

The School District of Palm Beach County

Indian Pines Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	15
III. Planning for Improvement	19
IV. ATSI, TSI and CSI Resource Review	27
V. Reading Achievement Initiative for Scholastic Excellence	27
VI. Title I Requirements	31
VII. Budget to Support Areas of Focus	0

Indian Pines Elementary School

6000 OAK ROYAL DR, Lake Worth, FL 33463

<https://ipes.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.

We, the community of Indian Pines Elementary School, are committed and dedicated to providing a safe, positive, and nurturing environment educating all to successfully advance intellectually, socially and emotionally. We strive to prepare our students to become high school and college graduates, as well as contributing members of our world.

Provide the school's vision statement.

Indian Pines is a welcoming place where teachers and students come together to grow and learn in an enriching learning community. We foster hands-on, real-life instruction in an engaging environment that is clean, safe and orderly that promotes analytical thinking to help ensure student academic and social success.

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
------	----------------	---------------------------------

PERFORMANCE RESPONSIBILITIES:

Vision of Academic Success for All

1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness.
2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it.
3. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning.
4. Challenges beliefs and practices that interfere with achieving the vision.
5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student.
6. Serves as the cheerleader, coach, and standard bearer for the vision.
7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals.
8. Monitors the implementation of effective instruction to meet the needs of all students.
9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.

Robinson, Jill
Principal

Climate

10. Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.
11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.
12. Creates school-wide and team norms and expectations for collective responsibility for student success.
13. Develops staff's capacity to collaborate effectively about standards and effective instruction.

Name	Position Title	Job Duties and Responsibilities
------	----------------	---------------------------------

- 14. Celebrates success as well as opportunities for growth.
- 15. Eliminates barriers and distractions that interfere with effective teaching and learning.
- 16. Provides a clean, safe and nurturing school environment.
- 17. Builds a culture of pride, trust, and respect.
- 18. Implements and monitors an effective approach to bullying prevention.
- 19. Aligns new and existing community and parent partnerships.

Cultivating Leadership

- 20. Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction.
- 21. Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.
- 22. Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.
- 23. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.
- 24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.
- 25. Provides ongoing coaching with constructive feedback to teacher leaders.
- 26. Implements a comprehensive performance management system.
- 27. Implements rigorous project management, structures, protocols, and processes.

Improving Instruction

- 28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.
- 29. Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.

Name	Position Title	Job Duties and Responsibilities
		<p>30. Provides intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</p> <p>31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.</p> <p>32. Quickly and proactively addresses problems in instruction and student learning.</p> <p>33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p> <p>34. Monitors and improves instruction.</p> <p>35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p> <p>People, Data, and Processes</p> <p>36. Hires and retains highly qualified and effective employees.</p> <p>37. Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>38. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>39. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>40. Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p> <p>41. Reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or diminish those that interfere with instructional leadership.</p> <p>42. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>43. Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities.</p> <p>44. Manages and supervises the school’s financial resources, including the preparation of the school’s budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.</p> <p>45. Maintains appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports.</p> <p>46. Supervises the school’s food, transportation, maintenance, facility and support services.</p> <p>47. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.</p> <p>48. Coordinates community activities relevant to the school within the school area.</p> <p>49. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.</p> <p>50. Implements and monitors career and leadership advancement pathways.</p> <p>51. Monitors systemic customer service.</p> <p>52. Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.</p> <p>Performance Effectiveness Criteria:</p> <p>In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards</p>
Shannon, Keymi	Assistant Principal	<p>Job duties and responsibility of the Assistant Principal include; monitoring all systems and structures that directly correlate to and impact our Single School Culture, Social Emotional Learning and Academic Achievement goals and initiatives; Providing on-going support and coaching development within our instructional leadership team and instructional staff; Utilizing various data sources as a tool for monitoring student achievement of all students and ensuring that resources are in place to support student and staff needs;</p>

Name	Position Title	Job Duties and Responsibilities
		Communicating high expectations with our leadership team, staff, students and parents in alignment with our Mission and Vision with guidance and leadership from the Principal.
stewart-thomas, marcia	Other	<p>Curriculum support to help build teacher capacity for instruction using the coaching cycle and professional development. Provide instructional support by working with students to close the achievement gap.</p> <p>As SSCC, I also support grades K-5 to build teacher capacity to support differentiated instruction to improve student achievement and close the gap for learning gains in lowest 35%, ELL and ESE students.</p> <p>Role responsible for Out-of-system, Academic Tutors to provide support for our high-need learners. Tutors will serve as double down, small group support in each class grades K-2. Includes scheduling, teacher and student assignment and daily responsibilities.</p>

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.

