

The School District of Palm Beach County

Timber Trace Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Timber Trace Elementary School

5200 117TH CT N, Palm Beach Gardens, FL 33418

<https://ttes.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Timber Trace Elementary School is to provide an education which prepares every child for successful life-long learning and for responsible citizenship. Parents, community, staff and students will share the responsibility of education in a safe climate which facilitates student achievement through active learning, self-esteem and mutual respect.

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

Timber Trace Elementary School staff, parents and community will work together to offer and encourage every student to achieve the academic, technological, social, physical, and emotional skills necessary to reach his or her greatest potential.

The School District of Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the 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
Pasquariello, Kathy	Principal	
Bartlow, Gabriel	Teacher, K-12	Mrs. Bartlow is a third grade teacher who supports her team during PLC's as well as working collaboratively with teachers on technology support and curriculum planning. As the SAC Chair she has guided and lead the SAC committee through meetings as well as the development of the SIP.
Culp, Shannon	Instructional Media	As the Media Specialist Ms. Culp provides constant support to students and teachers. Through her regularly planned events in the Media Center engaging local author's for face to face visits as well as virtual visits with author's she is able to support all of our learners.

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.

Stakeholder input is gathered through the PTA meetings as well as the SAC . Input is gathered during these meetings from parent stakeholders. Teacher input is gathered through our Team Leader meetings held monthly. Team leaders provide input and data during these meetings.

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))

Bi Monthly monitoring will take place during the school day with the Administrative team as well team leaders. This monitoring data will be shared during the SC meetings to add to or adjust the plan as needed.

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	46%
2022-23 Economically Disadvantaged (FRL) Rate	55%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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	10	22	24	18	21	0	0	0	0	95
One or more suspensions	0	0	1	2	1	0	0	0	0	4
Course failure in English Language Arts (ELA)	0	7	24	34	25	27	0	0	0	117
Course failure in Math	0	3	8	18	3	16	0	0	0	48
Level 1 on statewide ELA assessment	0	0	0	1	13	15	0	0	0	29
Level 1 on statewide Math assessment	0	0	0	1	8	21	0	0	0	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	10	15	20	15	0	0	0	65
24	0	0	0	0	0	0	0	0	0	

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	4	17	18	20	28	0	0	0	87

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	8	6	9	8	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) 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	19	26	18	21	19	14	0	0	0	117
One or more suspensions	0	0	0	0	1	1	0	0	0	2
Course failure in ELA	3	19	22	18	19	7	0	0	0	88
Course failure in Math	1	4	8	3	8	2	0	0	0	26
Level 1 on statewide ELA assessment	0	0	0	8	6	4	0	0	0	18
Level 1 on statewide Math assessment	0	0	0	8	6	9	0	0	0	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	9	7	4	5	10	0	0	0	38

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	3	11	9	12	13	8	0	0	0	56

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	4	5	9	10	4	0	0	0	33
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	19	26	18	21	19	14	0	0	0	117
One or more suspensions	0	0	0	0	1	1	0	0	0	2
Course failure in ELA	3	19	22	18	19	7	0	0	0	88
Course failure in Math	1	4	8	3	8	2	0	0	0	26
Level 1 on statewide ELA assessment	0	0	0	8	6	4	0	0	0	18
Level 1 on statewide Math assessment	0	0	0	8	6	9	0	0	0	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	9	7	4	5	10	0	0	0	38

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	3	11	9	12	13	8	0	0	0	56

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	4	5	9	10	4	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	76	53	53	83	59	56	79		
ELA Learning Gains				81			78		
ELA Lowest 25th Percentile				68			70		
Math Achievement*	81	57	59	83	53	50	76		
Math Learning Gains				84			56		
Math Lowest 25th Percentile				72			41		
Science Achievement*	78	54	54	79	59	59	68		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	75	56	59	79			73		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	78
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	79
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	629
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	58			
ELL	62			
AMI				
ASN	82			
BLK	62			
HSP	72			
MUL	93			
PAC				
WHT	83			

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	70			

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	59			
ELL	71			
AMI				
ASN	85			
BLK	71			
HSP	75			
MUL	87			
PAC				
WHT	82			
FRL	74			

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	76			81			78					75
SWD	48			60			56				5	67
ELL	59			64			50				5	75
AMI												
ASN	82			91			68				4	
BLK	52			71							2	
HSP	66			73			74				5	76
MUL	95			90							2	

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	82			83			82				4	
FRL	64			71			68				5	74

