

The School District of Palm Beach County

Morikami Park 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 | 12 |
| III. Planning for Improvement | 17 |
| IV. ATSI, TSI and CSI Resource Review | 24 |
| V. Reading Achievement Initiative for Scholastic Excellence | 0 |
| VI. Title I Requirements | 0 |
| VII. Budget to Support Areas of Focus | 24 |

Morikami Park Elementary School

6201 MORIKAMI PARK RD, Delray Beach, FL 33484

<https://mpess.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.

Working together with Open and Inquiring minds to develop Responsible and Respectful citizens who are Lifelong learners Dedicated to success within a global society.

Provide the school's vision statement.

Morikami Park Elementary School is committed to excellence in “Educating Today’s Children for Tomorrow’s World.”

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 |
|--------------------|---------------------|--|
| Coletto, Stephanie | Principal | <p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and 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, Ms. Napier must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p> |
| Horn, Lisa | Assistant Principal | <p>As assistant Principal, Mrs. ABC Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction..</p> |
| DiLorenzo, Kim | Teacher, ESE | <p>Provide Speech and Language services and family support. The SLP is also an LEA and runs ESE meetings. She is a support to our ESE coordinator and is a member of our SBT.</p> |
| Mercier, Amy | Magnet Coordinator | <p>Magnet Coordinator, oversees our choice program IB PYP and provides math intervention. She is the liaison between our staff and the IB Foundation and the PTA. She is responsible for giving tours and communicating with the choice office and prospective parents. She oversees our IB-PYP program to ensure we are in compliance.</p> |
| Goldberg, Sara | School Counselor | <p>Ms. Goldberg is our school guidance counselor and she supports student's emotional health and well being. She conducts student groups on a wide array of topics. She is a member of our care team and she works with the BHP, school counselor and co-located therapist. She organizes our special days like Stomp Out bullying, Unity Day, Red Ribbon, etc. Guidance Counselors work in partnership with families and the District McKinney-</p> |

| Name | Position Title | Job Duties and Responsibilities |
|---------------------------|----------------------------|---|
| | | <p>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.</p> |
| <p>Dietrich, Haven</p> | <p>Behavior Specialist</p> | <p>The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. She is a member of our school-based care team. She conducts groups and works with students one on one. She is the liaison between the school and the co-located therapist. The SBHP position started in 2019 as part of the Marjory StonemanDouglass High School Public Safety Act to have more mental health professionals in schools.</p> |
| <p>Montgomery, AnaLee</p> | <p>Teacher, ESE</p> | <p>The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.</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.

Academic committees identified school needs and presented to staff and SAC. The SIP was presented to staff at the end of the school year and each grade level provided input for strengths and weaknesses of the school. Administration met with each grade level at the end of the year for a year end reflection and a review of data. We discussed changes for FY24. The plan was presented at the April SAC meeting and discussed school improvement by grade level. The SAC provided additional suggestions for school improvement.

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.

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 in our assemblies. The Raptor System” is used to sign parents/visitors before they can go to a classroom, or school event on campus, and most recently 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 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))

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

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks

through the use of Interim Assessments, FSQ's USA, Imagine Learning, IReady diagnostic assessments, Progress Monitoring, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM1, 2, & 3 in English Language Arts). The FAST

assessments will occur one three times a year (PM1, 2, & 3 in Math)

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

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 | No |
| 2022-23 Minority Rate | 45% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 26% |
| Charter School | No |
| RAISE School | No |
| 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)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: A 2019-20: A 2018-19: A 2017-18: A |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

Early Warning Systems

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|-------------|----|----|----|----|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 11 | 7 | 10 | 3 | 6 | 4 | 0 | 0 | 0 | 41 |
| One or more suspensions | 0 | 1 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 4 |
| Course failure in English Language Arts (ELA) | 9 | 9 | 11 | 13 | 10 | 5 | 0 | 0 | 0 | 57 |
| Course failure in Math | 3 | 10 | 5 | 8 | 2 | 3 | 0 | 0 | 0 | 31 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 3 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 3 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 6 | 13 | 11 | 11 | 10 | 9 | 0 | 0 | 0 | 60 |

