Verde K 8 School

2023-24

Schoolwide Improvement Plan (SIP)

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Verde K 8

3300 N MILITARY TRAIL, Boca Raton, FL 33431

https://vrde.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.

Verde K-8 is committed to providing a world class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

Verde K-8 envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

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

Name	Position Title	Job Duties and Responsibilities
Codling, Linden	Principal	Participate on the school's leadership team; support the school's vision and mission. Meet monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school. Additionally, administration works with teachers, staff, parents, and community members to create, implement, and monitor the SIP throughout the school year.
Aliaga, Christy	Assistant Principal	Participate on the school's leadership team; support the school's vision and mission. Meet monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school. Additionally, administration works with teachers, staff, parents, and community members to create, implement, and monitor the SIP throughout the school year.
Sanchez, Jessica	Assistant Principal	Participate on the school's leadership team; support the school's vision and mission. Meet monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which effect the entire school. Additionally, administration works with teachers, staff, parents, and community members to create, implement, and monitor the SIP throughout the school year.
DiSalvo, Renee	Teacher, K-12	Participate on the school's leadership team; support the school's vision and mission. Meet monthly to discuss community issues, instructional strengths and challenges, safety concerns and issue which affect the entire school.
Froetschel, Emily	Teacher, ESE	Participate on the school's leadership team; support the school's vision and mission. Meet monthly to discuss community issues, instructional strengths and challenges, safety concerns and issue which affect the entire school.
Berlatsky, Jennifer	Other	Participate on the school's leadership team; support the school's vision and mission. Meet monthly to discuss community issues, instructional strengths and challenges, safety concerns and issue which affect the entire school.
Fusco, Patricia	Teacher, K-12	Participate on the school's leadership team; support the school's vision and mission. Meet monthly to discuss community issues, instructional strengths and challenges, safety concerns and issue which affect the entire school.
Hoag, Erika	School Counselor	Participate on the school's leadership team; support the school's vision and mission. Meet monthly to discuss community issues, instructional strengths and challenges, safety concerns and issue which affect the entire school.

Name	Position Title	Job Duties and Responsibilities
Velasquez, Marisol	Other	Participate on the school's leadership team; support the school's vision and mission. Meet monthly to discuss community issues, instructional strengths and challenges, safety concerns and issue which affect the entire school.

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.

Participate on the school's leadership team; and support the school's vision and mission. Meet monthly to discuss community issues, instructional strengths and challenges, safety concerns, and issues which affect the entire school. Additionally, the administration works with teachers, staff, parents, and community members to create, implement, and monitor the SIP throughout the school year.

Our School Based Team (SBT) meets weekly to discuss students with academic, social, and/or behavioral concerns. Other methods of social-emotional support available to students is the Check-in/Check-out process which involves daily goal setting and feedback with one of the school's counselors. A student mentoring program is also in place to provide pre-identified students with guidance and support as well as a Behavioral Mental Health Professional staff member to support students and families with counseling services and behavioral mental
health needs. When needed, we are able to refer our families to outside services within the community.

School Counselor: Supports a positive culture and environment through lessons the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselor ensures students feel safe, welcome, and included.

Teachers: Incorporate SwPBS; a framework that brings together school communities to develop positive, safe,
supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral, and academic outcomes for children and young people. to ensure all students have equitable and equal opportunities to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

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

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

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

Ongoing monitoring of student data through iReady and FAST assessments will be utilized to identify students and/or content areas of need. The SIP will be revised as needed to ensure we're meeting the needs of all students. This will be conducted through our Leadership Team, Department Chairs and School Advisory Council meetings and input after review of current data trends.

