Hammock Pointe Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Hammock Pointe Elementary School

8400 SW 8TH ST, Boca Raton, FL 33433

https://hpes.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.

Hammock Pointe Elementary School 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, environmental awareness, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

Hammock Pointe Elementary School envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global community.

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
Cook, Stephanie	Principal	The school principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction Essential Functions: Vision of Academic Success for All 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Establishes and communicates nonnegotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. Climate 10. Creates time within the school day for professional learning and collaboration

Name	Position Title	Job Duties and Responsibilities
		amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. 11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. 12. Creates school-wide and team norms and expectations for collective responsibility for student success. 13. Develops staff's capacity to collaborate effectively about standards and effective instruction. 14. Celebrates success as well as opportunities for growth. 15. Eliminates barriers and distractions that interfere with effective teaching and learning. 16. Provides a clean, safe and nurturing school environment. 17. Builds a culture of pride, trust, and respect. 18. Implements and monitors an effective approach to bullying prevention. 19. Aligns new and existing community and parent partnerships. Cultivating Leadership 20. Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction. 21. Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school. 22. Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust. 23. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning. 24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.

Name	Position Title	Job Duties and Responsibilities
		25. Provides ongoing coaching with constructive feedback to teacher leaders. 26. Implements a comprehensive performance management system. 27. Implements rigorous project management, structures, protocols, and processes. Improving Instruction 28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards. 29. Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards. 30. Provides intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday. 31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels. 32. Quickly and proactively addresses problems in instruction and student learning. 33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals. 34. Monitors and improves instruction. 35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner. People, Data, and Processes 36. Hires and retains highly qualified and effective employees. 37. Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring

Name	Position Title	Job Duties and Responsibilities
		to new staff members to bring them up-to date with other staff to prevent gaps in student learning. 38. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff. 39. Uses data to inform decisions and instruction, professional learning, performance, and student learning. 40. Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning. 41. Reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or diminish those that interfere with instructional leadership. 42. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning. 43. Supervises and evaluates all school based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities. 44. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received. 45. Maintains appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school based personnel, and property inventories and ensures the accuracy and timeliness of all school reports. 46. Supervises the school's food, transportation, maintenance, facility and support services.

Name	Position Title	Job Duties and Responsibilities
		47. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes. 48. Coordinates community activities relevant to the school within the school area. 49. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives. 50. Implements and monitors career and leadership advancement pathways. 51. Monitors systemic customer service. 52. Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.
Garcia, Osvaldo	Assistant Principal	The school assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. Vision of Academic Success for All 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is

Name	Position Title	Job Duties and Responsibilities
		academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. Climate 10. Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. 11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. 12. Supports school-wide and team norms and expectations for collective responsibility for student success. 13. Develops staff's capacity to collaborate effectively about standards and effective instruction. 14. Celebrates success as well as opportunities for growth. 15. Assists with eliminating barriers and distractions that interfere with effective teaching and learning. 16. Ensures the provision of a clean, safe and nurturing school environment. 17. Supports the principal in building a culture of pride, trust, and respect. 18. Supports the principal in implementing and monitoring an effective approach to bullying prevention. 19. Assists the principal in aligning new and existing community and parent partnerships.

Name	Position Title	Job Duties and Responsibilities
		Cultivating Leadership 20. Focuses school leadership teams' work on implementation of standards and reformed instruction. 21. Advocates and supports teacher leaders to expand instructional leadership and job embedded professional learning in the school. 22. Supports professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust. 23. Carries out the principal's expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning. 24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks. 25. Provides ongoing coaching with constructive feedback to teacher leaders. 26. Assists the principal in implementing a comprehensive performance management system. 27. Assists the principal in implementing rigorous project management, structures, protocols, and processes. Improving Instruction 28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards. 29. Communicates clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards. 30. Supports intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday. 31. Engages teachers in visiting one another's classrooms to promote

Name	Position Title	Job Duties and Responsibilities
		transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels. 32. Quickly and proactively addresses problems in instruction and student learning. 33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals. 34. Monitors and improves instruction. 35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner. People, Data, and Processes 36. Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning. 37. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff. 38. Uses data to inform decisions and instruction, professional learning, performance, and student learning. 39. Analyzes the scope of change required within the school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning. 40. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning. 41. Supervises and provides input on evaluations for school-based personnel as part of a Board-approved personnel assessment system, including providing input on staff development/training opportunities 42. Supports the effective, efficient and accurate maintenance of appropriate records related to pupil attendance, FTE generation, instructional and non instructional school-based personnel, and