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 | 3 | 9 | 4 | 7 | 2 | 1 | 0 | 0 | 0 | 26 |

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

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

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

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 0 | 13 | 12 | 8 | 3 | 7 | 0 | 0 | 0 | 43 |
| One or more suspensions | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA | 0 | 7 | 12 | 10 | 12 | 15 | 0 | 0 | 0 | 56 |
| Course failure in Math | 0 | 1 | 2 | 7 | 3 | 3 | 0 | 0 | 0 | 16 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 2 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 3 | 4 | 4 | 1 | 4 | 0 | 0 | 0 | 16 |

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 | 2 | 4 | 5 | 1 | 3 | 0 | 0 | 0 | 15 |

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 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 0 | 13 | 12 | 8 | 3 | 7 | 0 | 0 | 0 | 43 |
| One or more suspensions | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA | 0 | 7 | 12 | 10 | 12 | 15 | 0 | 0 | 0 | 56 |
| Course failure in Math | 0 | 1 | 2 | 7 | 3 | 3 | 0 | 0 | 0 | 16 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 2 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 3 | 4 | 4 | 1 | 4 | 0 | 0 | 0 | 16 |

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 | 2 | 4 | 5 | 1 | 3 | 0 | 0 | 0 | 15 |

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 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| 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* | 93 | 53 | 53 | 95 | 59 | 56 | 93 | | |
| ELA Learning Gains | | | | 82 | | | 81 | | |
| ELA Lowest 25th Percentile | | | | 85 | | | 81 | | |
| Math Achievement* | 95 | 57 | 59 | 93 | 53 | 50 | 93 | | |
| Math Learning Gains | | | | 83 | | | 75 | | |
| Math Lowest 25th Percentile | | | | 73 | | | 73 | | |

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| Science Achievement* | 87 | 54 | 54 | 85 | 59 | 59 | 83 | | |
| Social Studies Achievement* | | | | | 66 | 64 | | | |
| Middle School Acceleration | | | | | 54 | 52 | | | |
| Graduation Rate | | | | | 47 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 67 | 56 | 59 | 40 | | | | | |

* 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 | 87 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 437 |
| 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 | 80 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 636 |
| 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 | 80 | | | |
| ELL | 67 | | | |
| AMI | | | | |
| ASN | 95 | | | |
| BLK | 84 | | | |
| HSP | 94 | | | |
| MUL | 83 | | | |
| PAC | | | | |
| WHT | 94 | | | |
| FRL | 86 | | | |

| 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 | 69 | | | |
| ELL | 40 | Yes | 1 | |
| AMI | | | | |
| ASN | 92 | | | |
| BLK | 86 | | | |
| HSP | 75 | | | |
| MUL | 90 | | | |
| PAC | | | | |
| WHT | 89 | | | |
| FRL | 75 | | | |

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 | 93 | | | 95 | | | 87 | | | | | 67 |
| SWD | 84 | | | 90 | | | 50 | | | | 4 | |
| ELL | | | | | | | | | | | 1 | 67 |
| AMI | | | | | | | | | | | | |
| ASN | 97 | | | 97 | | | 91 | | | | 3 | |
| BLK | 90 | | | 87 | | | 75 | | | | 3 | |
| HSP | 93 | | | 97 | | | 88 | | | | 4 | |
| MUL | 86 | | | 90 | | | 73 | | | | 3 | |
| PAC | | | | | | | | | | | | |
| WHT | 94 | | | 96 | | | 91 | | | | 4 | |
| FRL | 90 | | | 92 | | | 67 | | | | 4 | |

