance Plan
2. SWPBS
3. Required Instruction Florida State Statute 1003.42 and Policy 2.09
4.Parent Involvement

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

1.Schoolwide Attendance Plan: Attendance is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school.
2.SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time.
3.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.
4. Parent Involvement in schools improves student attendance, social skills, and behavior.

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.

Attendance Plan Action Steps:
a. Designate team members to serve on Attendance committee
b. Incorporate attendance as a theme for cafeteria assemblies where expectations are reviewed
c. Create a weekly agenda for stakeholders serving on the committee
d. Build in student incentives to students demonstrating improvement.
e. Ongoing student recognition and progress monitoring of attendance measures

Person Responsible: Jennifer George (jennifer.george@palmbeachschools.org)

By When: Implementation of the above action steps will begin the week of August 14th with weekly and quarterly data reviews.

SwPBS Action Steps:
a. Designate team members to serve on SwPBS committee
b. Incorporate attendance as a theme for cafeteria assemblies where expectations are reviewed
c. Create a monthly agenda for stakeholders serving on the committee
d. Build in student incentives to students demonstrating improvement.
e. Ongoing student recognition and progress monitoring of attendance measures

Person Responsible: Ashley Schutt (ashley.schutt@palmbeachschools.org)

By When: Action steps will begin the week of 8/7/23 and will continue on a monthly basis.

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) Civics; Character Education
(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

Person Responsible: Orlando Mastrapa (orlando.mastrapa@palmbeachschools.org)

By When: Action steps will begin during teacher pre-planning week on 8/4/23 and monitoring will continue through classroom observation and lesson plan reviews.

Parental Involvement
a. Designate team members to serve on Parent Involvement committee

b. Incorporate evening and morning parental events.

c. Create a monthly agenda for stakeholders serving on the committee

Person Responsible: Jennifer George (jennifer.george@palmbeachschools.org)

By When: Action steps will begin in September and continue throughout the school year.

#2. ESSA Subgroup specifically relating to Students with Disabilities

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

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will

increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. Our ESSA identified subgroup SWDs have demonstrated a 1% decline and our black students demonstrated a 7% decline in ELA in the past year. Our ESSA identified subgroup SWDs have demonstrated a 2% increase and our black students demonstrated a 10% incline in math in the past year. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners.ESSA data shows SWD 21% and black students 28% in ELA and SWD 27% and black students 31% in Math do not meet the required federal threshold of 41 percentage points.Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. Our 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 full intent and rigor of the standard.

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

By February 2024, we will increase our SWDs ELA proficiency on PM2 by 5% bringing us to 26% and black students to 33%. By February 2024, we will increase our SWDs Math proficiency on PM2 by 5% bringing us to 32% and black students to 36%.

By May 2024, Clifford O. Taylor Kirklane Elementary school will increase our SWDs ELA proficiency on PM3 by 5% bringing us to 31% and our black students to 38% and Math proficiency on PM3 by 5% bringing us to 37% and our black students to 41%.

By February of 2024, 50% of our teachers will be effectively utilize the Gradual Release Model of instruction, by
ensuring specific focus on the "you do", to ensure students can independently work on tasks to demonstrate understanding of the standard. This metric shall increase to 9-% by May, 2024.

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step 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. Our goal is to monitor for implementation and for impact.

At Clifford O. Taylor Kirklane Elementary school we strategically plan for a variety of monitoring techniques:
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:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. Math teachers will incorporate the use of technology-based programs including iReady.
Language Arts teachers will use iReady and writing strategies to enhance students' ability to integrate knowledge.
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 for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USAs and FSQs have proven successful in preparing students for the F.A.S.T. assessment.
2. Both iReady and Reflex have aided in significantly increasing student achievement when the programs used
with fidelity. The iReady and the incorporation of writing strategies such as CLS are effective tools that enable teachers to differentiate instruction based on a students' specific area of need.
3. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make
decisions to improve student achievement and progress.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

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

Person Responsible: Orlando Mastrapa (orlando.mastrapa@palmbeachschools.org)

By When: Small group instruction will begin the first two weeks of school. Formative assessments to ensure proper placement of students within the groups. Small group participation will continue throughout the year.

1. Provide teachers with professional development to ensure appropriate use of adaptive technology.
2. Teachers will develop a rotational schedule to ensure all students have access to technology.
3. Teachers will engage students in small group instruction based on adaptive technology results. Small groups are fluid and flexible and will be updated based on data and student needs.

Person Responsible: Orlando Mastrapa (orlando.mastrapa@palmbeachschools.org)

By When: Technology will begin the second week of school. Students will participate in diagnostics using adaptive technology (iReady). Students will utilize the program during the content block throughout the year.

1. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
3. Two Instructional coaches and resource teacher will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
4. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
5. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.

