Liberty Park Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Liberty Park Elementary School

6601 CONSTITUTION WAY, Greenacres, FL 33413

https://lpes.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.

At Liberty Park Elementary School, our mission is to create a safe learning environment which fosters lifelong learning. Our commitment is to cultivate a school culture where students, the community and the school work collaboratively to ensure college and career readiness. We are committed to our efforts and believe that you can not teach every child, until you teach each child. As a school we will learn and grow with our students in an effort to maximize student achievement, and become the top-rated school in our state, and the nation.

Provide the school's vision statement.

Our vision is to provide a caring and stimulating environment where children will recognize and achieve their fullest potential, later making their best contribution to society. We envision an academic collaborative multicultural community where education and lifelong learning are valued and supported for all learners to reach their highest potential and succeed in a global economy.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

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

Name	Position Title	Job Duties and Responsibilities
Schneider, Joseph	Principal	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 towards continuous improvement processes 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 the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Mr. Schneider must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.
Mompeller, Dahily	Assistant Principal	As assistant Principal, Mrs. Mompeller 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.
Lacasse-Cruz , Christy	Reading Coach	The Reading Coach assists with the coordination and implementation of the District approved Reading curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in weekly Professional Learning Communities. (PLC's) The Reading Coach will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process to ensure Reading deficiencies are being addressed. Finally, she will lead standards-based planning through PLCs and Teacher Planning Sessions.
Prince, Alina	Math Coach	The Math Coach assists with the coordination and implementation of the District approved Math curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of

Name	Position Title	Job Duties and Responsibilities
		student assessment data. Participates in professional development and shares the content with school staff. She participates in weekly Professional Learning Communities. (PLC's) The Math Coach will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process to ensure Math deficiencies are being addressed. Finally, she will lead standards-based planning through PLCs.
Ward , Joshua	Science Coach	The Science Coach assists with the coordination and implementation of the District approved Science curriculum, which follows state standards. He utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. He participates in weekly Professional Learning Communities. (PLC's) Finally, he will lead standards-based planning through PLCs and Teacher Planning Sessions.
Crenshaw , Tonya	Other	The ESE Coordinator 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.
Poorman, Jennifer	Other	SBT Coordinator - Collaborates with other team members to differentiate instruction for students as well as provide interventions to help students be successful. - Plans interventions - scheduling interventionist groups and progress monitoring.
Hewitt, Kimberly	Other	The Learning Team Facilitator assists with the coordination and implementation of the District approved ELA curriculum, which follows state standards. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitates weekly Professional Learning Communities (PLCs). Finally, the Learning Team Facilitator will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA (Reading/Writing). She will also lead standards-based planning through PLCs.

Name	Position Title	Job Duties and Responsibilities
Manjarres, Carolina	Other	The ESOL Coordinator 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 support 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.

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

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

The School 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, reading and math coaches, ESOL, ESE, and the Administrative Team. Our ESOL Coordinator works 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. The School Based Team Leader works with our ESOL Coordinator, ESOL School Counselor, and school administration to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.

Additionally, 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 in parents/visitors before they can go to a classroom, or school event on campus.

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))

Student assessments include the new Progress Monitoring which occur 3 times per year. In VPK- Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data.

School site administration (Academics, Behavior, Climate) Academics: Professional Learning Communities occur on a bi-weekly cycle per grade level. Instructional staff meet with the academic coaches and administration to discuss and analyze data, and modify instruction. Student work and best practices are shared and analyzed.

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments (USAs), i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year.

Employing frequent monitoring will allow us to make adjustments to the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement.

We strategically plan for a variety of monitoring techniques:
- Review of Lesson Plans,
- Data Analysis,
- Classroom walks,
- Student attendance,
- Data Chats,
- Formal Observations,
- Professional Learning Communities attendance/participation,
- Formative/Summative Assessments and Technology.