The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender and C-Palms. This ensures that teachers have a concrete timeline as well as the 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)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	49%
2022-23 Economically Disadvantaged (FRL) Rate	47%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A

	2018-19: A
	2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	0	38	26	31	26	20	13	8	7	169
One or more suspensions	0	2	0	0	0	2	1	2	2	9
Course failure in English Language Arts (ELA)	0	21	79	46	18	23	21	0	0	208
Course failure in Math	0	16	29	40	18	10	9	0	0	122
Level 1 on statewide ELA assessment	0	0	0	1	18	19	19	7	3	67
Level 1 on statewide Math assessment	0	0	0	1	18	14	26	5	1	65
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	1	18	19	19	7	3	67

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	0	18	38	36	24	21	26	2	1	166

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	1	0	0	0	0	0	2
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	26	25	23	15	38	14	7	10	158
One or more suspensions	0	2	3	2	0	2	1	2	11	23
Course failure in ELA	0	24	34	20	19	27	16	0	0	140
Course failure in Math	0	9	19	4	4	24	9	0	0	69
Level 1 on statewide ELA assessment	0	0	0	3	12	21	11	4	4	55
Level 1 on statewide Math assessment	0	0	0	2	8	31	12	3	5	61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	7	7	8	5	15	21	16	14	95

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	13	17	12	14	36	14	4	5	115

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	2	1	3	0	0	0	0	0	8
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	26	25	23	15	38	14	7	10	158
One or more suspensions	0	2	3	2	0	2	1	2	11	23
Course failure in ELA	0	24	34	20	19	27	16	0	0	140
Course failure in Math	0	9	19	4	4	24	9	0	0	69
Level 1 on statewide ELA assessment	0	0	0	3	12	21	11	4	4	55
Level 1 on statewide Math assessment	0	0	0	2	8	31	12	3	5	61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	7	7	8	5	15	21	16	14	95

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	13	17	12	14	36	14	4	5	115

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	2	2	1	3	0	0	0	0	0	8
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*	72	49	53	81	52	55	76		
ELA Learning Gains				74			71		
ELA Lowest 25th Percentile				61			60		
Math Achievement*	75	51	55	81	45	42	73		
Math Learning Gains				73			47		
Math Lowest 25th Percentile				67			49		
Science Achievement*	63	46	52	58	48	54	55		
Social Studies Achievement*	92	63	68	93	57	59			
Middle School Acceleration	79	68	70		51	51			
Graduation Rate		73	74		38	50			
College and Career Acceleration		39	53		62	70			
ELP Progress	80	53	55	78	64	70	68		

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

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	77
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	539
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	666
Total Components for the Federal Index	9
Percent Tested	99
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	54			
ELL	73			
AMI				
ASN	82			
BLK	61			
HSP	79			
MUL	79			
PAC				
WHT	74			

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	72			

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	51			
ELL	71			
AMI				
ASN	83			
BLK	66			
HSP	75			
MUL	75			
PAC				
WHT	73			
FRL	73			

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	72			75			63	92	79			80
SWD	47			47			34	70			5	
ELL	58			68			55	85	77		7	80
AMI												
ASN	84			91			71				3	
BLK	59			62							2	
HSP	71			72			62	86	91		7	92
MUL	95			63							2	

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	72			78			61	96	75		7	63
FRL	70			68			59	84	77		7	65

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	81	74	61	81	73	67	58	93				78
SWD	49	51	44	59	67	62	18					55
ELL	72	77	63	73	70	70	42	90				78
AMI												
ASN	77	81		93	81							
BLK	63	67		71	70	58						
HSP	84	76	58	79	69	66	63	96				80
MUL	79	73		74	73							
PAC												
WHT	81	73	63	82	75	69	51	91				72
FRL	78	76	64	77	67	72	51	93				81

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	76	71	60	73	47	49	55					68
SWD	39	50	31	40	42	40	31					47
ELL	64	69	63	68	48	39	46					68
AMI												
ASN	85			85								
BLK	46	36		54	36							
HSP	76	74	70	71	51	45	49					66
MUL	87			73								
PAC												
WHT	76	71	56	76	42	55	64					71
FRL	68	62	55	66	38	50	44					64

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	55%	56%	-1%	54%	1%
07	2023 - Spring	87%	48%	39%	47%	40%
08	2023 - Spring	75%	47%	28%	47%	28%
04	2023 - Spring	71%	58%	13%	58%	13%
06	2023 - Spring	69%	45%	24%	47%	22%
03	2023 - Spring	72%	48%	24%	50%	22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	85%	54%	31%	54%	31%
07	2023 - Spring	64%	36%	28%	48%	16%
03	2023 - Spring	75%	57%	18%	59%	16%
04	2023 - Spring	60%	52%	8%	61%	-1%
08	2023 - Spring	97%	65%	32%	55%	42%
05	2023 - Spring	60%	56%	4%	55%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	86%	46%	40%	44%	42%
05	2023 - Spring	50%	51%	-1%	51%	-1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	48%	45%	50%	43%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	50%	50%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	65%	27%	66%	26%

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.