Name	Position Title	Job Duties and Responsibilities
		property inventories. 43. Assists the principal in supervising the school's food, transportation, maintenance, facility and support services. 44. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes. 45. Coordinates community activities relevant to the school within the school area. 46. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives. 47. Assist the principal in implementing and monitoring career and leadership advancement pathways. 48. Monitors systemic customer service.
Morgenstein, Jill	ELL Compliance Specialist	ESOL Coordinator is responsible for ensuring the school's programs and curricula are implemented to English Language Learners in order to maximize student learning experiences and increase the achievement of LEP students. Assists school administrators for the purpose of supporting them in meeting the needs of English Language Learners. She also conducts meetings with staff for the purpose of coordinating activities including disseminating and receiving information, planning and implementing activities/events, addressing operational issues, etc. Confers with staff as may be appropriate regarding instructional techniques, organization of practices, etc. for the purpose of providing guidance and mentoring. Coordinates language proficiency testing for the purpose of identifying students that qualify for English Language Development programs.
Durocher, Kelli	Teacher, ESE	The Exceptional Student Education (ESE) Coordinator assists in the coordination, organization and supervision of ESE processes to ensure proper implementation of the Individuals with Disabilities Education

Name	Position Title	Job Duties and Responsibilities
		Act (IDEA) requirements. The ESE Coordinator maintains Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/or facilitates IEP Team meetings, IEP annual reviews and 3-year evaluations for a caseload of students with disabilities. The ESE Coordinator works with the ESE Instructors to assist in providing information to students, parents and General Education Instructors on how to appropriately implement a student s IEP in the virtual educational environment. The ESE Coordinator assists in acting as a liaison between the ESE Department and students and their families. ESSENTIAL POSITION FUNCTIONS: * Manage a caseload of ESE students and assist ESE Manager in coordinating ESE Services and Related Services for students with disabilities, including students with speech-language impairments * Coordinate, organize and facilitate IEP meetings ensuring necessary participants are in attendance * Gather necessary input from students, parents, teachers, counselors, therapists, and other stakeholders to prepare for IEP meetings and develop a draft IEP * Collaborate with teachers to provide suggested strategies and accommodations to best meet individual needs and assist students in meeting goals as defined in the IEP, including students with speechlanguage impairments * Monitor student progress, develop and disseminate IEP progress reports each semester for all students on assigned caseload * Establish and maintain cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, therapists, related services providers, agencies, etc., with particular attention to students with speech-language impairments * Provide families with required information regarding the IDEA Procedural Safeguards * Establish and maintain an efficient and

Name	Position Title	Job Duties and Responsibilities
		accurate record keeping system of current and cumulative student records * Document all forms of contact and uploads documents to secure ESE folders in a timely manner * Protect the privacy of student records per The Family Educational Rights and Privacy Act (FERPA) * Maintain accurate and up-to-date records and reports in the school s EMS for compliance monitoring to meet all district and state ESE timelines * Assist students, parents, and instructional staff in interpreting IEP accommodations and understanding provision and implementation of specially designed instruction and related services in the virtual environment, including students with speech-language impairments * Assist in coordinating with teachers and other school stakeholders to ensure that the school is successful and operating in compliance with state and federal regulations * Collaborate regularly with school stakeholders to obtain and maintain knowledge of curriculum offerings and supplemental interventions to assist in educational planning and supports for students with disabilities, including students with speech-language impairments * Assist the school in ensuring students with disabilities are provided necessary accommodations for state assessments per student IEPs, including students with speech-language impairments * Stay abreast of all updates in ESE state legislation and federal law to ensure student success and district compliance * Continue professional growth through participation in trainings and other staff development activities * Provide the highest level of customer service to students, families, and instructional staff * Model professional and ethical standards when working with students, parents, peers, and community members * Meet professional obligations through

Name	Position Title	Job Duties and Responsibilities
		efficient work habits such as: meeting deadlines, honoring schedules, coordinating resources and meetings in an effective and timely manner, and demonstrating respect for others.

Stakeholder Involvement and SIP Development

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

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

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools. Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.

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

A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.

A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus, and most recently

Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

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. 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 District Diagnostics: FSQ's USA's , Imagine Learning, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments, . The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts).

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.

The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students' proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

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

Student assessments include the new Progress Monitoring which occur 3 times per year. In VPK- Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics.