| 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 | 95 | 82 | 85 | 93 | 83 | 73 | 85 | | | | | 40 |
| SWD | 83 | 68 | 74 | 79 | 62 | 57 | 61 | | | | | |
| ELL | | | | | | | | | | | | 40 |
| AMI | | | | | | | | | | | | |
| ASN | 97 | 83 | | 100 | 89 | | | | | | | |
| BLK | 94 | 76 | | 91 | 81 | | | | | | | |
| HSP | 88 | 70 | 69 | 87 | 79 | 50 | 79 | | | | | |
| MUL | 92 | 94 | | 92 | 83 | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 97 | 88 | 94 | 95 | 84 | 78 | 88 | | | | | |
| FRL | 87 | 71 | 77 | 87 | 74 | 68 | 62 | | | | | |

| 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 | 93 | 81 | 81 | 93 | 75 | 73 | 83 | | | | | |
| SWD | 87 | 86 | 100 | 86 | 62 | 69 | 52 | | | | | |
| ELL | | | | | | | | | | | | |

| 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 |
| AMI | | | | | | | | | | | | |
| ASN | 96 | 90 | | 96 | 90 | | 100 | | | | | |
| BLK | 94 | 80 | | 94 | 90 | | 80 | | | | | |
| HSP | 90 | 83 | | 92 | 69 | | 80 | | | | | |
| MUL | 96 | | | 87 | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 94 | 78 | 87 | 94 | 75 | 88 | 83 | | | | | |
| FRL | 89 | 82 | 82 | 82 | 67 | 54 | 82 | | | | | |

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 | 94% | 56% | 38% | 54% | 40% |
| 04 | 2023 - Spring | 97% | 58% | 39% | 58% | 39% |
| 03 | 2023 - Spring | 95% | 48% | 47% | 50% | 45% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | * | 54% | * | 54% | * |
| 03 | 2023 - Spring | 98% | 57% | 41% | 59% | 39% |
| 04 | 2023 - Spring | 96% | 52% | 44% | 61% | 35% |
| 05 | 2023 - Spring | 96% | 56% | 40% | 55% | 41% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 87% | 51% | 36% | 51% | 36% |

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.

Our 5th grade FY23 FAST ELA data showed the lowest performance at 94%. Although this is not low performance, it is the lowest performance across intermediate grade levels by 1%. The FY 23 FAST proficiency of our 3rd grade was 95% and our fourth graders was at 97%. One of the contributing factors was the adoption of the Benchmark literacy system and aligning it to the new standards. Teachers struggled with determining how to use the resources to match the full intent and rigor of the standards. We would have performed higher if teachers were comfortable with the curriculum at the start of the year.

Additionally, in FY22 our ELL subgroup fell below the federal index of 41% Our ELL subgroup scored 40%. One of the contributing factors is that there are 10 students in the subgroup. The AP at the time was the ESOL coordinator and was not aware of the students in this subgroup. The school did not monitor the subgroup and put strategies and a monitoring plan into action. FY23 the ELL students were closely monitored and 24 out of 29 ELL students scores a level 3 on the FY24 FAST Assessment.

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

Our data did not decline. We made growth in both ELA and Math across all grade levels. 3rd grade ELA % of proficiency was at 95% for PM3 as compared to 50% for PM 1. Overall the school was at 96% proficiency for ELA on PM 3 compared to 50%.

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.

As we reviewed our data and compared it to the district and state, we realized that we did not have any gaps across ELA, Math, or Science. We were the top performing school in ELA and Math. In science we made a 2% gain and we were the 2nd highest performing school in the district.

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

Based on a review of data from PM1 to PM3, the school was at 96% proficiency for ELA on PM 3 compared to 50% on PM 1. We attribute this growth to a careful analysis of the change in standards and the rigor necessary to meet the standards. The PLC structure changed at the school to take a deeper dive into planning instruction to align to the new standards. The teams carefully collaborated to analyze data from assessments and the standards to optimize their instruction, building in instructional materials when necessary.

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

We are on the ATSI list our ELL subgroup. The state index is 41% and our school was at 40% proficient. ELA was a work in progress. We were at 96% proficient, but planning for the standards using Benchmark was challenging.