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	89%
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: C
	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	59	59	40	38	36	0	0	0	232
One or more suspensions	0	4	2	4	6	1	0	0	0	17
Course failure in English Language Arts (ELA)	0	50	81	103	73	62	0	0	0	369
Course failure in Math	0	31	33	86	67	72	0	0	0	289
Level 1 on statewide ELA assessment	0	32	43	46	84	64	0	0	0	269
Level 1 on statewide Math assessment	0	18	16	36	84	63	0	0	0	217
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	15	37	13	38	0	0	0	110

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	41	57	88	65	62	0	0	0	313

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	1	20	0	0	0	0	0	22
Students retained two or more times	0	1	1	20	27	14	0	0	0	63

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	57	42	57	44	37	0	0	0	237
One or more suspensions	0	1	0	6	3	6	0	0	0	16
Course failure in ELA	0	28	46	94	44	55	0	0	0	267
Course failure in Math	0	19	18	60	45	41	0	0	0	183
Level 1 on statewide ELA assessment	0	0	0	32	30	40	0	0	0	102
Level 1 on statewide Math assessment	0	0	0	0	13	62	0	0	0	75
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	15	37	13	38	0	0	0	110

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	23	30	76	49	67	0	0	0	245

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	33	0	0	0	0	0	33
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	57	42	57	44	37	0	0	0	237
One or more suspensions	0	1	0	6	3	6	0	0	0	16
Course failure in ELA	0	28	46	94	44	55	0	0	0	267
Course failure in Math	0	19	18	60	45	41	0	0	0	183
Level 1 on statewide ELA assessment	0	0	0	32	30	40	0	0	0	102
Level 1 on statewide Math assessment	0	0	0	0	13	62	0	0	0	75
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	15	37	13	38	0	0	0	110

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	23	30	76	49	67	0	0	0	245

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	33	0	0	0	0	0	33
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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*	33	53	53	41	59	56	41		
ELA Learning Gains				55			44		
ELA Lowest 25th Percentile				47			50		
Math Achievement*	35	57	59	39	53	50	27		
Math Learning Gains				63			15		
Math Lowest 25th Percentile				58			14		
Science Achievement*	33	54	54	31	59	59	20		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	50	56	59	54			47		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](.).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	182
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	388
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	19	Yes	2	1
ELL	29	Yes	1	1
AMI				
ASN				
BLK	33	Yes	1	
HSP	37	Yes	1	
MUL				
PAC				
WHT	36	Yes	1	

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	36	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	1	
ELL	45			
AMI				
ASN				
BLK	45			
HSP	50			
MUL				
PAC				
WHT	43			
FRL	48			

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	33			35			33					50
SWD	11			20			20				5	39
ELL	21			27			25				5	50
AMI												
ASN												
BLK	32			36			24				5	40
HSP	33			34			38				5	49
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	32			36							4	67
FRL	32			34			32				5	50

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	41	55	47	39	63	58	31					54
SWD	13	44	43	14	57	52	4					49
ELL	32	54	48	32	61	59	22					54
AMI												
ASN												
BLK	40	46	36	43	62	50	22					57
HSP	40	59	53	39	64	60	33					52
MUL												
PAC												
WHT	48	47		23	50		17					73
FRL	39	55	49	37	62	58	30					55

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	41	44	50	27	15	14	20					47
SWD	24	38	38	17	13	6	11					41
ELL	31	44	52	18	12	18	13					47
AMI												
ASN												
BLK	42	39		25	9		17					69
HSP	38	47	55	28	18	17	18					47
MUL												
PAC												
WHT	53	31		22	0		31					
FRL	39	42	47	25	13	15	14					46

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	56%	-14%	54%	-12%
04	2023 - Spring	31%	58%	-27%	58%	-27%
03	2023 - Spring	27%	48%	-21%	50%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	31%	57%	-26%	59%	-28%
04	2023 - Spring	29%	52%	-23%	61%	-32%
05	2023 - Spring	40%	56%	-16%	55%	-15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	51%	-18%	51%	-18%

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.