The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data. Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week. Grade level teachers meet with the administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
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	57%
2022-23 Economically Disadvantaged (FRL) Rate	70%
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)	Students With Disabilities (SWD) English Language Learners (ELL)

(subgroups below the federal threshold are identified with an asterisk)	Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 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	55	61	28	39	38	39	0	0	0	260
One or more suspensions	1	0	5	2	1	2	0	0	0	11
Course failure in English Language Arts (ELA)	48	87	70	60	52	50	0	0	0	367
Course failure in Math	24	48	54	47	46	43	0	0	0	262
Level 1 on statewide ELA assessment	0	0	0	46	31	28	0	0	0	105
Level 1 on statewide Math assessment	0	0	0	33	25	32	0	0	0	90
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	11	19	27	34	6	13	0	0	0	110

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	34	62	51	57	50	53	0	0	0	307

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	2	7	13	2	0	0	0	26
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	71	29	33	35	48	32	0	0	0	248
One or more suspensions	0	2	0	0	2	3	0	0	0	7
Course failure in ELA	32	35	59	32	40	36	0	0	0	234
Course failure in Math	23	24	19	12	34	17	0	0	0	129
Level 1 on statewide ELA assessment	0	0	0	26	31	24	0	0	0	81
Level 1 on statewide Math assessment	0	0	0	26	32	39	0	0	0	97
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	26	25	27	31	50	40	0	0	0	199

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	2	14	3	3	0	0	0	24
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	71	29	33	35	48	32	0	0	0	248
One or more suspensions	0	2	0	0	2	3	0	0	0	7
Course failure in ELA	32	35	59	32	40	36	0	0	0	234
Course failure in Math	23	24	19	12	34	17	0	0	0	129
Level 1 on statewide ELA assessment	0	0	0	26	31	24	0	0	0	81
Level 1 on statewide Math assessment	0	0	0	26	32	39	0	0	0	97
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	26	25	27	31	50	40	0	0	0	199

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	2	14	3	3	0	0	0	24
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*	63	53	53	70	59	56	65		
ELA Learning Gains				64			76		
ELA Lowest 25th Percentile				52			83		
Math Achievement*	69	57	59	67	53	50	61		
Math Learning Gains				65			49		
Math Lowest 25th Percentile				60			44		
Science Achievement*	72	54	54	46	59	59	49		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	65	56	59	66			56		

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	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	329
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	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	490
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	46			
ELL	58			
AMI				
ASN	81			
BLK	48			
HSP	63			
MUL				
PAC				

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%
WHT	71			
FRL	63			

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	46			
ELL	59			
AMI				
ASN	87			
BLK	47			
HSP	64			
MUL				
PAC				
WHT	63			
FRL	57			

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	63			69			72					65
SWD	33			54			53				5	58
ELL	52			65			67				5	65
AMI												
ASN	78			83							2	
BLK	45			39			60				3	
HSP	63			65			69				5	64

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
MUL												
PAC												
WHT	64			77			71				5	74
FRL	61			63			70				5	64

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	70	64	52	67	65	60	46					66
SWD	51	49	43	49	54	50	32					42
ELL	64	63	55	62	65	56	38					66
AMI												
ASN	77	70		100	100							
BLK	62	55	27	50	52	57	29					
HSP	74	70	64	68	65	57	46					66
MUL												
PAC												
WHT	71	64	52	70	66	68	49					65
FRL	64	59	47	62	62	61	39					65

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	65	76	83	61	49	44	49					56
SWD	37	77	82	33	43	42	28					33
ELL	56	80	81	57	57	50	39					56
AMI	46			71								
ASN	65			88								
BLK	55	79		41	43		25					
HSP	60	83	100	60	58	44	45					63
MUL												
PAC												
WHT	71	72	69	63	42	40	51					50

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
FRL	60	72	78	56	43	37	41					55

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	58%	56%	2%	54%	4%
04	2023 - Spring	64%	58%	6%	58%	6%
03	2023 - Spring	53%	48%	5%	50%	3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	63%	57%	6%	59%	4%
04	2023 - Spring	61%	52%	9%	61%	0%
05	2023 - Spring	67%	56%	11%	55%	12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	65%	51%	14%	51%	14%

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 data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:

