

The School District of Palm Beach County

# Coral Sunset Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Table of Contents

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<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>12</b>
<b>III. Planning for Improvement</b>	<b>17</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>0</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>23</b>
<b>VI. Title I Requirements</b>	<b>29</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

# Coral Sunset Elementary School

22400 HAMMOCK ST, Boca Raton, FL 33428

<https://cses.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.**

Coral Sunset Elementary's stakeholders will empower students to reach their highest potential by providing rigorously challenging experiences in an environment built on respect, trust, honesty and responsibility.

**Provide the school's vision statement.**

Coral Sunset Elementary's vision is to provide a safe and nurturing environment that establishes high expectations for the success of all students.

### 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
Garvin-Shaw, Shanda	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps toward the continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district-recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Ms. Napier must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Espinoza, Jennifer	Assistant Principal	<p>As assistant Principal, Mrs. Espinoza supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the Principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
White, Cynthia	Teacher, K-12	<p>The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teachers in implementing school-based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and supports teachers in comprehensible instruction for LEP students. Coordinates ESOL record-keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.</p>
Donahue, Janel	Teacher, K-12	<p>Ms. Donahue is our SBT leader. She is responsible for academic instruction, interventions, and support for general education students.</p>
Maddox, Alyssa	School Counselor	<p>Ms. Maddox is our school counselor who participates on our SBT Team, develops and collaborates with teachers to support the social and emotional needs of our students. She participates in the fine arts wheel providing</p>

Name	Position Title	Job Duties and Responsibilities
		instruction towards social emotional learning goals and objectives. She also serves as the school's 504 coordinator.
Schmitz, Shannon	Other	The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (Rtl) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.
Barnard, Katherine	Other	The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.
Rothstein, Emily	Teacher, K-12	The SAI teacher creates an inclusive classroom where diverse learning needs are met through tailored instruction and a nurturing environment. Your role involves designing personalized lesson plans, collaborating with colleagues and parents, monitoring progress, and fostering positive behavior, ensuring that every student thrives academically and emotionally.
Lean, Elizabeth	Other	The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (Rtl) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.



### **Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

- A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom or school event on campus, and most recently.
- Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.
- Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.
- Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of the implementation of programs and services designed to improve the outcomes of English Language Learners.

The SIP development was primarily developed by the school leadership team. The team worked collaboratively in analyzing data, setting goals, and crafting strategies for improvement. School staff's insights and perspectives were utilized and considered during the formulation of the SIP. Additionally, the SIP will be shared with and approved by the School Advisory Council.

### **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) will undergo consistent monitoring through a multi-tiered approach to ensure its successful execution and its impact on enhancing student achievement in alignment with the State's academic standards. Regular data collection, including formative and summative assessments, will be conducted to track progress and identify areas where the greatest achievement gap exists among students. The SIP's effectiveness will be evaluated through ongoing analysis of student performance data and regular feedback from teachers, students, and parents. The school's leadership team, in collaboration with the School Advisory Council, will conduct periodic reviews of the SIP's implementation, analyzing both quantitative and qualitative indicators of progress. If necessary, the plan will be revised with targeted adjustments, incorporating insights gained from data analysis and stakeholder input to ensure continuous improvement and address emerging needs.

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	57%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	83%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	41	37	39	41	33	35	0	0	0	226
One or more suspensions	0	2	0	3	2	3	0	0	0	10
Course failure in English Language Arts (ELA)	34	56	56	58	45	23	0	0	0	272
Course failure in Math	7	17	53	48	35	22	0	0	0	182
Level 1 on statewide ELA assessment	0	0	0	41	34	18	0	0	0	93
Level 1 on statewide Math assessment	0	0	0	31	25	24	0	0	0	80
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	68	59	44	0	0	0	171

**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	22	29	51	58	44	32	0	0	0	236

**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	2	2	9	9	8	0	0	0	31
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	41	40	21	25	26	34	0	0	0	187
One or more suspensions	5	0	1	0	1	0	0	0	0	7
Course failure in ELA	21	50	30	46	33	6	0	0	0	186
Course failure in Math	12	23	16	30	14	22	0	0	0	117
Level 1 on statewide ELA assessment	0	0	0	29	19	24	0	0	0	72
Level 1 on statewide Math assessment	0	0	0	28	24	34	0	0	0	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	48	37	46	0	0	0	131

**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	18	28	16	43	32	36	0	0	0	173

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	2	11	9	8	0	0	0	32
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	41	40	21	25	26	34	0	0	0	187
One or more suspensions	5	0	1	0	1	0	0	0	0	7
Course failure in ELA	21	50	30	46	33	6	0	0	0	186
Course failure in Math	12	23	16	30	14	22	0	0	0	117
Level 1 on statewide ELA assessment	0	0	0	29	19	24	0	0	0	72
Level 1 on statewide Math assessment	0	0	0	28	24	34	0	0	0	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	48	37	46	0	0	0	131

**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	18	28	16	43	32	36	0	0	0	173

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	2	11	9	8	0	0	0	32
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*	61	53	53	67	59	56	63		
ELA Learning Gains				76			77		
ELA Lowest 25th Percentile				65			57		
Math Achievement*	68	57	59	63	53	50	54		
Math Learning Gains				70			45		
Math Lowest 25th Percentile				67			28		
Science Achievement*	70	54	54	44	59	59	54		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	71	56	59	61			78		

*\* 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	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	326
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	513
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	45			
ELL	50			
AMI				
ASN	71			
BLK	57			
HSP	68			
MUL				
PAC				
WHT	64			
FRL	62			

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	43			
ELL	64			
AMI				
ASN	83			
BLK	62			
HSP	70			
MUL	75			
PAC				
WHT	59			
FRL	62			

**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	61			68			70					71
SWD	34			47			52				5	58
ELL	44			53			55				5	71
AMI												
ASN	58			83							2	
BLK	50			62			85				5	60
HSP	64			69			66				5	74
MUL												
PAC												
WHT	62			68			67				5	64
FRL	55			68			71				5	71

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	67	76	65	63	70	67	44					61
SWD	34	58	47	38	51	42	16					60
ELL	58	77	77	55	69	74	39					61
AMI												
ASN	83			83								
BLK	61	74		50	83	73	31					
HSP	68	84	87	71	77	71	43					57
MUL	80	85		67	69							
PAC												
WHT	65	69	52	59	62	55	43					68
FRL	63	74	67	60	71	66	38					59

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	63	77	57	54	45	28	54					78
SWD	42	75	80	35	46	46	33					60
ELL	50	61	52	45	35	29	31					78
AMI												
ASN	77			85								
BLK	51	76		40	35		44					83
HSP	63	75	54	56	47		46					78
MUL	56			75								
PAC												
WHT	69	83		52	44	29	64					78
FRL	59	75	57	50	41	31	48					79

**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	62%	56%	6%	54%	8%
04	2023 - Spring	52%	58%	-6%	58%	-6%
03	2023 - Spring	47%	48%	-1%	50%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	58%	57%	1%	59%	-1%
04	2023 - Spring	62%	52%	10%	61%	1%
05	2023 - Spring	65%	56%	9%	55%	10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	63%	51%	12%	51%	12%

### 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.**

According to the FY23 ELA FAST data analysis, the grade level that exhibited the lowest performance was the 3rd grade, achieving a rate of 53%. This outcome can be attributed to the increase in class sizes. This increase was necessitated by a teacher vacancy that remained unfilled after the 11th day count.

FAST READING 2023 students on track  
 PM2 PM3  
 3rd Grade 51% 47%  
 4th Grade 52% 52%  
 5th Grade 68% 62%

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

Comparing the FY23 ELA FAST data analysis to the previous year's FY22 FSA ELA data, it is evident that the 3rd grade experienced the most substantial decline in performance, dropping from 63% to a rate

of 53%. This decline can be attributed to the increase in class sizes, which became necessary due to an unfilled teacher vacancy after the 11th day count.

**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.**

The greatest gap was found in 4th grade Math when comparing CSES to the State using PM3 data. The State had 61% of students on track and CSES had 52.5% of students on track. This resulted in a decrease of 8.5%. The next gap was found in 3rd grade ELA when comparing CSES to the State using PM3 data. The State had a score of 50 and CSES had a score of 47.6% resulting in a 2.4% decrease. Additionally, science had the greatest increase when comparing level 3 and above scores. CSES had scores of 62.9% and the State had a score of 51%. This was an increase of 11.9% when compared.

Math:

3rd grade decrease of 1.6%

ELA:

4th grade decrease of 0.4%

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

Science exhibited the most notable advancement when assessing scores at level 3 and above. In this regard, CSES achieved a score of 62.9%, while the State attained a score of 51%, resulting in a substantial increase of 11.9% in comparison.

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

- Grade 3 with 48 students with a substantial reading deficiency. Additionally, the numbers seem to be just as high in 4th grade with 37, and 5th grade with 46.
- 186 total students with course failure for ELA.
- 117 total students with course failure for MATH.
- Absent 10% or more days with a total of 187.
- 173 students with two or more early warning indicators.
- 32 retained students

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

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

1. Improve ELA proficiency in 3rd grade.
2. Improve level 1 Math on Statewide Assessment in 3rd grade.
3. Improve total number of absences.