When looking at our FY23 FAST and FSA data we see:

PM#1 PM#2 PM#3
ELA
Overall 72 72 69
3 69 73 72
4 71 73 71
5 64 64 56
6 74 76 69
7 84 84 87
8 79 72 75

Math
Overall 72 75 73
3 76 75 75
4 68 60 60
5 59 66 60
6 77 83 85
7 77 77 64
8 91 96 97

EOC Data
FY23 FY22

Algebra 93 100
Geometry 100 NA

Civics 92 93

Science NGSS
5th 50 55
8th 86 NA

The lowest performance was seen within fifth grade in all content areas. Contributing factors may be due to a teacher vacancy within the grade level which caused the teachers to inherit additional students which did not allow for effective small-group instruction. We also saw a decline in collaboration and participation within professional learning communities. We did not have a strong teacher leader to lead the conversations and analysis of data,

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

PM#1 PM#2 PM#3
ELA
5 64 64 56

Math
5 59 66 60

NGSS Data
FY23 FY22
Science
5th 50 55

The lowest performance was seen within fifth grade in all content areas. Contributing factors may be due to a teacher vacancy within the grade level which caused the teachers to inherit additional students which did not allow for effective small-group instruction. We also saw a decline in collaboration and participation within professional learning communities. We did not have a strong teacher leader to lead the conversations and analysis of data,

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 school to the state for PM#3 and EOC we see the following:

State School
ELA
3 50
4 58
5 54
6 47
7 47
8 47

State
Math
3 59
4 61
5 55
6 54
7 48
8 55

Science
State School
5 51
8 47

Civics 66

Algebra 54
Geometry 49

As you can see we have outperformed the state in all content areas except fifth-grade science. Our school had developed strategic interventions and support systems for our ELLs and SWDs. We ensure data is analyzed continuously throughout the year to offer student tutorials and remediation as needed. We collaborate during SBT, during PLCs, and during admin meetings to ensure the students are at the center of out planning and instruction. We strategically match our strongest teachers with the content and grade level.

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

When looking at our FY23 FAST and FSA data we see:

PM#1 PM#2 PM#3
ELA
6 74 76 69
7 84 84 87
8 79 72 75

Math
6 77 83 85
7 77 77 64
8 91 96 97

EOC Data
FY23 FY22

Algebra 93 100
Geometry 100 NA

Civics 92 93

Our school had developed strategic interventions and support systems for our ELLs and SWDs. We ensure data is analyzed continuously throughout the year to offer student tutorials and remediation as needed. We collaborate during SBT, during PLCs, and during admin meetings to ensure the students are at the center of out planning and instruction. In addition, we offer an elective science course to help students have extra exposure to the standards.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. When looking at our Early Warning System indicators our two potential areas of concern are:
Options are)
• 10% or more Absence

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

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

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

Teachers continually look at their data and adjust instruction to fill gaps as needed or enrich students as well. This will be done through grade-level meetings, PD days, and PLCs to look at multiple data points and create secondary benchmarks to cycle back in standards needing additional teaching. Additionally, continuing to focus
on the SEL component to help students gain independence, self-confidence, and a growth mindset
will be vital to the continued success of our students.

PD opportunities will be scheduled. During these sessions, administration will lead looking at data and driving instructional decisions based on the needs of students. Additionally, looking at "what" is being provided during
small groups and how teachers can support like groups of students by creating a schedule to "rotate" these students to provide the most consistent and intensive level of interventions. Keeping students focused on grade-level texts will be crucial to their success on district and state-mandated testing. Focus on the core actions of text, talk, and task will help keep teachers and students focused on standards-based instruction and learning.

Professional Development in Voyager Reading, SPIRE, and LLI is being completed by all staff who will be providing interventions to our students, specifically in our ELL and ESE subgroups.