TestName Subject Test Grade Total Black Hispanic White Black Female Black Male Hispanic Female Hispanic Male White Female White Male SWD ELL FRL
StateTest23 ELA 03 52.8 50 46.3 59.2 25 75 53.3 40.5 57.6 60.5 30.8 31.5 52.8
StateTest22 ELA 03 75.6 71.4 76.5 77 80 63.6 64.5 86.5 74.5 81.5 85.7 65 72.3
23FSTFSA ELA 03 -22.8 -21.4 -30.2 -17.8 -55 11.4 -11.2 -46 -16.9 -21 -54.9 -33.5 -19.5
TestName Subject Test Grade Total Black Hispanic White Black Female Black Male Hispanic Female Hispanic Male White Female White Male SWD ELL FRL
StateTest23 ELA 04 64.5 47.4 66.7 66.7 66.7 30 72.4 62.5 64.4 70.4 53.8 45.5 64
StateTest22 ELA 04 61.1 38.5 54.4 69.2 25 44.4 61.5 38.9 73 64.3 42.9 43.9 59.8
23FSTFSA ELA 04 3.4 8.9 12.3 -2.5 41.7 -14.4 10.9 23.6 -8.6 6.1 10.9 1.6 4.2
TestName Subject Test Grade Total Black Hispanic White Black Female Black Male Hispanic Female Hispanic Male White Female White Male SWD ELL FRL
StateTest23 ELA 05 57.7 45.5 50.9 59.7 25 57.1 62.5 33.3 65.7 53.1 23.5 32.1 66.1
StateTest22 ELA 05 58.1 55 51.9 63.4 55.6 54.5 50 54.5 74.3 52.8 34.6 41.8 53.7
23FSTFSA ELA 05 -0.4 -9.5 -1 -3.7 -30.6 2.6 12.5 -21.2 -8.6 0.3 -11.1 -9.7 12.4

Our lowest performance was third grade, dropping 23 percentage points from FY22 to FY23. The contributing
factors to this decrease was due to five of our six teachers were new to third grade and one of those was a
long-term substitute. This caused the teachers to not be as familiar to the standards as necessary and this
assessment was new to all of the teachers.

The trends we see from the above data shows us that our SWDs and our Black students have shown a significant decline in ELA. We also noticed that the third-grade math declined which leads us to believe that our K-2 needs to put more focus on the mathematical skills. When looking at the FAST ELA data throughout the FY23 school year we see a variety of declines. The scores on the SY23 ELA FAST window three data for the SWD sub group dropped compared to the SY23 FAST window When looking at our ELL group we also see a decline of 5.8% within window 3 compared to window 2.

Lastly, 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 PLCs we can ensure that all students receive rigorous instruction and small group support to meet their needs.

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

Third grade ELA showed the greatest decline from the prior year dropping 23% in proficiency. When looking deeper at third grade specifically the Black subgroup dropped 21%, the Hispanic subgroup dropped 30%, and the SWD subgroup dropped 55%. The contributing factors include new state standards, new curriculum, new testing format, and an instructional shortage in the ESOL department. The contributing factors were that while we were focused on our ELL, Black and SWD students we needed to
address their specific needs sooner than we did. Instead of waiting until the end of fall to begin closing gaps we needed to start right after returning to school. 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.

When looking at the FAST Progress Monitoring data for Window 3 we see the following data.
School State
ELA Achievement 59% 50%

Math Achievement 66% 56%

Science Achievement 65% 51%

Hammock Pointe was higher than the state average in ELA, Math, and Science. The trend that we are noticing is the drop in ELA proficiency for third grade students from the year before. This drop can be attributed to the new testing format, new state standards, and the new Benchmark Curriculum.
The data shows we have outperformed the state in ELA, Math, and Science Proficiency. Contributing factors are Professional Learning Communities, intentional planning and master board analysis, building capacity within our teachers, and constant monitoring.

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

In 5th grade our science proficiency level increased 22% jumping to 65% proficient. This is contributed to the teachers being more aggressive in their daily monitoring of the student's
achievement of the Science standards.
Addressing improvement
Students had access to grade-level or above grade level texts. We provided opportunities to collaborate with students about the text and receive tasks that are aligned. Teachers follow up by providing students with specific feedback to address their thinking and learning needs.
We also introduced new curriculum to provide an additional resource for the teachers. Intentional planning took places weekly and professional development surrounding the new JJ Bootcamp curriculum.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are
ensuring our students receive the support needed for growth and achievement. When looking at our Early
Warning System indicators our two potential areas of concern are:
10% or more Absence
Level 1 State Assessments ELA

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

Professional Learning Communities focused on data analysis, planning for instruction, and
best practices to ensure student growth and achievement for all students.
Continue double down model in all ELA/Math classrooms focusing on the needs of our
ESSA identified subgroups.