Following a thorough review of the FY23 data including an analysis of FAST and STAR results, the data components showing the lowest performance were ESE and ELA.

FY23 FAST Data - Students on Track in ELA based on PM3
Overall (33% grades 3-5) ESE (8% grades 3-5) ELL(15% grades 3-5)
Grade 3: 27% (44/163) Grade 3: 4% (1/23) Grade 3: 16% (16/99)
Grade 4: 31% (43/137) Grade 4: 13% (2/16) Grade 4: 13% (9/72)
Grade 5: 42% (58/138) Grade 5: 10% (2/22) Grade 5: 18% (8/45)

A review of the FSA/FAST from FY21 to FY23 also revealed the following trends for students in grades 3-5:
1. Overall ELA proficiency performance declined 5% overall from 38% proficient in FY21 to 33% proficient in FY23. While overall ELA proficiency has declined from FY21 (38%) to FY23 (33%), FY21 cohort data shows a slight increase in ELA proficiency with a drop in grade 4. Historically, this trend is consistent across multiple years; FY21 (grade 3 ELA) - 40%, FY22 (grade 4 ELA) - 39%, FY23 (Grade 5 ELA) - 42%
2. Overall ESE proficiency from FY21 to FY23 showed a 15% decline. In grade 3, ESE subgroup proficiency declined 11% from FY21 15% to FY23 4%. In grade 4, ESE subgroup proficiency declined 19% from FY21 32% to FY23 13%. In grade 5, ESE subgroup proficiency declined 12% from FY21 22% to FY23 10%.
3. ELL proficiency from FY21 to FY23 has remained the same at 15% overall for grades 3-5.

According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to STAR FY23 37% of our incoming third grade students are reading on/above grade level. Additionally, 35% of students in grade 1 and 40% of students in Kindergarten are meeting grade level standards due to the lack of foundational skills.

FY23 FAST Data - Students on Track in Math based on PM3
Overall (35% grades 3-5) ESE (17% 3-5) ELL(22% grades 3-5)
Grade 3: 31% (51/163) Grade 3: 17% (4/23) Grade 3: 22% (22/99)
Grade 4: 29% (34/118) Grade 4: 25% (4/16) Grade 4: 20% (14/69)
Grade 5: 40% (58/145) Grade 5: 10% (2/22) Grade 5: 23% (11/48)
Grade 6: 100% (12/12) Grade 6: N/A Grade 6: N/A

FY23 FSA Data - Students in grade 5 on Track in Science based on FSA
Overall: 33% ESE: 16% ELL: 14%

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

A review of the ELA FSA/FAST from FY21 to FY23 revealed the following trends:
1. Overall ESE proficiency from FY21 to FY23 showed a 15% decline in ELA. In grade 3, ESE subgroup proficiency declined 11% from FY21 15% to FY23 4%. In grade 4, ESE subgroup proficiency declined 19% from FY21 32% to FY23 13%. In grade 5, ESE subgroup proficiency declined 12% from FY21 22% to FY23 10%.

2. ELA proficiency performance declined 5% overall from 38% to 33%. This includes a 13% drop in grade 3 ELA from 40% proficient in FY21 to 27% proficient in FY23.

Based on this data trend our focus will be to diminish course failure and increase student proficiency for students in all grade levels. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified groups; ELL and SWD students.

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 data component with the largest gap when compared to the state average is math FAST math proficiency. In FY23 31% of students in grade 3 scored a level 3 or higher in math compared to 59% of students in the state. 29% of students in grade 4 scored a level 3 or higher in math compared to 61% of students in the state. The contributing factors to the decline was student and teacher attendance.

Intervention groups were interrupted due to substitute issues. Interventionists and Support teachers were used as substitute teachers throughout the school year. Also, low attendance in after-school tutorials.

