

The School District of Palm Beach County

Seminole Trails Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Seminole Trails Elementary School

4075 WILLOW POND RD, West Palm Beach, FL 33417

<https://stes.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 Seminole Trails Elementary School is to provide a safe, nurturing environment where diversity is celebrated, mutual respect among adults and children is practiced, and parents and caregivers are seen as valued partners in establishing the foundations of academics and life-long learning.

Provide the school's vision statement.

The staff, parents and community of Seminole Trails Elementary School strive to create an environment supportive of and committed to helping all children achieve the highest levels of academic excellence through challenging intellectual, creative and physical opportunities, enabling them to function as global citizens that can take responsibility for their own learning, make informed choices and solve problems.

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
Johnson, Jamilah	Principal	As the school leader, the principal makes all final school wide decisions around instructional practices, safety, protocols and leads school wide culture. She manages all faculty, facility and systems issues that may arise. She also serves as the instructional leader in charge of executing and monitoring personnel, resources, and strategies to ensure all students have equitable and equal access to effective standards-based instruction.
Bush, Bristol	Assistant Principal	The role of the assistant principal is to support and co-lead all school wide decisions around instructional practices, safety, protocols and school wide culture collaboratively with the school principal. She supports teachers with instructional practices, communicates with parents, and provides administrative support in all areas of the school.
Redlich, Sydnee	Other	She is the Single School Culture Coordinator for Seminole Trails Elementary. She supports teachers in math with coaching, planning and the delivery of effective lesson plans. She supports teachers with analyzing and interpreting data. She helps ensure a safe and positive culture and climate and high expectations for students, staff, and teachers. She is a member of the PD team, and supports grade level PLCs.
Brand, Gelin	Teacher, ESE	As ESE Coordinator her duties and responsibilities are, but are not limited to, communicating administrative directives to school personnel, supporting team members with planning instruction, and helping with problem solving. She schedules and oversees student IEP meetings, RTI planning and monitoring, and is also a member of School-Based Team. She supports the principal in executing and monitoring ESE services, resources, and strategies to ensure all ESE students have all the supports they need to be successful.
Winne, Katherine	Instructional Coach	As, the Literacy Coach assists with the coordination and implementation of the District approved ELA curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the Literacy Coach will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA (Reading/ Writing).
Lowe, Ta-Miyah	Other	She is the Single School Culture Coordinator for Seminole Trails Elementary. She supports teachers in ELA with coaching, planning and the delivery of effective lesson plans. She supports teachers with analyzing

Name	Position Title	Job Duties and Responsibilities
		and interpreting data. She helps ensure a safe and positive culture and climate and high expectations for students, staff, and teachers. She is a member of the PD team, and supports grade level PLCs.

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 Behavior Health Professional (BHP) supports the emotional well-being of all students including behavioral and mental health in collaboration with the Guidance Counselor and Co-located Mental Health Therapist.
- School Resource Office is on campus daily for safety and security of all students and staff. In addition, the SRO works in collaboration with the school administration to ensure single point of entry, all doors are locked, and assist with school wide drills.
- Guidance Counselor-Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide support for students and families.
- Our ESE Contact will work in collaboration the District's ESE department with ESE teachers to support instruction for Students with Disabilities (SWDs) in the classrooms aligned to student IEPs, and support implementation of programs and services designed to improve the outcomes Students with Disabilities(SWDs).
- Our ESOL Coordinator and ESOL Teacher work in conjunction with the District's multicultural department to ensure the fidelity of implementation of professional development, programs, and services designed to improve the achievement and outcomes of English Language Learners.
- Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, instructional coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative 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))

Monitoring will take place throughout the school year. Through monitoring we will ensure we are aligned to the strategic plan theme of Academic Excellence and Growth. We will monitor mastery of grade level benchmarks through the use of FSQs, USAs (unit assessment), NGSQs, and STAR/FAST Progress Monitoring. The STAR/FAST assessments will occur three times a year (PM1, 2, and 3 in English Language Arts).