Continue to use the push in the model for ELA and Math block for SWDs and ELLs
ELA Achievement Growth for SWD & Blacks- Ensuring learning gains & progress for ESSA
subgroups: we will analyze student data to identify which students fall under various
subgroup categories. Students who fall within our ESSA Subgroups will specifically be
monitored for progress and receive additional support from teachers ensuring lessons are

planned based on the specific needs of the students. In addition, we will thoroughly review ELL student data and provide support as needed.

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 partners about reform efforts

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 Early Warning System

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

Our area of focus this revamping our SWPBS in order to bring it up to current district requirements and reach the top level of performance. Below are discipline data points that should decrease by 5% with a successful SwPBS initiative.

FY22 FY23
Number of Incidences 44 43
Number of 1 or more Suspensions 7 11
Number of 2 or more referrals 13 11
Total Number of OSS 7 8
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.
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.

Monitoring will be done through classroom observations, SwPBS committee meetings, discipline dashboard, and the SEQ survey at the end of the school year. Data that will be pulled monthly are as follows and will be discussed at the monthly SBT meetings:
Tutorial data (attendance)
Suspension data
Student Formative Assessment results

Person responsible for monitoring outcome:

Osvaldo Garcia (osvaldo.garcia@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.)

SWPBS and The School Wide Discipline Plan will be used for evidence of implementation.

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

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

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

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.
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

Person Responsible: Osvaldo Garcia (osvaldo.garcia@palmbeachschools.org)

By When: This will be completed by May 2024.

#2. Instructional Practice specifically relating to Small Group Instruction

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

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. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

The results of our ELA proficiency in third grade dropped by 23% and Our ESSA identified subgroups SWDs and blacks have demonstrated a decline of 33-53% over the past two years. Data indicates we need to review what is beg taught, how it's being taught and make decisions to make the changes necessary to support all learners. ESSA data shows that all subgroups are meeting the required federal threshold of 41 percentage points.

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 that 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. 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.

By February 2024, we will increase the overall percentage of students making proficiency on the ELA Progress
Monitoring by 5% bringing us to 65%.
By May 2024, Hammock Pointe school will attempt to make up the decline of 23 points in ELA overall proficiency and increase the targeted subgroups to:
SWDs to 55%, and Black to 55%.

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It 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 Hammock Pointe 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:
Stephanie Cook, Principal

Osvaldo Garcia, Assistant Principal
Kelli Durocher, ESE Contact
Jill Morgenstein, ESOL Coordinator

Person responsible for monitoring outcome:

Stephanie Cook (stephanie.cook@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. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process,and product.
2. FAST tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Math teachers will incorporate the use of technology-based programs including iReady and IXL. Language
Arts teachers will use iReady, Benchmark Advance, and writing strategies to enhance students ability to integrate knowledge.
4. 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 USAs and FSQs have proven successful in preparing students for the FAST Assesssment.
2. Students who participate in the FAST tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. Utilizing iReady math and IXL with fidelity will increase student achievement.
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.

Incorporate Small group instruction:
1. Students will be assessed using USAs and FSQs in both Math and Language Arts. Teacher will utilizeDifferentiated Instruction strategies and small group instruction in all ELA and Math courses.
2. Teachers will analyze student data to determine strengths and weaknesses in content area.
3. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, Blacks).
4. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
5. Teachers develop ongoing formative assessments to track student learning and adjust instruction.

Person Responsible: Stephanie Cook (stephanie.cook@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.

Tutorials:
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.
5. Students will be selected and grouped for pullout tutorials, afterschool and Saturday success academies based on the
results district assessments.

Person Responsible: Jill Morgenstein (jill.morgenstein@palmbeachschools.org)

By When: Tutorials will begin during the first semester in October 2023. Student participants will be chosen based on data.They will be grouped based on need and separated by content. Tutorials will continue through April of 2024.

Adaptive Technology (IXL, iReady reading and Math):
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: Osvaldo Garcia (osvaldo.garcia@palmbeachschools.org)

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

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 BEST standards and item specifications during PLCs. Teachers will work collaboratively to plan and
develop lessons focused on strategies aligned to the standards.
5. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.

Person Responsible: Stephanie Cook (stephanie.cook@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. Administration will support teachers with tiered PD. PLCs will focus on student achievement data analysis, best practices, and peer/buddy support. PLC's and PD will continue throughout the school year.