In planning for the School Improvement Plan we used the SWP guided questions to drill down to root causes and discussions among each group of stake holders. We first met as a Leadership to discuss our glows and grows from SY23 that have been observed around campus from formal and informal observations, as well as school wide data. Next, we met with the entire faculty in collaborative groups to discuss and complete the guided questions offering input and suggestions. This meeting was followed by a meeting with Team Leaders to clarify wonderings and further discuss school culture, climate and academics. All information was shared during a SAC meeting allowing parents to ask questions or add their concerns, goals and achievement markers of success of the plan. Once all voices were heard, the Leadership Team used the information gathered to create and complete the IPES SIP.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools. 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.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District’s multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

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.

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))

Indian Pines SIP goals will be monitored using a data dashboard by grade level and state standards of FSQs and USAs, Oral Reading Records. We will also conduct formal and informal classroom walkthroughs of differentiated instruction, vocabulary growth, use of Go To Strategies and Best Practices; stop and jot, use of journals, productive struggle, Fidelity checks ORR.

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

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

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	95%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D

	2018-19: D 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	18	19	18	14	11	16	0	0	0	96
One or more suspensions	0	1	9	6	1	6	0	0	0	23
Course failure in English Language Arts (ELA)	25	34	38	75	38	43	0	0	0	253
Course failure in Math	16	21	40	48	41	16	0	0	0	182
Level 1 on statewide ELA assessment	0	0	0	53	34	29	0	0	0	116
Level 1 on statewide Math assessment	0	0	0	55	34	39	0	0	0	128
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	0	17	3	3	0	0	0	26

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	18	23	37	73	43	44	0	0	0	238

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	2	1	6	18	7	3	0	0	0	37
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	25	15	18	21	11	23	0	0	0	113
One or more suspensions	3	2	4	5	2	25	0	0	0	41
Course failure in ELA	27	26	41	64	33	44	0	0	0	235
Course failure in Math	10	15	31	47	37	40	0	0	0	180
Level 1 on statewide ELA assessment	0	0	0	35	28	36	0	0	0	99
Level 1 on statewide Math assessment	0	0	0	34	29	41	0	0	0	104
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	11	21	5	4	0	0	0	46

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	16	17	33	60	39	55	0	0	0	220

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	1	15	0	0	0	0	0	17
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	25	15	18	21	11	23	0	0	0	113
One or more suspensions	3	2	4	5	2	25	0	0	0	41
Course failure in ELA	27	26	41	64	33	44	0	0	0	235
Course failure in Math	10	15	31	47	37	40	0	0	0	180
Level 1 on statewide ELA assessment	0	0	0	35	28	36	0	0	0	99
Level 1 on statewide Math assessment	0	0	0	34	29	41	0	0	0	104
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	11	21	5	4	0	0	0	46

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	16	17	33	60	39	55	0	0	0	220

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	1	15	0	0	0	0	0	17
Students retained two or more times	0	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*	30	53	53	40	59	56	38		
ELA Learning Gains				63			53		
ELA Lowest 25th Percentile				59			54		
Math Achievement*	40	57	59	45	53	50	38		
Math Learning Gains				66			59		
Math Lowest 25th Percentile				43			59		
Science Achievement*	46	54	54	19	59	59	38		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	69	56	59	53			33		

* 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	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	203
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	2
Total Points Earned for the Federal Index	388
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	4	1
ELL	34	Yes	4	
AMI				
ASN				
BLK	40	Yes	1	
HSP	42			
MUL				
PAC				
WHT	50			

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	41			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	3	
ELL	36	Yes	3	
AMI				
ASN				
BLK	50			
HSP	44			
MUL				
PAC				
WHT	50			
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	30			40			46					69
SWD	9			15			9				5	75
ELL	23			30			26				5	69
AMI												
ASN												
BLK	29			41			47				5	65
HSP	27			32			36				5	87
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	47			53							2	
FRL	29			39			45				5	72

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	40	63	59	45	66	43	19					53
SWD	14	58	60	12	52	48	8					24
ELL	28	52	43	32	51	24	5					53
AMI												
ASN												
BLK	41	64	65	45	68	44	18					56
HSP	34	61		46	56		26					43
MUL												
PAC												
WHT	47			53								
FRL	40	63	60	46	66	43	18					53

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	38	53	54	38	59	59	38					33
SWD	16	58	64	16	62	77	10					32
ELL	28	41	50	31	56	64	25					33
AMI												
ASN												
BLK	37	52	50	37	60	59	40					29
HSP	33	52		40	60		22					50
MUL												
PAC												
WHT	47			47								
FRL	36	50	54	38	59	59	39					33

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	42%	56%	-14%	54%	-12%
04	2023 - Spring	34%	58%	-24%	58%	-24%
03	2023 - Spring	17%	48%	-31%	50%	-33%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	26%	57%	-31%	59%	-33%
04	2023 - Spring	38%	52%	-14%	61%	-23%
05	2023 - Spring	42%	56%	-14%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	51%	-10%	51%	-10%

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.