Throughout the school year the leadership team and teachers will plan for monitoring using the strategies listed below:

1. Trimester Data Chats
2. Informal and Formal Observations

3. Weekly or Bi-Weekly Targeted Monitoring via Walkthroughs
4. Lesson Plans (whole group and small group-differentiation)
5. Weekly Professional Learning Communities Collaboration
6. Analyzing Student work samples/Exit Ticket collected during PLCs
7. Analyzing Baseball Card/Scoreboard
8. Formative/Summative Assessments (FAST PMs, STAR, and i-Ready)

Our English Language Learners (ELL) are assessed with the annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students proficiency in the areas of speaking, listening, reading, and writing. Teachers collaborate to analyze data to improve instruction and achievement.

Our Students with Disabilities (SWD) are assessed with the annual test for ESE students which is the FSAA. The FSAA is used to assess ESE students' proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers collaborate to analyze data to improve instruction and achievement.

Teachers follow the scope and sequence for ELA, Math, and Science as outlined on the Palm Beach County curriculum resource on blender. This ensures that teachers have a concrete pathway and timeline as well as the resources to provide quality instruction on the mandated curriculum.

The School Improvement Plan is a plan for continuous improvement of student achievement. The SIP has to be updated throughout the school year. As a team, we will continue to implement our action plan, review and analyze data to make instructional decisions and adjustments to meet the needs of all students (Gen.Ed., SWD, ELL, etc.) while implementing the strategies for monitoring.

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	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C

	2019-20: C
	2018-19: C
	2017-18: 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	37	38	42	26	32	19	0	0	0	194	
One or more suspensions	6	4	7	7	3	12	0	0	0	39	
Course failure in English Language Arts (ELA)	24	48	61	58	39	17	0	0	0	247	
Course failure in Math	20	39	43	32	36	12	0	0	0	182	
Level 1 on statewide ELA assessment	0	0	0	51	37	31	0	0	0	119	
Level 1 on statewide Math assessment	0	0	0	41	27	25	0	0	0	93	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	49	47	49	79	0	0	0	0	0	224	

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	23	44	47	62	48	37	0	0	0	261

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	1	0	0	14	0	0	0	0	0	15
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	39	44	21	20	15	0	0	0	139	
One or more suspensions	0	2	7	6	4	6	0	0	0	25	
Course failure in ELA	0	14	19	61	42	19	0	0	0	155	
Course failure in Math	0	10	17	49	31	20	0	0	0	127	
Level 1 on statewide ELA assessment	0	0	0	16	17	20	0	0	0	53	
Level 1 on statewide Math assessment	0	0	0	11	15	22	0	0	0	48	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	19	29	32	47	0	0	0	0	0	127	

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	21	51	38	30	0	0	0	153

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	0	0	16	1	0	0	0	0	20
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	39	44	21	20	15	0	0	0	139	
One or more suspensions	0	2	7	6	4	6	0	0	0	25	
Course failure in ELA	0	14	19	61	42	19	0	0	0	155	
Course failure in Math	0	10	17	49	31	20	0	0	0	127	
Level 1 on statewide ELA assessment	0	0	0	16	17	20	0	0	0	53	
Level 1 on statewide Math assessment	0	0	0	11	15	22	0	0	0	48	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	19	29	32	47	0	0	0	0	0	127	

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	21	51	38	30	0	0	0	153

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	0	0	16	1	0	0	0	0	20
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*	38	53	53	39	59	56	37		
ELA Learning Gains				57			54		
ELA Lowest 25th Percentile				62			57		
Math Achievement*	48	57	59	43	53	50	28		
Math Learning Gains				52			33		
Math Lowest 25th Percentile				55			48		
Science Achievement*	41	54	54	30	59	59	26		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	24	56	59	57			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	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	187
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	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	395
Total Components for the Federal Index	8
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	22	Yes	4	1
ELL	27	Yes	1	1
AMI				
ASN	75			
BLK	35	Yes	1	
HSP	39	Yes	1	
MUL				
PAC				
WHT	60			

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	34	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	33	Yes	3	
ELL	58			
AMI				
ASN				
BLK	44			
HSP	55			
MUL				
PAC				
WHT				
FRL	49			

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	38			48			41					24
SWD	19			36			32				5	6
ELL	19			40			33				5	24
AMI												
ASN	60			90							2	
BLK	35			46			38				5	25
HSP	40			50			33				5	27
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	70			50							2	
FRL	34			46			32				5	23