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

The data component showing the most improvement is grade 5 science. A review of the data revealed a positive trend with a proficiency increase of 12% overall: FY21 - 21%, FY22 - 27%, FY23 - 33%

The action steps contributing to the improvement in science were as follows:

1. Developing leadership teams to develop and increase capacity in each content area of ELA, Math, Science, and Social Studies. Each content department has an assigned academic coach responsible for scheduling and facilitating collaborative planning with our Learning Team Facilitator.

2. Collaborative planning with academic coaches and our Learning Team Facilitator. Collaborative planning will consist of deliberate coaching, modeling and guiding of instructional expectations. The instructional expectations include data driven instruction that scaffolds according to the needs of the student.

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

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

1. 10% or more attendance - The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to be involved. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT.
We will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days. At Liberty Park we develop student engagement and participation towards 100% attendance through various incentives and recognition. For example, we do Monthly Incentives for students who have 100% attendance. (popsicles, Cookies, Reading with the Principal, Movie Day, etc). Our goal is to increase attendance and student engagement in class. This year our team has also worked to improve our school-wide guidelines and behavior matrix that will be demonstrated and taught through specific practices led by our Guidance counselors. Students will be responsible to abide by the guidelines of our Behavior Matrix. Come to school each and every Day, be on time, be dress for success, be respectful to yourself and be respectful to others.

2. Reading Deficiency - Standards Based Instruction will continue to be a primary focus during instruction planning sessions. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. Students in grades K-2 will receive daily instruction using the UFLI phonics program. If we focus on Standard-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 provide explicit and systematic, scaffolded and differentiation instructions within the Reading block.

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

1. Collaborative planning with academic coaches and our Learning Team Facilitator. Collaborative planning will consist of deliberate coaching, modeling and guiding of instructional expectations. The instructional expectations include data driven instruction that scaffolds according to the needs of the student.

2. Continue push in model for ELA and Math block for SWDs and ELLs.

3.Increase attendance and student engagement in class. This year our team has also worked to improve our school-wide guidelines and behavior matrix that will be demonstrated and taught through specific practices led by our Guidance counselors. Students will be responsible to abide by the guidelines of our Behavior Matrix. Come to school each and every Day, be on time, be dress for success, be respectful to yourself and be respectful to others.

4. Ensure learning gains & progress for our ELL and ESE sub groups: Students who fall within our ELL and ESE Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students.

5. .Increase Reading Proficiency: Efforts are in place to strengthen foundational reading skills in K-2 so that

achievement gaps in reading are closed.

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.

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.

FY23 FAST Data - Students on Track in ELA based on PM3
Overall (33% grades 3-5) ESE (8% grades 3-5) ELL(15% grades 3-5)
Grade 3: 27% (44/163) Grade 3: 4% (1/23) Grade 3: 16% (16/99)
Grade 4: 31% (43/137) Grade 4: 13% (2/16) Grade 4: 13% (9/72)
Grade 5: 42% (58/138) Grade 5: 10% (2/22) Grade 5: 18% (8/45)

A review of the FSA/FAST from FY21 to FY23 also revealed the following trends for students in grades 3-5:
1. Overall ELA proficiency performance declined 5% overall from 38% proficient in FY21 to 33% proficient in FY23. While overall ELA proficiency has declined from FY21 (38%) to FY23 (33%), FY21 cohort data shows a slight increase in ELA proficiency with a drop in grade 4. Historically, this trend is consistent across multiple years; FY21 (grade 3 ELA) - 40%, FY22 (grade 4 ELA) - 39%, FY23 (Grade 5 ELA) - 42%
2. Overall ESE proficiency from FY21 to FY23 showed a 15% decline. In grade 3, ESE subgroup proficiency declined 11% from FY21 15% to FY23 4%. In grade 4, ESE subgroup proficiency declined 19% from FY21 32% to FY23 13%. In grade 5, ESE subgroup proficiency declined 12% from FY21 22% to FY23 10%.
3. Overall 3rd grade ELA proficiency has declined 13% from 40% to 27% over the past three years.