Person Responsible: Orlando Mastrapa (orlando.mastrapa@palmbeachschools.org)

By When: PLCs and PDt will begin the first month. Both will focus on achievement data analysis, best practices, and action planning throughout the school year.

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

Resource teachers (ESOL and ESE) support during small group instruction. 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. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success. Regular 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. The District Reading Collaboration team provides professional development to schools based on needs. 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. 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 (ie Village of Palm Springs Library, Palm Springs Police Department, and Palm Springs Rec Department.

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 phonics instruction to increase overall k-2 proficiency school-wide in ELA, then we will increase overall student reading ability and student proficiency leading into 3rd grade ensuring alignment to the District's Strategic Plan, Theme 1 - Academic Excellence and Growth. Our instructional priority is to implement a phonics based supplemental initiative using iReady and implement strategies for teaching phonics learned through the K-2 Literacy Cohort Model provided by the school district.

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 data 20% of our incoming third grade students are reading at a mid or above grade level. iReady also shows that our overall primary grades proficiency is low.
Kindergarten- 32% Proficient
First Grade- 34% Proficient
Second Grade- 20% Proficient

Data also demonstrates a lack of preparedness for third grade high stakes testing in FY23 second grade students. See below for the subcategory breakdown of data for incoming (FY24) third grade students.
Phonological awareness- 77% Proficient
Phonics- 38% Proficient
High-Frequency Words- 49% Proficient
Vocabulary- 22% Proficient
Due to a lack of foundational skills, students overall reading comprehension proficiency is 15% which means our third grade students (FY24) are limited in their ability to decode and understand grade level text.

When looking at FY24 FAST PM #1-#3, we see the following percentages are on track
PM1 PM2 PM3

2nd : 42% 45% 38%

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 use the Professional Learning Community bi-weekly meetings to analyze and interpret data, create an instructional action plan based on data, and implement high-yield instructional strategies and resources to increase overall student achievement in literacy. As part of this plan, teachers will also utilize data to ensure that all students identified for intervention and supplemental supports are identified and receiving that additional instruction using research-based and approved resources from highly-qualified teachers.

FY23 iReady Data shows that as students progress through the intermediate elementary grades, their overall reading ability declines. This is likely attributed to a widening gap pertaining to their ability to decode, read, and comprehend grade level text as it becomes increasingly complex within the grade level band.
Grade 3: 16%
Grade 4: 14%
Grade 5: 11%

Our FAST Data shows the following percentages are level 3 or higher focusing on ESSA subgroups.
PM1 PM2 PM3
SWDs 8% 10% 21%
Blacks 16% 23% 28%

Our FAST Data shows the following percentages are level 3 or higher inclusive of all students enrolled on the grade level.
PM1 PM2 PM3
3 rd : 10% 18% 21%
4 th : 15% 26% 39%
5 th : 23% 25% 40%

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

Based on the data collected to begin the school year in comparison to where the previous school year ended, the following measurable outcomes will be progress monitored throughout the school year:

Overall Proficiency (FAST State Testing)

FY23 PM3 FY24 PM1 FY24 PM3
Grade K (Early Lit) 45% 30% 60%
Grade 1 (Reading) 92 Stu. 29% 60%
Grade 2 (Reading) 39% 33% 60%

Overall Proficiency (iReady Diagnostic Testing)

FY23 W3 FY24 W1 FY24 W3
Grade K 32% 2% 40%
Grade 1 34% 7% 40%
Grade 2 20% 8% 40%

Overall Phonics Domain (iReady Diagnostic Testing)

FY23 W3 FY24 W1 FY24 W3
Grade K 45% 10% 60%
Grade 1 48% 18% 60%
Grade 2 38% 15% 60%

Grades 3-5 Measurable Outcomes

Based on the data collected to begin the school year in comparison to where the previous school year ended, the following measurable outcomes will be progress monitored throughout the school year:

Overall Proficiency (FAST State Testing)

FY23 PM3 FY24 PM1 FY24 PM3
Grade 3 21% 8% 33%
Grade 4 39% 13% 45%
Grade 5 39% 16% 45%

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.

Bi-weekly grade level PLC's will be the primary source of monitoring for desired outcomes. Additionally, teachers will take part in two data chats with administrators to review student progress, identify opportunities for growth, and review action planning strategies to support continued growth. Student achievement scores throughout the school year will be monitored using the following data reporting systems:
- FAST State Testing
- iReady Diagnostic Testing
- Local Unit Assessments

Additionally, common planning will take place with the support of literacy coaches in order to review instructional strategies to support student learning. Administrators will conduct instructional learning walks with regional and district support specialists as well as the school site instructional leadership team. Feedback will be provided to teachers and will be built into the PLC focus for conversation as well as the district scheduled Professional Development Days.