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	39	57	62	43	52	55	30					57
SWD	22	39	38	26	31	33	18					53
ELL	30	72	68	53	82	75	24					57
AMI												
ASN												
BLK	36	54	67	36	40	50	23					46
HSP	37	53	50	63	76		46					60
MUL												
PAC												
WHT												
FRL	37	55	59	44	53	60	27					55

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	37	54	57	28	33	48	26					47
SWD	25	50	58	16	34	42	13					56
ELL	26	53		29	40		8					47
AMI												
ASN	43			57								
BLK	34	55	50	22	34	47	19					41
HSP	40	64		40	36		23					53
MUL	47			37								
PAC												
WHT	54			31								
FRL	35	53	53	27	32	45	24					44

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	38%	56%	-18%	54%	-16%
04	2023 - Spring	39%	58%	-19%	58%	-19%
03	2023 - Spring	32%	48%	-16%	50%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	71%	54%	17%	54%	17%
03	2023 - Spring	44%	57%	-13%	59%	-15%
04	2023 - Spring	49%	52%	-3%	61%	-12%
05	2023 - Spring	37%	56%	-19%	55%	-18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	51%	-15%	51%	-15%

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 analyzing ELA FAST data for FY23 school year our ELLs and SWDs performed below compared to other subgroups.

The ELA grade level proficiency showed that 3rd Grade had the lowest performance compared to 4th and 5th Grade. In addition, 3rd Grade has the largest decline in ELA proficiency FY22-41% to FY23-33%

FY23 ELA Proficiency by Grade Level
3rd-33%

4th-39%

5th 38%

When looking at our ELA data for the SWD subgroup over the last three years have scored below 18% proficiency in ELA over the last three years with a decline each year. FY21(18%) FY22(16%) FY23(14%)

When looking at our ELA data for the ELL subgroup, we notice a decline across all grade levels compared to FY22 to FY23 Proficiency.

FY22 Proficiency-3rd Grade (27%), 4th Grade (21%), 5th Grade (17%)

FY23 Proficiency- 3rd Grade (17%), 4th Grade (0%), 5th Grade (5%)

In 3rd grade, we attribute the declines to oversized classrooms. We had to hire a new 3rd grade teacher to improve the class sizes in 3rd grade. The new teacher was new to teaching and needed extra support. The SWDs continuous decline in achievement has been a trend over the last three years, which will can attribute to the consistency of push-in support due to vacancies and limited number of substitutes as well as the large ESE population with a variety of needs. The decline in our ELL performance can be attributed to having a new ELL Contact and ELL teacher providing push in support. In addition, the ELL Contact and ELL teacher were used throughout the year to support vacancies in 1st grade.

At Seminole Trails, we will continue to focus on our ESSA identified subgroups of SWDs and ELLs. We believe the continuous decline in achievement of SWDs is a trend and we need to focus our support on our SWDs. In addition, we need to ensure that our support for SWDs and ELLs involves strategic planning for Core Instruction and small groups (Interventions). Collaborative and strategic planning for Core Instruction, monitoring, data chats, small group (intervention), tutorials, PLCs, and professional development will be continue to be the focus to improve student achievement.

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

The data component that showed the greatest decline from the prior year was the ELL subgroup for both ELA and Math:

Our ELL students, ELA achievement declined by -12.2% from FY22 to FY23

Our ELL students, Math achievement declined by -11.9% from FY22 (44%) to FY23 (32%)

The contributing factors include intervention groups that were interrupted due to substitute issues. In addition, teacher vacancies affected ELL support. Both ELL Contact and ELL teachers were new to the roles involving instruction for ELLs. Lastly, the implementation of ELL strategies such as question stems and utilizing glossaries needed to be more evident throughout the school day.

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 looking at the FAST data for PM3 compared to the state average we noticed the following data:

ELA and Math Achievement PM3 compared to the state:

3rd ELA

State: 50%

School: 32%

3rd Math

State: 59%

School: 44%

4th ELA

State: 58%

School: 40%

4th Math

State: 61%

School: 50%

5th ELA

State: 54%

School: 38%

5th Math

State: 55%

School: 37%

AMP5

State: 55%

School: 71%

The data shows that we performed below the state in each subject and on each grade level except for AMP5. In AMP5, we outperformed the state by 16%. Contributing factors to the decreases were there were many new teachers to the grade levels and they were inexperienced with the rigor of the standards because our 3-5 standards were new to all teachers for the FY23 school year. In addition, gradual release was a focus for the school year because of the difficulty of managing time appropriately to incorporate all aspects of the gradual release model of instruction. Also due to coverage issues, push in support was affected for SWDs and ELL students for ELA and Math.