Additional support will be provided by aligning SAI, ESE, and ESOL push-in services during the small group instruction. Teachers of these specific groups of students will support the classroom teacher by collaborating on lesson plans and targeting specific standards/skills that teachers see gaps in based on multiple data points.

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 Small Group 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.

When looking at our FY23 FAST and FSA data we see:

PM#1 PM#2 PM#3
ELA
Overall 72 72 69
3 69 73 72
4 71 73 71
5 64 64 56
6 74 76 69
7 84 84 87
8 79 72 75

Math
Overall 72 75 73
3 76 75 75
4 68 60 60
5 59 66 60
6 77 83 85
7 77 77 64
8 91 96 97

EOC/FSA Data
FY23 FY22

Algebra 93 100
Geometry 100 NA

Civics 92 93

Science
5th 50 55
8th 86 NA

Our area of focus this year will be to ensure effective and relevant instruction to ensure the success of all students in ELA in alignment with our district's long term outcome; ensuring 82% or higher of students are reading on grade level by third grade. - Based on the FY23 FSA ELA testing, students in grades 3-8 were 71% proficient. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

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

Student Outcomes:
When reviewing our end-of-year data, in June 2024, we want at a minimum, a 3-5% increase in all content areas for every grade level.

Teacher Practice Outcomes:
By February of 2024, 75% of our teachers will be effectively utilizing small-group differentiated instruction to support all learners.

By May 2024, 98% of our teachers will be effectively utilizing small-group differentiated instruction to support all learners.

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

To monitor this area, our ELA data will come from multiple sources: iReady diagnostic data, district FSQs and USAs, and state F.A.S.T testing (3xs year).

Monitoring teacher and student outcomes will also include classroom walks, and teacher formal and informal observations.

Person responsible for monitoring outcome:

Linden Codling (linden.codling@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. Small group differentiated instruction across all grade levels will occur on a daily basis. Instructional staff will be required to follow the district guidelines for implementing iii and interventions. Evidence-Based strategies being utilized in small groups will be SPIRE, LLI, and Voyager. We will follow the district's intervention decision tree and classroom data and teacher input to drive decision-making.

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

1. Develop teacher's instructional expertise through specific professional development opportunities throughout the school year to support all students, especially our subgroups.

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. Teacher training from the District ELA specialist.
a. Benchmark training
b. Resource for small group review and understanding

Person Responsible: Linden Codling (linden.codling@palmbeachschools.org)

By When: August 2023 - May 2024

Intervention training by the District specialist
a. SPIRE training
b. Voyager training

Person Responsible: Marisol Velasquez (marisol.velasquez@palmbeachschools.org)

By When: August 2023-May 2024

#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.

When looking at our EWS, the Attendance data shows the following number of students with 10% or more absences:
FY22-23 FY 21-22
1 38 26
2 26 25
3 31 23
4 26 15
5 20 38
6 13 14
7 8 7
8 7 10

Total for FY22-23 was 169
Total for FY21-22 was 158

In alignment with the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.
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 the Holocaust
(h) History of Africans and African Americans
(i) History of Asian Americans & Pacific Islanders
(o) Health Education, Life Skills & Social Media
(q) Hispanic Contributions
(r) Women's Contributions
(t) Civic & Character Education
(u) Sacrifices of Veterans, and the value of Medal of Honor recipients
2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
3. Our school highlights multicultural diversity within the curriculum and the arts.

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

We will focus on decreasing attendance issues by 10% in each grade level for FY24.

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

Monthly attendance reports will be monitored by Admin, and the school counselor, and reviewed with parents, teachers, and students.

Person responsible for monitoring outcome:

Linden Codling (linden.codling@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. Attendance incentives
2. Parent communications
3. School District referrals

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

1. Providing students with incentives can support the development of self-esteem, responsibility and accountability.
2. Maintaining parent communication supports collaboration and the importance of students needing every instructional minute.
3. Allows for the District support to ensure parents and guardians are accountable for students coming to school.

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. A student grade-level incentive program will be established
2. Parent information night to review the expectations.
3. Monitoring and establishing open communication to ensure all stakeholders are supporting student attendance.

Person Responsible: Linden Codling (linden.codling@palmbeachschools.org)

By When: August 2023 - May 2024