Based on our data trend analysis, our ESSA identified subgroup, ESE, has demonstrated a decline. Our focus will be to diminish course failure and increase learning gains and achievement, ensuring all students engage in teaching and learning that results in academic excellence. Due to the low performance in 3rd grade our focus will be to ensure consistent and effective literacy instruction in every PreK - 3rd grade classroom.

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

Measurable Goals: Students will improve overall ELA proficiency in grades 3-5 to 45% overall, as determined by a level 3 or higher on the FY24 ELA F.A.S.T. Progress Monitoring 3 taken in Spring of FY24. This includes a goal of 45% proficiency on the ELA portion of the FAST PM3 for subgroups grade 3 overall and ESE overall.

Mid-year and End of Year Proficiency Goals:

PM2 (January) PM3 (May)
Overall Grades 3-5: 39% Overall Grades 3-5: 45%
Grade 3: 39% Grade 3: 45%
ESE: 39% ESE:45%

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

Administration will:

1. Monitor core academic instruction through review of lesson plans, classroom walks, formal observations,
2. Ensure instructional staff adheres to the the district scope and sequence in alignment with B.E.S.T. standards through Data Chats, Professional Learning Communities attendance/participation, student work samples/portfolio/binder reviews,
3. Support instructional staff with analyzing student FSQ and USA data through PLC collaboration and data chats to identify student academic strengths and opportunities for improvement,
4. Monitor the regular use of adaptive technologies through student data and usage reports. (iReady and Istation)

The monitoring will be supported by key members of the leadership team:
Principal
Coaches
PLC Facilitator
Reading Coach
Math Coach
Science Coach

Person responsible for monitoring outcome:

. Regional Superintendent (regional_superintendents@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. Standard Based Instruction, explicit small group instruction in ELA done with fidelity.
a. Continue implementing small group instruction to support students learning at their ability with a variety of
tasks, process, and product.
2. Effective PLCs that focus on using data to plan and implement effective instruction to improve student achievement.
a. 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.
3. Monitoring and differentiating support to provide enrichment or remediation for each student.
a. Implement tutoring programs to ensure learning supplemented with additional resources and teacher support.
4. Utilize adaptive technology designed to differentiate support in order to meet each student's individual academic needs. (iReady and Istation)

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

1. If we deliver effective and relevant standards based instruction to meet the needs of all students then we increase student proficiency.
2. To ensure student achievement, teaches will implement a focused curriculum and plan for it through PLC. During the planning process teachers will review data, analyze standards and test
item specifications to provide the most relevant instruction to students.
3. To meet the needs of SWD, teachers will analyze data to provide small group instruction based on student needs. This small group instruction will take place during the reading block with an ESE reading teacher.
4. Adaptive Technology: iReady, Istation, Lumio by SMART

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.

PLCs/Professional Development
1. Implement biweekly Professional Learning Communities (PLCs) to plan standard based instruction using the District's Scope of Sequence aligned to the Florida B.E.S.T. Standards.
2. At PLCs teachers will analyze formative student achievement data in order to ensure all students have access to teaching and learning designed to meet their individual needs.

Person Responsible: Joseph Schneider (joseph.schneider@palmbeachschools.org)

By When: Ongoing from August to May PLC Calendar was created in July, 2023 PLC Agendas and minutes will be reviewed monthly to ensure implementation.

Continue implementing Small group instruction:
1. Teachers will analyze formative data in order to plan for differentiated small group instruction designed to meet the remedial and acceleration needs of all learners.
2. Teachers will utilize a variety of resources, instructional materials, and teaching methodologies to support all learners.

Person Responsible: Dahily Mompeller (dahily.mompeller@palmbeachschools.org)

By When: Bi-weekly PLCs will be used to analyze data Lesson plans will be reviewed monthly

During School Interventions
1. Teachers and instructional support staff will analyze student data to determine students for intervention groups
2. Interventionists will plan standards-based instruction aligned to the Florida B.E.S.T. standards.
3. Interventionists will utilize research-based supplemental materials and resources during intervention groups.