IPES Data shows the following:

- FY23 FY22 FY19
- ELA Achievement 32 40 36
- Lng Gains NA 63 41
- SWDs Achievement 11 14 8
- Lng Gains NA 58 27
- ELLs Achievement 15 28 29

Lng Gains NA 52 40

Math 38 45 43

Lng Gains NA 66 50

SWDs Achievement 15 12 18

Lng Gains NA 52 48

ELLs Achievement 25 32 38

Lng Gains NA 51 53

Science 41 19 25

SWDs 10 8 5

ELLs 15 5 22

Our lowest performance was third grade ELA , dropping 16 percentage points from FY22 (33%) to FY23 (17%). The contributing factors to this decrease was due to one of six teachers out on FMLA and another one was new to third grade. All the teachers were unfamiliar with the new standards and assessment.

The support needed to coach up teachers was utilized to teach other grade levels as needed based upon teacher vacancies. Therefore, data review and best practices were discussed during PLC and team planning. However, monitoring and embedded classroom professional development was not available.

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

Math 38 45 43

Lng Gains NA 66 50

SWDs Achievement 15 12 18

Lng Gains NA 52 48

ELLs Achievement 25 32 38

Lng Gains NA 51 53

The data component that showed the greatest decline from FY22 (38%) to FY23 (26%) was third grade Math with a 12% decline. A contributing factor to the decline was teachers working in departmentalization and teaching two groups of students each without the proper PD, skills and support. Also, the deficit of primary foundational skills from grades K-2 hinders the progression of the third grade standards.

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.

FAST PM3 school to state comparison:

School State

ELA Achievement 32 50

Math 38 59

Science 41 51

When compared to the state average, third grade ELA and Math both show a 33% gap between IPES and the state. Several factors contributed factors to this gap. Such as; one of six teachers out on FMLA and another one was new to third grade. All the teachers were unfamiliar with the new standards and assessment.

Support staff needed to coach up teachers were utilized to teach other grade levels as needed based upon teacher vacancies. Teachers also taught two classes using the departmentalization model without the proper PD, skills and support systems. Therefore, data review and best practices were discussed during PLC and team planning, while the monitoring and embedded classroom professional development was not available.

Also, the deficit of primary foundational skills from grades K-2 hindered the progression of the third grade standards.

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

Science showed the most improvement with a 23% increase in our proficiency. The actions that were taken to achieve this success were the following:

- Intentional unit planning and collaboration
- Utilization of Science Block Framework
- Intentional focus on science vocabulary development during the EDR block.
- Science embedded passages for ELA homework.
- Targeted tutorial groupings around Science enrichment and vocabulary.
- Increased Hands- On science learning opportunities

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

Reflecting on our EWS, IPES will focus on the following areas of concern:

- Attendance (Tardies after 9:00 and Early Pick Up before 2:00)
- Immediate Intensive Intervention (iii)

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.

- *Second and Third Grade ELA Proficiency.
- *Attendance (Late arrivals, Early dismissals and No Shows)
- *Immediate Intensive Intervention (iii)
- *Differentiated Instruction
- *Progress Monitoring

Area of Focus

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

#1. Positive Culture and Environment specifically relating to 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.

Based upon school data, 3 out of 10 students are picked up for Early Dismissal (before 2:00pm) on a daily basis.

Measurable Outcome:

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

Our goal is to decrease the number of students being picked up early (before 2:00pm) by 20%.

Monitoring:

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

Daily Early Dismissal rosters.
During Monthly Attendance Meetings

Person responsible for monitoring outcome:

marcia stewart-thomas (marcia.stewart-thomas@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- Repetitive home communication.
- 2. Attendance Contract
- 3- Required Instruction Florida State Statute 1003.42 and Policy 2.09

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Educating the parents on the importance of school attendance throughout the school day and the impact of early release. Sharing the loss of instructional time or minutes.

Holding parents accountable for student attendance.