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

Mastrapa, Orlando, orlando.mastrapa@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. Daily Small group instruction: Teachers as well as supplemental support teachers will provide strategically,
differentiated instructional support for all learners including applying instructional resources (Leveled Literacy Intervention, Wilson Fundations, etc...) to support the intervention needs of students identified as having a reading deficiency.

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. K-2 Teachers specifically will take part in a literacy cohort identifying specific early literacy strategies to support student's ability to develop as readers and build comprehension throughout the K-2 years.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers.
collaboratively unite to focus on best practices and methodologies. On-demand professional development may be used to support teachers through the PLC process. The primary purpose of the PLC is to review student data through aggressive progress monitoring, action plan based on student data results, and monitor for effect.

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. Teachers will utilize small group instruction with a focus on foundational skill development in grades K-2 and a focus of standards-based instruction and comprehension strategies in grades 3-5. Data will be disaggregated to determine student's area(s) of need and may include standards-based unit assessments, FAST Progress Monitoring assessments, Oral Reading Records, and iReady diagnostic and instructional data as well. Students identified specifically as needing supplemental and/or intensive interventions outside of the literacy block will be provided weekly or bi-weekly progress monitoring assessments that will be graphed to help determine whether or not the student has a positive or poor response to intervention. 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, resulting in improved student outcomes.

2. Teachers will receive ongoing PD on district scheduled professional development days, on-demand PD virtually, and PLC cycles to help them plan, organize, and implement consistent and differentiated learning for all students. Professional development will emphasis early literacy, phonics, decoding, and oral language development for grades K-2 and will focus on standards-based instruction and strategies for small group in grades 3-5. Professional development opportunities provide a positive and inclusive learning culture where teachers feel valued, respected, and motivated. By differentiating instruction and assessment, teachers can enhance the quality and effectiveness of teaching and learning.

3. Bi-weekly PLC Cycles allow teachers and school-based instructional leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and outcomes. It also supports teacher in collaboration with best teaching strategies. The process will allow teachers to match instructional resources to student needs based on data collection, analysis, and identified need(s). PLC's will be aligned with standards-based data and action planning while providing teachers the opportunity to collaborate and share resources as well as instructional strategies and best practices. PLC's will be followed up with instructional walk-throughs to ensure fidelity of implementation as well as feedback towards continuous improvement. PLCs allow educators opportunities to directly improve teaching and learning and are an effective way to share best practices and brainstorm innovative ways to improve learning and drive student achievement.

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

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
1. The school side will establish a Literacy Leadership team consisting of School Administrators, Literacy Coaches, Instructional Specialist, Media Specialist, and Intervention Teacher Leader. a. The Literacy Leadership team will meet bi-weekly to review data, ensure student outcomes are monitored for progress, review the efficacy of our school-based literacy plan and review needs for teacher support based on walk-throughs. b. Once each month, the school based Literacy Leadership Team will meet with and conduct instructional rounds alongside district and regional support staff to ensure fidelity of implementation for school-site initiatives as well as the implementation of high-yield instructional strategies. c. The Literacy Leadership team will review and make decisions based on observations and student data to determine those that are in need of support and coordinate coaching cycles with on-site literacy coaches as well as district and region assigned literacy specialists as well. 2. Assessment: 1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/ Literacy Coaching) a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments standards-based formative assessments in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment). b. Teachers will analyze student data to determine strengths and weaknesses in content area. c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning & adjust instruction continuously 3. Interventions (Assessment / Professional Learning) a. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success. b. Use K-5 Reading intervention with guidelines for schools to determine students' needs	Mastrapa, Orlando, orlando.mastrapa@palmbeachschools.org
4. Professional Development a. 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. b. School leaders share the plan with staff in faculty meetings and PLCs. c. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure the plan is implemented effectively. d. The Regional and Instructional Superintendents monitor the implementation, and the District Reading	Mastrapa, Orlando, orlando.mastrapa@palmbeachschools.org

Action Step	Person Responsible for Monitoring
Collaboration team provides professional development. e. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the School-level Reading Plan implementation and monitor progress. f. 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. g. The District Reading Collaboration team provides professional development to schools based on needs. 5. Professional Development (Professional Learning/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 classroom support c. ongoing observations from principal and assistant principal with feedback will be provided to teachers. 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.	

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.

We post our SIP and the SWP plan on our school's website for parents, students, families, school staff members and other stakeholders to view at https://www.palmbeachschools.org/cliffordotaylorkirklane. We will inform stakeholders of the location of these documents by fliers, through class Dojo, SAC meetings, and by utilizing our district email system, ParentLink. During our SAC Meeting we continue to articulate the importance of these documents and where they can be found. During our Annual Title I

meeting, parents are informed of how all these documents are connected and how their input is imperative to helping shape our school academics and community together to help with creating and promoting a well rounded educational environment for their child(ren).

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