Person Responsible: Jennifer Poorman (jennifer.poorman@palmbeachschool.org)

By When: Bi-weekly PLCs will be used to analyze data Lesson plans will be reviewed monthly

Adaptive Technology (Iready, Imagine Learning and Istation)
1. Provide teachers with professional development to ensure appropriate use of adaptive technology.
2. Monitor usage reports and Diagnostic Results from Window 1-3.

Person Responsible: Joseph Schneider (joseph.schneider@palmbeachschools.org)

By When: Ongoing: Monitor regular use of adaptive technologies weekly.

#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.

The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to be involved. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT.

Current level of absenteeism:
Based on a review of FY23 Early Warning Indicators, 29% of current students were absent more than 10 school days in the FY23 school year. This data includes the following number of students at each grade level: Grade 1 - 59, Grade 2 - 59, Grade 3 - 40, Grade 4 - 38, Grade 5 - 36

Additionally, the data shows that 57% of students in the FY23 school year had 5 or more absences.

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

For the FY24 school year, decrease absentee rates of students with 10 or more absences by 19% overall from 29% to 10% as measured by the number of days absent recorded at the end of each trimester.
Mid-Year Goal: By January, 2024 the percent of students with 5 or more absences will be reduced to 20% compared to 57% at year end of FY23.

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

We will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days. Students will be responsible to abide by the guidelines of our Behavior Matrix. Come to school each and every Day, be on time, be dress for success, be respectful to yourself and be respectful to others.

Administration will ensure attendance and tardy concerns are monitored and communicated using the following steps and reviewing the communication log:
- attendance will be monitored weekly by the homeroom teacher
- the teacher will notify the Attendance Clerk for all students absent or tardy 5 or more times with a marking
period
- attendance letter will be sent home to be signed and returned for any student with 5 or more absences during
a marking period
- the Attendance Clerk will maintain a communication log

Person responsible for monitoring outcome:

Dahily Mompeller (dahily.mompeller@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. Monthly Incentives for students who have 100% attendance. (popsicles, Cookies, Reading with the Principal, Movie Day, student certificates, etc)
2. PACE (Positive Active Clear Energy) club is a before school program where students may participate in structured PE activities of their choice)

3. Utilize our school-wide guidelines and behavior matrix that will be demonstrated and taught through specific practices led by our School Counselors
4. School and Family communication plan
- attendance will be monitored weekly by the homeroom teacher
- the teacher will notify the Attendance Clerk for all students absent or tardy 5 or more times with a marking
period
- attendance letter will be sent home to be signed and returned for any student with 5 or more absences during
a marking period

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

1. Monthly Incentives for students who have 100% attendance. (popsicles, Cookies, Reading with the Principal, Movie Day, student certificates, etc)
2. PACE (Positive Active Clear Energy) club is a before school program where students may participate in structured PE activities of their choice)
3. Utilize our school-wide guidelines and behavior matrix that will be demonstrated and taught through specific practices led by our School Counselors
4. School and Family communication plan
- attendance will be monitored weekly by the homeroom teacher
- the teacher will notify the Attendance Clerk for all students absent or tardy 5 or more times with a marking
period
- attendance letter will be sent home to be signed and returned for any student with 5 or more absences during
a marking period

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.

Train Instructional and Non-Instructional Staff on the Attendance Procedures and expectations.

Person Responsible: Dahily Mompeller (dahily.mompeller@palmbeachschools.org)

By When: Pre-School Staff Trainings Monthly at Faculty Meetings

Communicate Attendance Plan and Procedures to families through Parent link, Social Media, SAC Meetings, Curriculum Night, Parent Conferences and Communication Platforms.
Communication Log will be maintained to document when parents and families have been informed about their students absences and tardies.
The School Counselors will maintain records of excessive student absences, parent communication and initiate a truancy packet if needed.