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.

Communicate Expectations to Parents

Person Responsible: Keymi Shannon (keymi.shannon@palmbeachschools.org)

By When: September 14, 2023

Train office staff and teachers on Attendance Guidelines/Expectations.

Person Responsible: Keymi Shannon (keymi.shannon@palmbeachschools.org)

By When: August 31, 2023

Assign grade level liaisons to support attendance

Person Responsible: Keymi Shannon (keymi.shannon@palmbeachschools.org)

By When: August 31, 2023

Monitor and hold monthly attendance meetings.

Person Responsible: Keymi Shannon (keymi.shannon@palmbeachschools.org)

By When: Ongoing- May 31, 2024

Hold parent conferences and implement attendance contracts as needed.

Person Responsible: Keymi Shannon (keymi.shannon@palmbeachschools.org)

By When: Ongoing May 31, 2024

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

Person Responsible: [no one identified]

By When: Effective August 23-May 24

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:

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

Decline in Reading proficiency in third grade.

IPES Data shows the following:

FY23 FY22 FY19
 ELA Achievement 32 40 36
 Lng Gains NA 63 41
 SWDs Achievement 11 14 8
 Lng Gains NA 58 27
 ELLs Achievement 15 28 29
 Lng Gains NA 52 40

Math 38 45 43
 Lng Gains NA 66 50
 SWDs Achievement 15 12 18
 Lng Gains NA 52 48
 ELLs Achievement 25 32 38
 Lng Gains NA 51 53

Science 41 19 25
 SWDs 10 8 5
 ELLs 15 5 22

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, 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 the number of students reading on grade level in third grade by 8% by May 2024.

A non-negotiable expectation we have at IPES is to ensure the effective and efficient teacher practice of differentiated, small group instruction to ensure a variety of tasks, texts, and talk aligned to the standard and students' abilities.

By February 80% of the teachers will be effectively executing small group instruction.

By May 100% of the teachers will be effectively executing small group instruction.

Monitoring:

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

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. At IPES we strategically plan for a variety of monitoring techniques:

Review of Lesson Plans,
Data Analysis
Classroom walks
Data Chats with teachers, students, and parents
Formal Observations
Monitoring of SEL needs through the SBT/BHP process
Oral Running Records
Fidelity of use of resources (iii, Haggerty, Voyager and FL Benchmark Advanced)
Informal and Formal Look Fors and Walkthroughs
PD- Understand FL Best Standards
iReady

Person responsible for monitoring outcome:

Jill Robinson (jill.robinson@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.)

Science of Reading
Benchmark- Phonics, Phonological Awareness, Fluency and Vocabulary
Haggerty
iReady- Assigned lessons and Progress Monitoring

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Science of Reading increases quality and quantity of language interaction. Supports learners with evidence-based instructional strategies. Identifies students who may need additional assessment. Uses data to make instructional decisions.

Benchmark Focus too increase the number of third graders reading on grade level.

Haggerty: #1 phonemic awareness curriculum, helping more than half of all school districts in the United States improve literacy scores and children's phonological awareness.

iReady has aided in significantly increasing student achievement when the programs used with fidelity. There are a variety of effective tools that enable teachers to differentiate instruction based on a student's specific area of need.

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.

Benchmark Focus:
PD/PLC- Reading Framework
a. Understanding the instructional block

- b. Forming small groups
- c. Remediating, enriching and reteaching of students

Create teacher portfolios based upon the level of support needed to address the learning needs of students.

Person Responsible: marcia stewart-thomas (marcia.stewart-thomas@palmbeachschools.org)

By When: August 31st and ongoing mentoring and support.

PD/PLC- Science of Reading (K-2)

Supporting reading development. Group students based upon their foundational needs.

- a. oral language development
- b. Phonological awareness
- c. Early decoding
- d. Advanced decoding
- e. Fluency
- f. Vocabulary development
- g. Comprehension

Informally observe teachers during the ELA block using the district look fors and Core Actions to tier teachers by levels of support needed.

Person Responsible: Jill Robinson (jill.robinson@palmbeachschools.org)

By When: On going- May 31, 2024

Heggerty (kindergarten)

- a. oral language development
- b. Phonological awareness
- c. Early decoding
- d. Advanced decoding
- e. Fluency
- f. Vocabulary development
- g. Comprehension

Informally observe teachers during the ELA block using the district look fors and Core Actions to tier teachers by levels of support needed.

Person Responsible: marcia stewart-thomas (marcia.stewart-thomas@palmbeachschools.org)

By When: August 31st. (ongoing)

Based upon teacher knowledge group students accordingly to begin intervention services.