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	83	81	68	83	84	72	79					79
SWD	57	63	53	63	75	65	40					55
ELL	71	76	61	69	84	64	64					79
AMI												
ASN	83	83		95	86		92					73
BLK	63	82	67	74	81		58					
HSP	77	82	71	71	81	70	74					76
MUL	91	80		91	87							
PAC												
WHT	89	80	77	88	87	69	85					
FRL	77	77	61	79	80	70	71					76

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	79	78	70	76	56	41	68					73
SWD	56	64	57	56	39	29	34					59
ELL	62	58		64	63		45					73
AMI												
ASN	82	65		90	71		68					85
BLK	59	75		50	33		58					
HSP	71	72	64	68	58		58					70
MUL	78			78								
PAC												
WHT	86	85	73	81	54	40	73					
FRL	73	68	60	66	41	26	51					70

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	78%	56%	22%	54%	24%
04	2023 - Spring	73%	58%	15%	58%	15%
03	2023 - Spring	76%	48%	28%	50%	26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	91%	57%	34%	59%	32%
04	2023 - Spring	66%	52%	14%	61%	5%
05	2023 - Spring	86%	56%	30%	55%	31%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	79%	51%	28%	51%	28%

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.

The overall math performance for grade 4 was our lowest area of performance on the PM 3. Our 4th grade math score was 66% compared to 3rd grade at 86 and 5th grade at 91%. Our fourth grade team had some significant staff impacts this past year with one teacher out on leave and turn over in two other positions. It made it challenging for planning with new teachers to the team. District 4th grade math scores were lower as a district as well as our comparable schools in the area. We increased the number of students participating in the 4th grade AMP program which impacted the number of students remaining in the 4th grade group of math. We will ensure Professional Learning Communities are focused and aligned on the review of data and

best

practices. We will foster collaboration and data-focused conversations to monitor student progress. By focusing on standards-based instruction in PLC's we can ensure that all students receive rigorous instruction

and small group support to meet their needs. ELA teachers will engage in standards-based instruction cycle

during the collaborative planning (1) What do students need to know and understand. (Plan); (2) How do we

teach effectively to ensure all students are learning (Do); (3) How do we know students are learning (Reflect);

(4) What do we do when students are not learning or reaching mastery before expectation (Revise).

Teachers

will analyze standards and test item specification during the planning process.

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

The largest decline in scores was the overall ELA score. FY 23 overall ELA was at 75% compared to 83% overall for ELA the previous year. Last year was the first year for our 3-5 teachers to begin using the new Florida BEST standards. Additionally, teachers were given the new Benchmark materials to utilize as core ELA materials. With teachers having to learn new standards as well as utilizing new materials it was challenging for all staff to maneuver.

Additionally, teachers and students experienced a new testing format and assessment process as the State introduced the Progress Monitoring concept.

In addition, we needed to find a different way to allow for quality, standards-enriched accountable talk. In previous years we dedicated instructional time for accountable talk thus allowing students to build on prior knowledge from each other and talking through their learning. This past year we did not set time for that with fidelity. Teachers need to use strategies consistently throughout the day and provide the appropriate accommodations to meeting students' learning needs.

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 a school we performed well above the state and district scores. The lowest area as mentioned above was 4th grade math. In 4th grade math we scored 66% as compared to the district at 52% with a 14% difference and the state performing at 61% Which was a 5% difference. Some of the factors which could have impacted the scoring was a change in staff for the grade level during the year as well as the impact of new math standards with potential gaps occurring in the third grade instruction based on the changing standards.

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

The 5th graders performed at a 91% in math. This was an impressive increase from the previous year particularly because the 6th grade math scores for our AMP students were pulled out of the 5th grade scores. Students utilized new math materials as well as newly allocated manipulatives to learn new concepts.

In order to close the gaps for our ELL students we implemented a 12-week action plan in ELA to drive our

instruction based on the needs of our students using the iReady teacher directed lessons. Additionally, we

instructed all of our students within their small groups within the reading block based on their needs as outlined through iReady, FAST, USAs, and FSQs. We determine the students progression of mastery through the use of teacher progress monitoring. Lastly, we have created language blocks within our daily

instruction to enhance and support the language structure of our students. We also use this information to meet the needs of our ELLs for mathematics instruction. Using the information gathered through assessments during PLC teachers disaggregate the data and determine the students needs to formulate specific data to drive small groups.

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

The attendance data is an area of concern for our school. 109 students were identified as being absent more than 10% of the school year. The data was consistent across grade levels with 1st grade having 22 absences, 2nd grade at 24, 3rd grade at 18, 4th grade at 21 and 5th grade at 24 absences. The overall attendance of students will be a focus for us this school year.

An additional area of concern is the number of students with two or more indicators. There were 87 total students with two or more indicators. This will be a focus for us this year to target those students with indicator needs to provide support during the school year.

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

The overall ELA data will be a priority for this school year. It was disappointing to see such a drop in the overall scores and we want to target this area to increase this school year.

The area of science will continue to be a target. The school maintained the score of 79% but we want to continue to grow in this area.

Math in grade 4 will be a focus. We will target this grade level for growth.

Improving attendance will be an area for focus as well.

Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students.

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

ELA Achievement Growth for SWD &

We plan to ensure that teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction, ongoing professional development in reading, math, and science in grades 3-5, ongoing professional development in the Benchmark Reading Series, using iReady Diagnostic Results to create fluid instructional groups, and aligning human resources to provide intervention to targeted students.

Develop a collaborative culture of learning and improvement. Engaging multiple stakeholders in the continuous improvement process can generate a sense of ownership and empowerment. With a focus on:

? Work together to develop trust, build common understanding and language, to support an appropriate level of transparency

? Learn from one another and give constructive feedback through a safe protocol that can move the work forward

? Collaboratively examine data with an equity lens—from improvement cycles, formative assessments, or other relevant data that can inform practice

? Communicate with and gather input from students, parents, and community

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 Collaborative Planning

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. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. The results of our 4th grade math and overall ELA scores were our lowest performing categories when comparing the scores from one year to the next. The ELA school-wide score decreased from 83% to 74%.

Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners.

The gap between 2023 ELA Achievement of 74% and the District average percentage points. The gap between 2023 Mathematics Achievement at 83% is consistent with the previous year score at 83%.

Science Achievement stayed the same at 79% which is above both the state and the district.

ESSA data shows in ELA SWD (57%), Hispanic (77%), Multi-racial (91%), and ELLs (71%) all meet the required federal threshold of 41 percentage points. In the Area of math SWD (74%) ELL (69%) multiracial at 80% were all well past the threshold and will continue to be area to monitor this school year.

Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to

plan, implement, and assess high-quality, standards-based lessons which focus on instructional delivery practices requiring students to do the cognitive lift. 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 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. In ELA we had the lowest achievement level, 75% as compared to 83%. Ensuring teachers receive the adequate training and supports towards great instruction will lead towards positive learning gains & improvements school wide.

Measurable Outcome:

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

Small group differentiated instruction in 100% of classrooms

By February 2024, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 5% bringing us to 80% By May 2024, Timber Trace will attempt to make up the decline of eight points in ELA overall

SWDs 57%, White 89% This would be an increase from 75% to 83%.

We will increase the percentage of students making learning gains in Math by 5% in SY21, in ELA an increase of 5% for all subgroups.

Teacher Practice Outcomes:

By February of 2024, 50% 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 understanding of the standard.

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 understanding of the standard.

By February of 2024, 50% of our teachers in Tier 1 will transition to Tier 2 support from our coaches.
 By February of 2024, 15% of our teachers in Tier 2 will transition to Tier 3 support from our coaches.
 By May 2024, 75% of our teachers in Tier 1 will transition to Tier 2 support from our coaches.
 By May 2024, 50% of our teachers in Tier 2 will transition to Tier 3 support from our coaches.

Monitoring:

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

Monitoring:

Area of Focus will be monitored for the desired outcome. It is a regular and routine collection of information. It is the evaluation of the information and the evaluation that results in an action. Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. 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. Our goal is to monitor for implementation and for impact.

At Timber Trace we strategically plan for a variety of monitoring techniques:

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

The monitoring will be supported by key members of the leadership team: Assistant Principals support content and grade levels

Person responsible for monitoring outcome:

Kathy Pasquariello (kathy.pasquariello@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.)

Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.

FSA tutoring programs to ensure learning supplemented with additional resources and teacher support.

Math teachers will incorporate the use of technology-based programs including Math Nation and IXL.

Language Arts teachers will use Study Island, Reading Plus, novel study, and writing strategies to enhance students' ability to integrate knowledge.

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 for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA.

2. Students who participate in the FSA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. Both iReady Math and Reading have aided in significantly increasing student achievement when the programs used with fidelity.
4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

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. Incorporate Small group instruction:

Students will be assessed using USA's and FSQ's in both Math and Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses. Teachers will analyze student data to determine strengths and weaknesses in content area. Teachers will create all small group rotational cycles to ensure all student ae met at their level. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. Teachers develop ongoing formative assessments to track student learning and adjust instruction.

Person Responsible: Kathy Pasquariello (kathy.pasquariello@palmbeachschools.org)

By When: Small group instruction will begin within the first two weeks of school. Teachers will review data from Fy23 and they will conduct formative assessments to ensure proper placement of students within the groups. The small group participation is fluid and flexible and will be updated continuously from data analysis. Small groups will continue throughout the year.

2. Tutorials: (UniSIG)

1. Analyze student data to determine students for tutorial groups and the support necessary.
 2. Choose research-based supplemental materials and resources to during tutorials.
 3. Analyze teacher classroom data to determine who will be tutors.
 4. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
 Students will be selected and grouped for pullout tutorials, afterschool and Saturday success academies based on the results from FY21 FSA/EOCs, FSQs, USAs and Winter Diagnostics; and ESSA identified subgroups: Black, ELL, and SWD.

Person Responsible: Heather Folmar (heather.folmar@palmbeachschools.org)

By When: Tutorials will begin during the second semester in January 2024. Student participants will be chosen based on data. They will be grouped based on need and separated by content. Tutorials will continue through May of 2024.

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

Person Responsible: [no one identified]

By When: Technology will begin within the second week of school. Students will participate in formative assessments using adaptive technology (add name here). Students will utilize the program during the content area block. The program will be used throughout the school year.

PLC's will be implemented for all grade levels:

1. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
 2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
 3. Two Instructional coaches and resource teacher will develop and implement the coaching cycle to build

teachers capacity with the gradual release model, small group instruction and differentiated instruction.
4. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.

Person Responsible: Kathy Pasquariello (kathy.pasquariello@palmbeachschools.org)

By When: PLCs and Professional Development will begin within the first month of the start of the new year. PDs will be determined based on data and observations of classroom walks. PLCs will focus on student achievement data analysis, best practices, and peer/buddy support. PLC's and PD will continue throughout the school year.

#2. Positive Culture and Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale:

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

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

Measurable Outcome:

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

Student Outcomes:

Reducing the amount of discipline referrals by 10% by December 2023 and by another 10% by the end of the year. Decreasing the number of tardies and days absent for students. Reducing the number of bullying claims through regulars group discussion during Guidance sessions.

Teacher practice outcomes:

By December 2023, 80% of our teachers will positively reinforce student behaviors.
By February 2024, 100% of our teachers will positively reinforce student behaviors.

Monitoring:

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

- Classroom observation
- Scheduled pulling of Tutorial data (attendance)
- Scheduled pulling of Attendance data
- Scheduled pulling of Suspension data
- Student Formative Assessment results
- Monitoring of reports of bullying through the " Bullying Box" in the media center as well as regular check in by the guidance counselor during rotational class sessions.

Person responsible for monitoring outcome:

[no one identified]

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. Character Development, etc.
2. Schoolwide Discipline Plan
3. Schoolwide Attendance Plan
4. CHAMPS
5. SWPBS
6. Parent Involvement
7. 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. Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be.
2. Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It’s difficult for the teacher and the class to

build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn. Monthly parent reminders in the school newsletter.

3. 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.
4. Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school
5. 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.

Policy 2.09 and Required Instruction Florida State Statute 1003.42 (Must ADD this verbiage)
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 Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

Person Responsible: Heather Folmar (heather.folmar@palmbeachschools.org)

By When: Instruction will be monitored throughout the year with a completion of all areas being completed by the end of the year in May 2024.

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.

Person Responsible: Alyssa Swires (alyssa.swires@palmbeachschools.org)

By When: Instruction will be monitored throughout the year with a completion of all areas being completed by the end of the year in May 2024.

SwPBS Action Steps:

- a. Cafeteria assemblies are conducted to review expectations
- b. Teachers reinforce expected behaviors in and out of the class through positive rewards
- c. Trimester celebrations are held

d. Ongoing student recognition through the use of the morning show as well as cafe celebrations held each week..

Person Responsible: Heather Folmar (heather.folmar@palmbeachschools.org)

By When: Instruction and steps will be monitored throughout the year with a completion of all areas being completed by the end of the year in May 2024.

SwPBS Action Steps:

- a. Cafeteria assemblies are conducted to review expectations
- b. Teachers reinforce expected behaviors in and out of the class through positive rewards
- c. Trimester celebrations are held
- d. Ongoing student recognition on the morning show
- e. Ongoing student recognition through the cafe weekly

Person Responsible: Heather Folmar (heather.folmar@palmbeachschools.org)

By When: Instruction and steps will be monitored throughout the year with a completion of all areas being completed by the end of the year in 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).

NA