Person Responsible: Dahily Mompeller (dahily.mompeller@palmbeachschools.org)

By When: Initial Communication by August 18, 2023 Ongoing: Communication Log is reviewed monthly to ensure families are contacted according to plan; after 3 - teacher contact, after 5 Office contact.

A reward system will be established and implemented for Perfect Attendance.
1. Incentives for students who have 100% attendance. (popsicles, Cookies, Reading with the Principal, Movie Day, student certificates, etc)
2. PACE (Positive Active Clear Energy) club is a before school program where students may participate in structured PE activities of their choice)

Person Responsible: Joseph Schneider (joseph.schneider@palmbeachschools.org)

By When: Plan was created in July, 2023 Students may earn incentives monthly and each trimester for perfect attendance

Utilize our school-wide guidelines and behavior matrix that will be demonstrated and taught through specific practices led by our School counselors.
School Counselors will create lessons highlighting the importance of regular attendance in responsible choices and strategies for success at school.

Person Responsible: Dahily Mompeller (dahily.mompeller@palmbeachschools.org)

By When: Lesson plans will be reviewed monthly

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 Reginal Office team, and the Office of School Improvement.

Resources and allocations are focused on:

1. Resource Teachers, ESOL and ESE will work in the classrooms (push in- pull out model) to 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. K-2 Teachers will implement the UFLI curriculum to address the gap in Phonics and Foundational skills.
5. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
6. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific

instruction, resources, time, and intensity needed for success.

7. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.

8. Parent Communication System will be implemented to address Attendance Concerns.

9. Regular data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide

additional training and support.

10. The District Reading Collaboration team provides professional development to schools based on needs.

11. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics, AMP; Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotional growth through the resources found in the Skills for Learning; Life (SLL) Resource Center to promote character education.

12. 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

If we focus on Standard- 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 provide explicit and systematic, scaffolded and differentiation instruction within the Reading block. We will 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 FY23 24% of our incoming third grade students are reading at an on- grade level data. iReady data also shows that our overall primary grades proficiency is low.

Kindergarten - 38% proficient
First Grade - 30% proficient
Second Grade - 24% proficient
Third Grade - 25% proficient

iReady also provides data to support the lack of proficiency in foundational skills.

Phonological Awareness - Kindergarten 39% proficient, First Grade 45% proficient, Second Grade 82% proficient
Phonics - Kindergarten 41% proficient, First Grade 48% proficient, Second Grade 46% proficient
High Frequency Words - Kindergarten 47% proficient, First Grade 51% proficient, Second Grade 54% proficient
Vocabulary -Kindergarten 39% proficient, First Grade 28% proficient, Second Grade 24% proficient

Due to the lack of foundational skills, students overall reading comprehension proficiency is 29% for Literature text and 23% for Informational text.

When looking at FY24 STAR data from PM #1-#3, we see the following percentages are on track

PM1: (Early Literacy) Kindergarten 27%, (Early Literacy) First Grade 30%, (Reading) Second Grade 39%
PM2: (Early Literacy) Kindergarten 62%, (Early Literacy) First Grade 36%, (Reading) Second Grade 35%
PM3: (Early Literacy) Kindergarten 40%, (Reading) First Grade 35%, (Reading) Second Grade 37%

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

If we focus on Standard- Based Instruction to increase learning gains in school-wide ELA, then we will increase student achievement and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. We will monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning. Our FY23 data shows that 73% of our 3rd grade students scored below level 3 on the FAST PM3. Additionally, the FAST PM2 data shows that 69% of our 3rd grade students were predicted to score below level 3 on the FAST. This proves that students are entering 3rd grade unprepared for the rigor of the State Assessments and standards. Our goal is to be strategic and focus on standard based instruction to ensure best practices utilized throughout all content areas. We want to give all students the opportunity to reach their potential and increase student achievement.