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

In 5th grade, our over ELA proficiency increased by 4% compared to previous year FY22. In addition, 5th SWD ELA proficiency increased by 10% from FY22 (19%) to FY23 (29%).

The Black subgroup saw the most improvement in math proficiency from FY22(36%) FY23 (44%).

This improvement is contributed to the use of academic tutors that supported core instruction. Implementation of a school-wide action plan with active monitoring by the leadership team. In addition, implementation of an accelerated class on the 5th grade level to provide enrichment throughout the day. There was weekly collaboration in Professional Learning Communities with strategic planning core instruction and small groups. After school tutorial, which was attended by about 90% of the 5th grade student population to provide remediation and enrichment. To support teachers, coaching support from the Instructional Coach

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

Our goal is to ensure student success is our top priority. By addressing the the areas of concern listed below, we are ensuring our students receive the support needed to close the achievement gap. After analyzing the Early Warning System indicators or two potential areas of concern at Seminole Trails are:

- Level 1 State Assessments ELA and Math (SWD and ELL)
- Reading Deficiency

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

1. To improve Core Instruction through Professional Learning Communities-Teachers will attend Bi-Weekly ELA Professional Learning Communities (PLCs) to collaborate and engage in data analysis, standard breakdown strategies, creation of anchor charts, identifying vetted resources and planning for instruction (whole and small group) facilitated by SSCCs.

-Academic Tutors, ELL & ESE teachers will attend PLCs in order to build capacity around standard instructional delivery with target groups.

2.. Push-In support for ELA and Math Block for SWDs and ELLs--Collaboration between Resource/VE/ELL teachers and General Education teachers to provide appropriate instruction.

3. ELA Achievement Growth for SWD, ELL and Blacks- Ensuring learning gains & progress for ESSA

sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students. In addition, we will thoroughly review SWD and ELL student data and provide support as needed.

-Deliver data- driven small group instruction with tasks aligned to the FL BEST standards.

4. Implement focused standards-based curriculum (Benchmark Units of Instruction) with fidelity during whole group instruction.

5. Plan to re-teach identified critical standards infusing accountable talk strategies

-Reinforce the use of ELL glossaries & dictionaries throughout the instructional day

-Utilize universal close reading/annotating strategies and focus on pacing.

-Participate in full-day planning sessions

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.

Area of Focus

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

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our Students With Disabilities (SWD) subgroup demonstrated a proficiency level decrease compared to last year in ELA, overall FY22 (17%) to FY23 (14%). In grades 3 and 4, SWDs decreased in ELA. In grades 3 and 4, when comparing data from 2022 to 2023, grade 3 students decreased in proficiency 5%, and grade 4 students decreased 3%. In Math, SWD only saw a 1% increase overall. SWD in grade 3, the decrease was -12%. SWD in grade 4, there was an increase of 2%. SWD in grade 5, there was an increase of 10%.

Since all academics are rooted in English Language Arts in some form, it was decided English Language Arts had to be addressed as an area of focus specifically for SWD.

With the SWD subgroup constituting over a third of the school's student population, it is crucial to address this subgroup's areas of need in both core subject areas.

Our instructional priority is to deliver content, concept, or skill that is aligned to the benchmark and attending learning. Through a collaborative staff effort, rigorous standards-based instruction will be deliberately planned, delivered to students with fidelity, progressed monitored to ensure its intended effect is met, and the student achievement data will be analyzed to determine the next action steps necessary going forward to achieve our goals. Focusing on increasing student achievement proficiency in English Language Arts and Mathematics for our SWD subgroup aligns with the School District of Palm Beach County's New Strategic Plan including Theme A: Academic Excellence and Growth and Theme D: Committed and Impactful Employees.

The second instructional priority will be to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning. Administration will work in collaboration with instructional staff to develop an action plan that includes aggressive monitoring with continuous feedback to improve student achievement. These work will take place in common planning and week PLCs to make sure monitoring is strategic.

Measurable Outcome:

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

By February 2024, SWD will have a 5% increase in proficiency.

By May 2024, SWD will have a 10% increase in proficiency.

Students with Disabilities (SWD) will demonstrate a minimum increase of ten percentage points in both English Language Arts (ELA) and Mathematics Achievement when compared to FY23 FSA student achievement data.

We will measure growth comparing data from our beginning of the year i-Ready diagnostic and FAST assessment with the following checkpoints:

By February 2024, i-Ready diagnostic data and FAST assessment

By May 2024, i-Ready diagnostic data and FAST assessment

Monitoring:

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

The Area of Focus will be monitored through student achievement data (e.g., Grades K-5 FAST data, FSQs, USAs, iReady, formal/informal assessment), monitoring lesson plans, monthly classroom Instructional Reviews with specific feedback and look-fors, observations for evidence of implementation, and attendance and behavioral data. These data sources will be aggressively monitored by the administrative team, whom will collaborate with teachers during weekly PLCs and grade level team meetings to analyze the data for effectiveness and to determine the next course of action. Key members of the school leadership team will be monitoring the implementation of the evidence-based strategies in classrooms on a weekly basis as well as formalized monthly Instructional Reviews. They will work with grade level team leaders to review lesson plans to ensure rigorous standards-based content is being planned and student achievement data will be examined to pinpoint areas of concern to be addressed.

Person responsible for monitoring outcome:

Jamilah Johnson (jamilah.johnson@palmbeachschools.org)

Evidence-based Intervention:

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

1. Small group differentiated instruction: School will utilize academic tutors as an additional support. Specific iReady lessons will be assigned based on student achievement data to targeted students.
2. Professional Learning Communities (PLCs) with professional development infused
3. Afterschool and during school tutorials
4. Full day data-driven instructional planning
5. Incorporate AVID WICOR strategies across grade levels
6. Accelerated teacher for targeted student population

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Small group instruction addresses learning deficits. Instruction can be focused precisely on what the students need to learn next to move forward, and can be differentiated to meet the needs of the individual learner.
2. PLCs meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students. They promote teacher collaboration that increases student achievement.
3. Tutoring provides additional time and support addressing student deficits.
4. Teachers use data to drive their decisions and plans, they are able to respond to problems more effectively, construct new teaching methods, and advance skill sets faster. Current studies indicate that teachers in schools with data-focused programs believe using data improves instruction significantly.
5. WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels.
6. Targeting specific students to address needs with high quality instruction.

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. Targeted Small Group Instruction

- a. School will employ academic tutors to provide double down support in Grades 3-5. Tutors will work with identified students needing support and content will focus on improving areas of deficiency based on student achievement data.
- b. ESE support facilitation teachers push-in to the classrooms in Grades K-5 to provide additional support.
- c. Small Group Instruction subject matter will be determined through needs based on student achievement data.
- d. SSCC will provide training and ongoing to academic tutors and classroom teachers.
- e. Administration will monitor lesson plans, data resources, and perform ongoing classroom visits and provide meaningful feedback to teachers.

Person Responsible: Jamilah Johnson (jamilah.johnson@palmbeachschools.org)

By When: By January 2024

2. Professional Development/PLCs

- a. District support specialists and SSCC will deliver professional development on Florida BEST Standards and planning for small group instruction
- b. SSCC will facilitate PLCs to engage teachers in collaborative planning and data analysis to develop standards-based instruction.
- c. The K-5 grade levels, ASD, VE, and ESOL teams will attend both a PLC and team meeting each week.
- d. There will be a focus on research-based instructional practices to incorporate throughout all content areas, but specifically ELA and Mathematics.
- e. Progress monitoring of lesson plans, student achievement data, and administrative walk throughs as evidence of implementation and effectiveness.
- f. SSCC will provide ongoing coaching support for standards-based instruction.

Person Responsible: Jamilah Johnson (jamilah.johnson@palmbeachschools.org)

By When: By January 2024

3. After school and during school tutoring

- a. Employ academic tutors to work during regular school hours to maximize the support necessary for our student population. After school tutoring will also be scheduled for students as well.
- b. Student achievement data will be analyzed to determine students most in need by subject area.
- c. Ongoing planning and professional development with tutors to ensure understanding of expectations and standards-based instruction using best practices.
- d. Monitoring lesson plans, data resources, classroom walks, student work samples, and student attendance sheets.
- e. Scheduled data chats with targeted student groups after each summative assessment.

Person Responsible: Jamilah Johnson (jamilah.johnson@palmbeachschools.org)

By When: By January 2024

4. Full Day Data-Driven Planning

- a. Create a schedule for substitutes to cover classrooms and deliver instruction in the absence of teachers.
- b. School leadership determine area of focus and need of full day planning based on data analysis.
- c. Determine the organization system to be utilized by Grades 3-5.
- d. Differentiated instruction will be planned and delivered to meet the needs of our ESE and ELL subgroups based on data analysis.
- e. Summative assessment data will be analyzed to align instructional resources and plan to support student learning.

Person Responsible: Jamilah Johnson (jamilah.johnson@palmbeachschools.org)

By When: By January 2024

5. AVID WICOR Strategies

- a. Implement AVID Elementary College Readiness System focused on WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) methodologies in order to facilitate students' access to rigorous academics across all content areas.
- b. AVID Coordinator and AVID district support personnel will train teachers in AVID strategies.
- c. Determine the organization system to be utilized by Grades K-5.
- d. Incorporate WICOR strategies in planning and delivery of instruction.
- e. Monitoring lesson plans, data resources, classroom walks, and student work samples for evidence of WICOR being utilized.

Person Responsible: Bristol Bush (bristol.bush@palmbeachschools.org)

By When: By January 2024

6. Accelerated Math Lab

- a. The accelerated math teacher will provide lessons for K-5 students as part of the fine arts rotation to provide hands-on lessons and enrichment lessons for each of the math strands aligned to the B.E.S.T. standards.
- b. SWD and ELL students will receive support through instruction strategies.

Person Responsible: Bristol Bush (bristol.bush@palmbeachschools.org)

By When: By January 2024

#2. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

When examining student discipline data FY22 to FY23, the total Out of School Suspension (OSS) and In School Suspensions (ISS) decreased. The OSS decreased from FY22 (37) to FY23 (31) and ISS decreased from FY22(22) to FY23(1). Our OSS suspension for Black students was higher than the state, so this year we will focus on OSS for our Black students by implementing interventions.

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

Measurable Outcome:

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

Student Outcomes:

Reducing the amount of discipline referrals by 10% by December 2023 and by another 10% by the end of the year.

Teacher practice outcomes:

By December 2023, 80% of our teachers will positively reinforce student behaviors.

By March 2024, 100% of our teachers will positively reinforce student behaviors.

School outcomes:

Student discipline referrals and Out of School Suspension, will decrease for our Black subgroup. In addition, we will score above the state median of OSS rate per 100 students per day.

Monitoring:

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

The Area of Focus will be monitored through Behavior Data Analysis monthly in EDW. Monitoring of implementation of SWPBS systems put in place through the school wide action plan and feedback from Student Support Team (Administration, BHP, CRT, BIA, and Co-located Mental Health Therapist), walkthroughs to monitor implementation of SLL (Skills for Learning and Life), and classroom walkthroughs to monitor the fidelity of CHAMPS implementation.

Key members of the school leadership team and student support team will be monitoring the implementation of the evidence-based strategies in classrooms (CHAMPS, SLL, and SWPBS)

Person responsible for monitoring outcome:

Bristol Bush (bristol.bush@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. Conversation, Help, Activity, Movement, Participation, and Success (CHAMPS)
2. School Wide Positive Behavior Support (SWPBS)
3. School Wide Discipline Plan
4. Skills for Learning and Life (SLL) Implementation
5. Parent Involvement
6. Required Instruction Florida State Statute 1003.42 and Policy 2.09

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. CHAMPS: is a classroom management program that aims to improve student behavior plus strengthen learner engagement through a strategic system of clearly defined expectations.
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. Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be.
4. Skills for Learning and Life (SLL) implemented schoolwide each morning to improve social and emotional skills of all students through Morning Meeting daily to decrease discipline.
5. Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school.
6. Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Stakeholders play a key role in school performance and addressing equity.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Conversation, Help, Activity, Movement, Participation, and Success (CHAMPS)
 - a. School utilizes All teachers will receive CHAMPS training for the FY24 school year
 - b. All teachers will implement CHAMPS as part of their classroom culture (Posters)
 - c. School Leadership will monitor the fidelity of CHAMPS implementation.
 - d. Monitor discipline data monthly and share with staff

Person Responsible: Bristol Bush (bristol.bush@palmbeachschools.org)

By When: By January 2024

2. School Wide Positive Behavior Support (SWPBS)
 - a. A School Wide Positive Behavior Support Action Plan
 - b. Implement classroom and school wide incentives
 - c. Develop Student Support team to support tiered behaviors
 - d. Collaborate with community stakeholders.
 - e. Implement mentor program.
 - f. School Wide Assemblies

Person Responsible: Bristol Bush (bristol.bush@palmbeachschools.org)

By When: By January 2024

3. Skills for Learning and Life (SLL) Implementation
 - a. Implement SLL lesson plans
 - b. Monitor adherence to SLL Daily Schedule
 - c. Recognize class SLL implementation fidelity(Newsletters,etc.)

Person Responsible: Bristol Bush (bristol.bush@palmbeachschools.org)

By When: By January 2024

CSI, TSI and ATSI Resource Review

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

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. As an Additional Targeted Support and Improvement (ATSI) school we are provided personalized, one-on-one or small group support to assist the principal, assistant principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Our school resources and allocations are focused on the areas listed below.

1. Resources teachers (ESOL and ESE) support during small group instruction in classrooms.
2. Weekly Professional Learning Communities (PLCs)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
3. An Instructional Coach that provides teachers with a variety of levels of support to ensure teacher collaboration, development, and growth.
4. Full-Day Data Drive Planning-Teachers use data to drive their decisions and plans, they are able to respond to problems more effectively, construct new teaching methods, and advance skill sets faster. Current studies indicate that teachers in schools with data-focused programs believe using data improves instruction significantly.
5. Single School Culture Coordinators for ELA and Math to facilitate PLCs, analyze data, implement systems put in place to improve student achievement, and support the climate and culture of the school.
6. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
7. 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.
8. 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. Our partnerships include Equitable Advisors, Village Family Church, Keiser College, and Value Teachers.

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 the new B.E.S.T. ELA standards-based instruction to increase overall K-2 proficiency school-wide in ELA, then we will increase student proficiency in Grade 3. Grade 3 is a benchmark year in terms of research indicating whether someone will become a successful reader in their lifetime. Bolstering students reading skills prior to reaching Grade 3 is critical. Grade 3 is also a year that sees students challenged with more rigorous progress monitoring assessments. We must do our best to prepare them with the foundational reading skills necessary to become successful before they reach Grade 3. Focusing on increasing student achievement proficiency in English Language Arts aligns with the School District of Palm Beach County's New Strategic Plan including Theme A: Academic Excellence and Growth.

i-Ready end of the year diagnostic data from May 2023 indicates the following percent of students were performing one or more levels below their grade:

Kindergarten: 23% (incoming Grade 1)

Grade 1: 51% (incoming Grade 2)

Grade 2: 48% (incoming Grade 3)

According to Spring iReady diagnostic our kindergarten and first grade students need additional development in phonics, phonological awareness and high frequency words. Our second grade students need additional development in phonics, vocabulary and comprehension of literature and informational text.

Through a collaborative staff effort, rigorous B.E.S.T. ELA standards-based instruction will be deliberately planned, delivered to students with fidelity, progressed monitored to ensure its intended effect is met, and the student achievement data will be analyzed to determine the next action steps necessary going forward to achieve our goals.

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

When examining student achievement data from FY22 to FY23, the overall proficiency level decrease for ELA was -0.7 percent compared to the overall proficiency increase for Mathematics which was 3% overall. First since all academics are rooted in English Language Arts in some form, it was decided this was the best area to focus on. Grade 3 proficiency decreased by 8%, Grade 4 and Grade 5 students demonstrated gains in ELA proficiency last year when compared to FY22. Focusing on ELA interventions will address these identified areas needing improvement. Our SWD and ELL subgroups in ELA, especially in Grades 3, 4, and 5. Targeted interventions in ELA will benefit the SWD and ELL subgroup students. This is another reason to place more emphasis on ELA as an area of focus.

Through a collaborative staff effort, rigorous standards-based instruction will be deliberately planned, delivered to students with fidelity, progressed monitored to ensure its intended effect is met, and the student achievement data will be analyzed to determine the next action steps necessary going forward to achieve our goals. Focusing on increasing student achievement proficiency in English Language Arts aligns with the School District of Palm Beach County's New Strategic Plan including Theme A: Academic Excellence and Growth and Theme D.: Committed and Impactful Employees.

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

English Language Arts (ELA) achievement and learning gains will demonstrate a minimum increase of ten percentage points when compared with FY23 FAST/STAR achievement data.

We will measure growth comparing data from our beginning of the year i-Ready diagnostic and FAST assessment with the following checkpoints:

By February 2024 i-Ready diagnostic data and FAST assessment

By May 2024 i-Ready diagnostic data and FAST assessment

Grades 3-5 Measurable Outcomes

English Language Arts (ELA) achievement and learning gains will demonstrate a minimum increase of ten percentage points when compared with FY23 FAST achievement data.

We will measure growth comparing data from our beginning of the year i-Ready diagnostic and FAST assessment with the following checkpoints:

By February 2024 i-Ready diagnostic data and FAST assessment

By May 2024 i-Ready diagnostic data and FAST assessment

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.

The area of focus will be monitored through student achievement data (eg. Grades K-5 FAST, STAR, FSQs, USAs, iReady, district diagnostic data, formal/informal assessments), monitoring lesson plans, monthly classroom instructional reviews with specific feedback and look-fors, observations for evidence of implementation, and attendance and behavioral data. These data sources will be aggressively monitored by the administrative team, whom will collaborate with teachers during weekly PLCs and grade level team meetings to analyze the data for effectiveness and to determine the next course of action.

Key members of the school leadership team will be monitoring the implementation of the evidence-based strategies in classrooms on a weekly basis as well as formalized monthly Instructional Reviews. They

will work with grade level team leaders to review lesson plans to ensure rigorous standards-based content is being planned and student achievement data will be examined to pinpoint areas of concern to be addressed.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Johnson, Jamilah, jamilah.johnson@palmbeachschools.org

Evidence-based Practices/Programs

Description:

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

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

1. Small group differentiated instruction: School will utilize academic tutors as an additional support. Specific iReady lessons will be assigned based on student achievement data to targeted students.
2. Professional Learning Communities (PLCs) with professional development infused.
3. After School and During School Tutorials
4. Full Day data-driven instructional planning
5. Incorporate AVID WICOR strategies across grade levels.

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. Small group instruction addresses learning deficits. Instruction can be focused precisely on what the students need to learn next to move forward, and can be differentiated to meet the needs of the individual learner.
2. PLCs meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students. They promote teacher collaboration that increases student achievement.
3. Tutoring provides additional time and support addressing student deficits.
4. Teachers use data to drive their decisions and plans, they are able to respond to problems more effectively, construct new teaching methods, and advance skill sets faster. Current studies indicate that teachers in schools with data-focused programs believe using data improves instruction significantly.
5. WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels.

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
Literacy Leadership: The literacy leadership team meetings twice per month to discuss goals and it pertains to ELA data as well as effective strategies for instruction. The Literacy Leadership team selects an area focus each month in order to assess the fidelity of implementation of current programming.	Johnson, Jamilah, jamilah.johnson@palmbeachschools.org
Literacy Coaching: This school year, a Reading Coach has been hired to support teachers with analyzing standards, planning for instruction, disaggregating and planning for data driven small group instruction as well as providing ongoing coaching and support.	Johnson, Jamilah, jamilah.johnson@palmbeachschools.org
Assessment: Ongoing formative weekly assessments as well as summative Unit assessments will be utilized as a way to progress monitor and track student achievement.	Johnson, Jamilah, jamilah.johnson@palmbeachschools.org
Professional Learning: Instructional staff will participate in professional learning weekly during PLCs as well as month during faculty meetings. During PLCs teachers will collaborate to plan and analyze data to determine next steps for instruction.	Johnson, Jamilah, jamilah.johnson6@palmbeachschools.org

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

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

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

List the school's webpage* where the SIP is made publicly available.

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

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available.
(ESSA 1116(b-g))

N/A

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

N/A

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

N/A