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

- Our highest priority is careful monitoring of our ELL subgroup to ensure they make substantial progress and we are removed from the ATSI list.
- We need to ensure that our writing instruction is aligned to the standards and new state requirements.
- We have a big challenge because many of our students who scored level 4 and 5 need to stay at those levels in order for us to have a gain. Learning gains will be a big focus for us this school year.

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.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.

By focusing on meeting the needs of our students, we will create a positive culture of students involvement and engagement This will decrease the number of behavior incidents and threats by students.

Our discipline incidents (including threats by students) increased from 8 in FY22 to 18 in FY23. We would like to decrease our incidents by 10- from 18 to 8.

We want to establish a culture of equitability and inclusiveness by exposing our students to a welcoming environment where all students feel included and can reach their full academic potential to continue the academic success of our entire school population. 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.

We will see a decrease in the number of behavior incidents, including threats by 10 incidents -from 18 to 8 incidents.

Proficiency of all students in grade 3-5 ELA will increase by 2% in FY 24 (from 96% to 98%)

By May 2024, 90% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring specific focus on the "you do" of the model, to ensure students can independently work on tasks to demonstrate an understanding of the standard.

Monitoring:

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

The staff will use the discipline dashboard to review Behavior incidents.

Our leadership team with review data monthly to ensure that there is a decrease in behavior incidents.

We will use Power BI to progress monitor assessments during the PM1, PM2, and PM3 windows for the Fast Assessment.

This data will be analyzed and used for planning at PLC meetings. We will periodically determine if students are making progress behaviorally as well as academically and adjust if necessary.

Person responsible for monitoring outcome:

Stephanie Coletto (stephanie.coletto@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. International Baccalaureate choice program
2. SWPBS program
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.

1. International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who can create a peaceful world through intercultural understanding and respect.
2. SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time.
3. Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Stakeholders play a key role in school performance and addressing equity.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. All teachers will teach the IB learner profile beginning in Kindergarten.
2. Teachers will embed the learner profile into all aspects of the school day including SLL instructional time, academic instruction and afterschool.
3. We will introduce the attribute of the month on the morning announcements. and teachers will also unpack the attribute with the students and highlight the use all month.
3. Teachers will recognize students for displaying one of the ten attributes of the learner profile throughout each month.
4. Teachers will choose 2 students of the month who have consistently displayed the attribute.
5. Administration will recognize 20 of those students of the month as IB Ambassadors on the Morning announcements.

Person Responsible: Stephanie Coletto (stephanie.coletto@palmbeachschools.org)

By When: Beginning in August 2023 and continue through May 2024.

SWPBS:

1. The behavior matrix has been revised to reflect current expectations. Teachers will teach and review the SWPBS matrix of behavior expectations for every part of the school day.
2. Students will attend assemblies explaining the SWPBS Behavior Expectations and education about what is a threat, bullying, etc. and consequences for different choices.
3. Students will receive a Golden Globe for positive behavior choices by a staff member. They will be recognized on the morning announcements each Monday by the principal.
4. Classes will receive a paper apple each day for displaying expected behaviors in the cafeteria.
5. The class will receive incremental incentives for earning specific numbers of apples.
5. Students who are chosen for displaying positive behavior tied to SWPBS and The IB Learner Profile will have their names displayed on a chart and have breakfast with the principal once a trimester.

Person Responsible: Stephanie Coletto (stephanie.coletto@palmbeachschools.org)

By When: Beginning in August 2023 and continue through May 2024.

1. 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:
1003.42

- (g) History of 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. Best practices for inclusive education & citizenship are led by our mental health team who create customized morning messages on our morning announcements with contests and incentives for students who display the weekly SLL in action theme. The mental health team collaborates with teachers to identify students who may need extra coping skills and offer support to families.

Person Responsible: Stephanie Coletto (stephanie.coletto@palmbeachschools.org)

By When: Beginning in August 2023 and continue through May 2024.

#2. ESSA Subgroup specifically relating to English Language Learners

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.