Person Responsible: marcia stewart-thomas (marcia.stewart-thomas@palmbeachschools.org)

By When: August 31st.

iReady

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

Create teacher portfolios based upon the level of support needed to address the learning needs of students.

Person Responsible: marcia stewart-thomas (marcia.stewart-thomas@palmbeachschools.org)

By When: August 2023- May 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. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

The process to review school improvement funding allocations begins with analyzing school data. The school data determines areas that need improvement. Based on the findings, we determine which resources would best improve the targeted areas. The materials, support staff, and field trips that are provided are intentionally planned to support students based upon learning needs.

Resources and allocations are focused on: (choose the ones that align with your school).

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. 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.
4. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
5. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
6. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team.
7. The District Reading Collaboration team provides professional development to schools based on needs.
8. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
9. 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.

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

Our iReady Window 3 data showed:
 On Grade Level One year below grade level
 Kindergarten: 85% 15%
 First Grade 65% 32%
 Second Grade: 37% 43%

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

FY19 versus FY22 data is as follows:
 Grade 3 ELA Level 3+ FY19 = 36% FY22= 33% a decline of -3%
 Grade 4 ELA Level 3+ FY19 = 30% FY22 = 46% an improvement overall of 16%
 Grade 5 ELA Level 3+ FY19 = 34% FY22 = 36% an improvement overall of 2%
 Our ESSA data shows:
 ELA
 SWDs overall
 2019: 14% 2022: 8%
 ELLS overall:
 2019: 22% 2022: 22%

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

January 2024 May 2024
Kindergarten + 25% 60% on Grade level
First +30% 75% on Grade Level
Second +35% 80% on Grade Level

Grades 3-5 Measurable Outcomes

January 2024 May 2023
Student learning outcomes
ELA overall 40% 42%
SWDs +3% +2%
ELLs +3% +2%

A non-negotiable expectation at IPES is to ensure the delivery and intentional effective and efficient teacher practice of differentiated, small group instruction to ensure a variety of tasks, texts, and talk aligned to the standard and students' abilities.

By February 100% of the teachers will deliver intentional and effective small group instruction.

By May 100% of the teachers will ensure a variety of tasks, texts, and talk aligned to the standard and students' abilities.

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. At IPES we strategically plan for a variety of monitoring techniques:

Review of small group plans

Data Analysis

Classroom walks

Student work samples/portfolio/binder reviews

Student attendance

Data Chats with teachers, students, and parents

Formal and Informal Observations

Monitoring of SLL needs through the SBT/BHP process

The monitoring will be supported by key members of the leadership team:

Assistant Principal and SSCC

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Robinson, Jill, jill.robinson@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. The evidence-based strategy being used to support ELA goals is iReady and USA. They will be used throughout the reading block (whole group instruction, small group instruction, and independent work time).

2. Small Group Differentiated Instruction: Designated PLCs focused on creating differentiated small group plans and utilizing scaffolded instructional practices.

3. Professional Development: Teachers will participate in Professional Development for the purpose of data-driven planning and analysis to strengthen standards-based instructional practices that will accelerate student learning in ELA particularly within the ESSA identified subgroups, SWDs and ELLs.

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. iReady provides rigorous small group instruction with materials that support teachers and engage students in mastering content standards. It allows for differentiated instruction for students of all performance levels by providing teachers with access to both on- and off-grade level instructional resources for use in small-group. The i-Ready personalized instruction accelerates growth for key student groups: ELL, SWD, and students with socioeconomic disadvantages (SED).

2. Small Group Differentiated Instruction: Out-of-System Tutors in grades K-5 provide certified classroom teachers with additional support to ensure that the differentiated needs of students are met with small group targeted instruction and interventions.

3. Professional Development: The PD will empower teachers with the essential student information to positively impact student learning and differentiated instruction (ELLevation). Teachers will focus on differentiating instruction to support ESSA subgroups while focusing on understanding and executing the B.E.S.T standards and implementation of Benchmark curriculum.

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
Develop Literacy Leadership Team consisting of ? School administrator, ? SSCC, ? Media specialist, ? Lead teacher	Shannon, Keymi, keymi.shannon@palmbeachschools.org
Develop a plan to monitor the implementation of ELA best practices discussed in PLCs.	stewart-thomas, marcia, marcia.stewart-thomas@palmbeachschools.org
Weekly walkthroughs to monitor and support reading instruction and intervention.	Robinson, Jill, jill.robinson@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