Our ELA FAST data shows the following percentages are level 3 or higher.
PM1 - Third Grade 15% , Fourth Grade 15%, Fifth Grade 27%
PM2: - Third Grade 20%, Fourth Grade 24%, Fifth Grade 31%
PM3: - Third Grade 27%, Fourth Grade 27%, Fifth Grade 42%

Our ESSA identified subgroups SWD and ELL, have demonstrated a decline in proficiency over the past two years. Data indicates we need to review what is being taught, how it is being taught and make decisions to adjust instructions to support all learners. The data below demonstrates the achievement the percent of students in grades 3-5 scoring a level 3 or higher in ELA including our ESSA identified subgroups. When looking at the subgroups:

Black: 30 % Level 3 and above; 10% decline from FY22
Hispanic: 34 % level 3 and above; 3% decline from FY22
White: 30 % level 3 and above; 18% decline from FY22
ELL: 15 % Level 3 and above; 4% decline from FY22
FRL: 33% level 3 and above; 5% decline from FY22
SWD: 8 % level 3 and above; 5% decline from FY22

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

The measurable outcomes for 2024 are:
Mid-year and End of Year Proficiency Goals as measured by the PM2 (STAR Early Literacy for K and 1st and STAR Reading for 2nd only) and PM3 (STAR Early Literacy for K only and STAR Reading for 1st and 2nd):

PM2 (January) PM3 (May)
Grade K (STAR Early Literacy): 45% Grade K (STAR Early Literacy): 55%
Grade 1 (STAR Early Literacy): 55% Grade 1 (STAR Reading): 45% proficient
Grade 2 (STAR Reading): 39% Grade 2 (STAR Reading):45%

2024 Specific STAR Domain Goals for K-2:
PM2 (January) PM3 (May)
Finding Meaning: 39% secure 45% secure
Phonics and Word Analysis: 39% secure 45% secure

Grades 3-5 Measurable Outcomes

Grades 3-5 measurable outcomes for 2024 are:
Mid-year and End of Year Proficiency Goals as measured by the PM2 and PM3 FAST:

PM2 (January) PM3 (May)
Grade 3: 39% proficient Grade 3: 45% proficient
Grade 4: 39% proficient Grade 4: 45% proficient
Grade 5: 39% proficient Grade 5:45% proficient

2024 Specific STAR Domain Goals for 3-5:
PM2 (January) PM3 (May)
Reading Across Genres and Vocabulary: 39% secure 45% secure

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, Oral Reading Records, CORE Phonics Surveys, STAR and FAST PM data 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.

Schneider, Joseph, joseph.schneider@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: Homeroom teachers and supplemental support teachers will provide strategically, differentiated instructional support for all learners in either English or Spanish (determined by student placement in Dual Language program and student need).
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, CORE Phonics Survey data, and other measures 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 implement 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 an easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement providing the opportunity for teachers and leadership to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

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 the Principal, Assistant Principal, Learning Team Facilitator, Reading Coach, Dual Language Coach, School Based Team Facilitator a. Develop a plan to monitor the implementation & ensure compliance with the reading plan b. Walkthroughs to weekly monitor and support reading instruction & intervention (Look Fors, CAO updates) c. School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data)	Schneider, Joseph, joseph.schneider@palmbeachschools.org
Development of a PLC schedule to include all content area teachers and resource teachers. b. The PLCs sessions will focus on data analysis and effective instruction based on the needs c. Instructional coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction. d. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.	Hewitt, Kimberly, kimberly.hewitt@palmbeachschools.org
1. Incorporate Small group instruction focusing on four aspects of Literacy; writing, reading, speaking & listening a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium, iReady, Benchmark Unit Assessments and FSQs in Language Arts. Teachers will utilize Differentiated Instruction strategies and small group instruction. b. Teachers will analyze student data to determine strengths and weaknesses in content area. c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning adjust instruction continuously	Mompeller, Dahily, dahily.mompeller@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