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. Instructional Practice specifically relating to ELA****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.

Based on FAST ELA data from SY23 3rd grade ELA scores were at 53% making it the greatest decline in student achievement.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

**Measurable Outcome:**

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

Increase 3rd grade FAST ELA scores from 53% to 58% by PM3.

**Monitoring:**

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

Students' data will be monitored with FSQs, USAs, Editing Task, teacher/observation, iReady, and standard-based exit tickets.

Monitoring will take place via data discussions with teachers in PLC, classroom instructional walks conducted by the administration. Immediate feedback will be given after walkthroughs, informal and formal observations in order to increase the effectiveness of teachers.

**Person responsible for monitoring outcome:**

Shanda Garvin-Shaw (shanda.garvin-shaw@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. Differentiated Instruction
2. Small group instruction
3. Progress Monitoring
4. Peer Collaboration
5. Parental Engagement

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Differentiated Instruction tailors learning experiences to individual needs, Small Group Instruction fosters personalized support and collaboration, Progress Monitoring informs adaptive teaching, Peer Collaboration nurtures dynamic learning through shared insights, and Parental Engagement establishes a cohesive partnership between home and school. Collectively, these strategies aim to create a student-centered environment that enhances learning, collaboration, and parental involvement, ultimately driving the desired score increase from 53% to 60% for 3rd-grade students.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

- Regularly review and adjust instructional strategies based on student progress and feedback.
- Identify specific learning objectives or areas that require additional focus for small group sessions.
- Organize students into small groups based on their learning needs and compatibility.
- Schedule dedicated time for small group instruction within the school day or week.
- Analyze assessment results to identify areas of improvement and individual student needs.
- Collaborate with educators to interpret data and design instructional adjustments.
- Use progress monitoring data to inform discussions with parents during conferences.
- Bi-weekly PLCs that encourage peer feedback and reflection to enhance learning through shared perspectives.
- Establish regular communication channels such as emails, newsletters, and a dedicated online platform to keep parents informed.

**Person Responsible:** Shanda Garvin-Shaw (shanda.garvin-shaw@palmbeachschools.org)

**By When:** Achieved by FAST PM3 a the end of FY24.

## #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.

In FY23 47% of students had 5 or more absences resulting in 5.5 as the average total absences per child. 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.

By the end of FY24, the school aims to reduce the percentage of students with 5 or more absences from 47% to 30%, resulting in an average total of 4.0 absences per child, based on data analysis and attendance records.

### Monitoring:

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

Monitoring the goal of increasing student school attendance will be a comprehensive and data-driven process. Regular tracking and recording of attendance data for all students will be conducted on a daily basis, allowing for real-time insights into attendance trends and patterns. The data will be analyzed periodically to identify any shifts or deviations from the target. Additionally, monthly attendance reports will be generated and shared with the school leadership team, teachers, and parents to ensure transparency and accountability. As part of this process, teachers will play a pivotal role in fostering improved attendance by taking on the responsibility of contacting absent students' homes. They will proactively reach out to parents or guardians to inquire about the reasons for the absence, provide necessary support, and emphasize the importance of consistent attendance. This direct communication will facilitate early intervention and the implementation of appropriate measures to address any attendance challenges, ensuring that the desired outcome of increased student school attendance is consistently progressing towards achievement.

### Person responsible for monitoring outcome:

Shanda Garvin-Shaw (shanda.garvin-shaw@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. Student Engagement Activities
2. Parental Involvement
3. Early Warning Systems
4. Positive Reinforcement

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Student engagement activities make learning engaging and relevant, parental involvement taps into the crucial role of parents, early warning systems facilitate timely interventions, and positive reinforcement fosters a culture of achievement and attendance. By collaboratively implementing these strategies, the school aims to address absenteeism comprehensively, promote a positive attendance culture, and ensure that students are motivated and supported in their educational journey.

### 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.

- Collaboratively design engaging and interactive lesson plans that connect classroom content to real-world applications.
- Integrate hands-on activities, group projects, and multimedia presentations to pique student interest and curiosity.
- Establish clear lines of communication with parents through regular updates via emails, newsletters, and a dedicated online platform.
- Conduct parent-teacher conferences to discuss attendance trends, address concerns, and collaboratively identify solutions.
- Implement a data collection system to monitor attendance on a daily basis and identify students with irregular attendance patterns.
- Create a tiered rewards system where students receive incentives, such as certificates, badges, or small prizes, for achieving specific attendance milestones.

**Person Responsible:** Shanda Garvin-Shaw (shanda.garvin-shaw@palmbeachschools.org)

**By When:** end of FY24.

**Reading Achievement Initiative for Scholastic Excellence (RAISE)**

**Area of Focus Description and Rationale**

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

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

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

If we focus on Standards-based instruction to increase overall K-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning. According to the data our students are not entering third grade prepared for the rigors of the standards and

state assessment. According to iReady FY 23 data 33% of our incoming third grade students are reading at an on-grade level data. iReady also shows that our overall primary grades proficiency is low. iReady proficiency data from BOY to EOY:  
Kindergarten: 21% ----> 89%  
1st Grade: 24% ----> 67%  
2nd Grade: 37% ----> 63%

It also gives us data to support a lack of proficiency in foundational skills. Data is a result of the iReady diagnostics.  
Phonological awareness: 78% ----> 92%  
Phonics: 50% ----> 80%  
High-Frequency Words: 67% ----> 87%  
Vocabulary: 33% ----> 63%

Due to a lack of foundational skills, students' overall reading comprehension proficiency for literature text and nonfiction text:  
Lit: 38% ----> 68%  
Informational: 33% ----> 64%

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

If we focus on Standards-based instruction to increase overall 3-5 proficiency school-wide in ELA, then we will increase student proficiency in all students to ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning. The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA-identified subgroups:

ELA---->FY21---->FY22---->FY23  
3----->56%----->56%----->47%  
4----->50%----->63%----->52%  
5----->68%----->64%----->62%  
SWDs-->39%----->32%----->33%  
Blacks-->48%----->58%----->49%

Our FAST Data shows the following percentages are level 3 or higher.  
PM1 PM2 PM3  
3rd 22% 34% 48%  
4th 33% 44% 58%  
5th 35% 44% 56%



## 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

STAR Reading 2023 students on track

PM2 PM3

Kinder 100% 86%

1st Grade 93% 67%

2nd Grade 58% 57%

### Grades 3-5 Measurable Outcomes

FAST READING 2023 students on track

PM2 PM3

3rd Grade 51% 47%

4th Grade 52% 52%

5th Grade 68% 62%

## Monitoring

### Monitoring

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

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

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring checks, Reading running records, and end of unit assessments from the Benchmark Series.

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

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

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

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Garvin-Shaw, Shanda, shanda.garvin-shaw@palmbeachschools.org

## Evidence-based Practices/Programs

**Description:**

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

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

1. Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.
2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

**Rationale:**

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

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

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

need(s). PLCs allow educators opportunities to directly improve teaching and learning. PLCs allow teachers an easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement.

### **Action Steps to Implement**

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Develop Literacy Leadership Schools must have a Literacy Leadership Team, consisting, in part, of a</p> <p>School administrator, Reading coach (SSCC), Media specialist, Lead teacher</p> <p>Develop a plan to monitor the implementation &amp; ensure compliance with the reading plan</p> <p>Walkthroughs to weekly monitor and support reading instruction &amp; intervention (Look Fors, CAO updates)</p> <p>School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data)</p>	<p>Garvin-Shaw, Shanda, shanda.garvin-shaw@palmbeachschools.org</p>
<p>Assessment</p> <p>1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking &amp; listening) (Professional Learning/Literacy Coaching)</p> <p>a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQs in Language Arts. Teacher will utilize Differentiated Instruction strategies and small-group instruction (Assessment).</p> <p>b. Teachers will analyze student data to determine strengths and weaknesses in content area.</p> <p>c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities</p> <p>d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.</p> <p>e. Teachers follow the District Assessment schedule of ongoing formative assessments to track student learning &amp; adjust instruction continuously</p>	<p>Garvin-Shaw, Shanda, shanda.garvin-shaw@palmbeachschools.org</p>
<p>Professional Development (Professional Learning/Literacy Coaching)</p> <p>a. Coach, SSCC will create an ongoing PD session that consist of mandatory and voluntary sessions that teachers will attend.</p> <p>b. Coach and SSCC will provide ongoing modeling, pre and post conferences, and in class room support</p> <p>c. ongoing observations from principal and assistant principal with feedback will be provided to teachers.</p>	<p>Garvin-Shaw, Shanda, shanda.garvin-shaw@palmbeachschools.org</p>
<p>PLCs: (Professional Learning)</p> <p>a. Development of a PLC schedule to include all content area teachers and resource teachers.</p> <p>b. The PLCs sessions will focus on data analysis and effective instruction based on the needs</p> <p>c. Instructional coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.</p> <p>d. Teachers will work collaboratively to plan and develop lessons focused on</p>	<p>Garvin-Shaw, Shanda, shanda.garvin-shaw@palmbeachschools.org</p>

Action Step	Person Responsible for Monitoring
strategies aligned to the standards.	

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

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

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

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

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**  
 List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

NA

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

NA

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

NA