If we support our ELL students in K-5 and provide relevant strategies, we will increase our ELL subgroup performance 10% from 40% to 50% in FY24 as determined by the state ESSA subgroup data and ensure alignment to the District’s Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth..

Measurable Outcome:

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

Proficiency of our ELL students will increase by 10% based on state ESSA subgroup report. It should be noted that through careful monitoring of the ELL subgroup in FY23, the latest data shows that 24 out of 29 students scored a level 3 on the STAR, or FAST assessment. By May 2024, 90% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring specific focus on the “you do” of the model, to ensure students can independently work on tasks to demonstrate an understanding of the standard first with support and building to full independence..

Monitoring:

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

We will monitor progress on this goal throughout the year with various formative and summative assessments such as FSQ's and USA's, iReady data, STAR, and F.A.S.T Assessment data from PM1, PM2, and PM3. This data will be analyzed and used for planning at PLC meetings. We will periodically determine if students are making progress and adjust if necessary.

Person responsible for monitoring outcome:

Stephanie Coletto (stephanie.coletto@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.)

- A. Small group differentiated instruction with classroom teacher and ESOL teacher
- B. WIDA Go to Strategies
- C. Adaptive technology

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- A. Providing small group differentiated instruction based on WIDA levels and grade level standards as well as iii and ESOL instruction to our ELL students will ensure students are provided with the instruction necessary to show proficiency of the standards.
- B. Providing staff with training on the WIDA go-to Strategies will ensure they are providing support to their ELL students to be able to access the curriculum they are required to master.
- C. Consistently scheduling ELL students to use adaptive technology such as Imagine Learning, iReady ELA and Math, etc. Will support students in accessing the curriculum and also help us to progress monitor students.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

- A. Teachers will provide small group instruction within their ELA block to reinforce skills and strategies previously taught.
- B. Providing support facilitation from an ESOL teacher will give students additional, targeted direct instruction to reinforce skills taught in the classroom and give language support.
- C. Providing Afterschool support to our ELL students by a certified teacher.
- D. Teachers will provide before school and after school tutorial to students in need of support.

Person Responsible: Stephanie Coletto (stephanie.coletto@palmbeachschools.org)

By When: This Area of focus will begin in August 2023 and continue through May 2024

- A. Training the staff in the Go-To Strategies will provide teachers with a scaffold they can provide to support their ESOL students to access the curriculum being taught.
- B. Teachers will utilize these strategies to help build background and connect to culture.
- C. The strategies will promote higher order thinking in our ELL students as well as striving learners.

Person Responsible: Stephanie Coletto (stephanie.coletto@palmbeachschools.org)

By When: Beginning in August 2023 and continue through May 2024

- A. Teachers will schedule time for students to use Adaptive technology such as Imagine Learning and iReady which will provide students with access to content that is appropriate for their ability levels.
- B. The students will utilize the technology which is highly engaging and provides the systematic, direct, and explicit instruction of reading skills.
- C. Teachers will regularly progress monitor by analyzing the reports provided within these platforms and adjust instruction as necessary.

Person Responsible: Stephanie Coletto (stephanie.coletto@palmbeachschools.org)

By When: Beginning in August 2023 and continue through May 2024.

- A. Teachers will schedule time for students to use Adaptive technology such as Imagine Learning and iReady which will provide students with access to content that is appropriate for their ability levels.
- B. The students will utilize the technology which is highly engaging and provides the systematic, direct, and explicit instruction of reading skills.
- C. Teachers will regularly progress monitor by analyzing the reports provided within these platforms and adjust instruction as necessary.

Person Responsible: Stephanie Coletto (stephanie.coletto@palmbeachschools.org)

By When: Beginning in August 2023 and continue through 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).

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 and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.
7. 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.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

| | | | |
|---------------|--------|---|---------------|
| 1 | III.B. | Area of Focus: Positive Culture and Environment: Other | \$0.00 |
| 2 | III.B. | Area of Focus: ESSA Subgroup: English Language Learners | \$0.00 |
| Total: | | | \$0.00 |

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes