Pioneer Park Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Pioneer Park Elementary School

39500 PIONEER PARK RD, Belle Glade, FL 33430

https://ppes.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 the School District of Palm Beach County is to educate, affirm, and inspire each student in an equity-embedded school system.

Provide the school's vision statement.

We envision...

The School District of Palm Beach County is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish.

The School District of Palm Beach County will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.

A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued and their physical, emotional, academic, and social needs are met.

...WE SEE YOU.

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
Moreau , Sandra	Principal	School's instructional leader in charge of executing and monitoring personnel resources and strategies to ensure all students have equitable access to a standards based instruction. Monitors effective standards based instruction in English Language Arts (Reading and Writing), Social Studies, Math and Science. Attend Professional Learning Communities and Common Planning to ensure teachers are supported with implementing their lessons, analyze student data, and learn effective strategies to ensure students are making at least one year's growth. Incorporate district and national cultural celebrations to ensure a multi-cultural and equitable school culture where the social emotional and academic needs of students are met.
Arnett, Ronelda	Administrative Support	Her main responsibilities include leading PLCs, and common planning by assisting teachers with the planning process and analyzing data to ensure the students are progressing toward the targets. She also conducts walk-throughs and provide support for teachers by modeling and supporting instruction in the classroom.
Peterson, Quesona	Instructional Coach	Her responsibilities include facilitating Math PLCs and Common Planning and providing support to teachers in grades K-5th with focus on teachers in grades 3rd-5th. She encourages school-wide math activities through the Math Lab.
Hrebin, Thomas	School Counselor	School counselor serving in the role of School Based Team Leader, and School Wide Positive Behavior internal coach. He will work with the Assistant Principal to help ensure that Possible Behavior Support and Interventions.
Chavarria, Claudia	Instructional Coach	Acceleration teacher implementing acceleration and AMP for 3rd grade students and students in grades K-5 that are identified as gifted. In addition, she will push in to provide additional support in mathematics.
Joseph, Claudette	Assistant Principal	Instructional leader that will support the school's mission and vision by conducting walk-thorughs and attending PLCs and common planning in support of the curriculum. In addition, she will be the Title 1 Contact and ensure that SIP goals are reflected in the Parent and Family Engagement Plan (PFEP).
Copeland, Paul	Teacher, ESE	ESE Coordinator who ensures compliance with ESE regarding IEP plans, reevaluations, and student academic performance. He ensures that students receive accommodations, conducts IEP meetings and assist with updating information regarding plans on EdPlan. He also works with the SBT Leader to ensure students who are recommended for the Child Study Team process are transitioned accordingly.

Name	Position Title	Job Duties and Responsibilities
Thomas, Tabatha	SAC Member	SAC Chairperson who ensures that SIP goals are communicated to shareholders during our SAC Meetings.
Casas, Yazmin	ELL Compliance Specialist	ESOL Contact-works with all stakeholders to ensure that ESOL compliance is up to date. Provides classroom support for ELLs. Create schedule for students and write ELL Plans that include accommodations such as extra time, small group testing and home language support.

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 SIP goals will be presented to our SAC on 8/29/23. Teachers, Parents and community members will be able to give input. The leadership team will provide input as to SIP goals.

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 SIP will be monitored by the leadership team on a regular basis. The school's principal will review goals after each iReady and PM testing period. Unit assessments will also be analyzed. Support for students will be adjusted based on need. Sub-groups

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
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)	Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.*	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	17	16	25	26	12	0	0	0	96
One or more suspensions	0	0	2	1	3	5	0	0	0	11
Course failure in English Language Arts (ELA)	0	15	17	29	40	8	0	0	0	109
Course failure in Math	0	15	7	23	26	11	0	0	0	82
Level 1 on statewide ELA assessment	0	0	0	5	32	12	0	0	0	49
Level 1 on statewide Math assessment	0	0	0	4	24	17	0	0	0	45
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	15	17	29	40	8	0	0	0	109

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	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	14	10	28	39	17	0	0	0	108

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	21	21	26	14	0	17	0	0	99
One or more suspensions	0	0	2	5	0	2	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	9	10	17	0	0	0	36
Level 1 on statewide Math assessment	0	0	0	0	1	26	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	7	11	11	8	15	0	0	0	55

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	9	12	20	15	22	0	0	0	78

The number of students identified retained:

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	21	21	26	14	0	17	0	0	99
One or more suspensions	0	0	2	5	0	2	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	9	10	17	0	0	0	36
Level 1 on statewide Math assessment	0	0	0	0	1	26	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	7	11	11	8	15	0	0	0	55

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	9	12	20	15	22	0	0	0	78

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
				Grade Level						
Retained Students: Current Year	0	0	0	9	0	0	0	0	0	9
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*	32	53	53	43	59	56	17		
ELA Learning Gains				80			28		
ELA Lowest 25th Percentile				75			43		
Math Achievement*	32	57	59	27	53	50	14		
Math Learning Gains				54			11		
Math Lowest 25th Percentile				60			36		
Science Achievement*	29	54	54	33	59	59	15		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	69	56	59	59			46		

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	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	188
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	431
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	9	Yes	1	1
ELL	45			
AMI				
ASN				
BLK	34	Yes	1	
HSP	52			
MUL				
PAC				
WHT				

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	39	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL	58			
AMI				
ASN				
BLK	49			
HSP	65			
MUL				
PAC				
WHT				
FRL	54			

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	32			32			29					69
SWD	9			9							3	
ELL	44			36			43				5	69
AMI												
ASN												
BLK	29			24			28				5	65
HSP	43			57							4	73
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	34			33			31				5	68

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	43	80	75	27	54	60	33					59
SWD	15	70	91	9	46	40	24					45
ELL	43	87	82	28	71		36					59
AMI												
ASN												
BLK	35	73	79	23	48	53	19					62
HSP	65	92		39	67		65					61
MUL												
PAC												
WHT												
FRL	42	80	75	27	55	60	34					59

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	17	28	43	14	11	36	15					46
SWD	3	38		10	25							28
ELL	21	39		23	22		25					46
AMI												
ASN												
BLK	15	27	40	10	12	36	9					38
HSP	24	31		24	8		36					57
MUL												
PAC												
WHT												
FRL	16	28	43	13	11	36	15					46

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	56%	-20%	54%	-18%
04	2023 - Spring	44%	58%	-14%	58%	-14%
03	2023 - Spring	24%	48%	-24%	50%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	40%	57%	-17%	59%	-19%
04	2023 - Spring	36%	52%	-16%	61%	-25%
05	2023 - Spring	18%	56%	-38%	55%	-37%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	27%	51%	-24%	51%	-24%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our science score was the lowest performance area due to the decrease from 33% to 27%.Students did not have enough background knowledge in science. This year's 5th graders were taught science on a deeper level last year and have a deeper knowledge of the standards. They participated in hands-on learning and were assessed on the standards. They have shown that they will not only exceed the 27% but can reach 47% proficiency which is a 20 percentage point increase.

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

Our science score was the lowest performance decreasing from 33% to 27%. Many new students entered the school in the 5th grade and had very minimal science content knowledge. Many of our new students were also level 1 readers who had difficulties reading the Science State Assessment. We will focus on hands-on practice as well as the standards that have been a struggle in the past. The Nature of Science and the standards aligned will be monitored. Students will also take a pre-assessment at the beginning of the year and take unit assessments throughout the year. We will also use the Science Bootcamp resources to allow for practice with standards based test questions.

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.

Our Science scores were 27% points away from the state average. while the reading and math were about 20% points away. We had a decline in science and was the furthest away from the state average. We know that we have a lot of work to do in this area. We began the school year identifying the standards that are historically weak for our students. We identified the Nature of Science standards. We have aligned our resources with lessons and small group lessons to support these standards.

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

Our Math scores increased from the previous year from 26% to 31% proficient. We implemented a math lab. We had structured math small group instruction in all classes. We implemented focus calendars that provided opportunities to reteach weak standards. We also utilized daily bell ringers and exit tickets in our math classrooms. In addition, we implemented math tutorials and grouped students based on levels while matching them with the best teachers to teach the standards that were weak. We have set a goal of improving our math scores from 31% to 50%. We know that the expectation is high but our students will participate in tutorials as well as enrichment, during school and after school.

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

One area of concern is students lack of basis math fluency especially in the primary grades.Another area of concern is student attendance. We have many students who miss more than 15 days during the school year. We are putting attendance incentives in place to encourage a focus on attendance.

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

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

1-Reading Achievement
2-Math Achievement
3-Science Achievement
4-Decrease in the number of students with 15 or more unexcused absences
5-Decrease in repetitive behavior incidents
We will focus on increasing our reading achievement by increasing our proficiency as well as focusing on learning gains in reading. We will also focus on increasing math proficiency as well as learning gains in math. Science is also of focus. Our goal is to increase science proficiency through hands-on learning and experimentation. Our discipline incidents increased in FY23. We are implementing incentives to help decrease repetitive behaviors. Also, students will be referred to mentoring with the School Counselor

and the Behavioral Health Professional.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:
(g) History of the Holocaust
(h) History of Africans and African Americans
(i) History of Asian Americans & Pacific Islanders
(o) Health Education, Life Skills & Social Media
(q) Hispanic Contributions
(r) Women's Contributions
(t) Civic & Character Education
(u) Sacrifices of Veterans, and the value of Medal of Honor recipients
2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
3. Our school highlights multicultural diversity within the curriculum and the arts.

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

#1. Positive Culture and Environment specifically relating to Other

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

We will focus on improving our positive culture and environment by providing support to our students that show greatest need as identified through attendance and behavioral concerns. Boys and girls will be identified for mentoring. Also, positive incentives will be provided for students improving their attendance as well as those following behavioral expectations and improving their behavior. The mentoring will also involve students in grades K-2 as we have noticed some of our primary students are in need of early interventions and mentoring.

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

We will decrease chronic attendance issues by 10% and also our discipline referrals will be decreased by 25%. We believe that attendance goes hand and hand with achievement. We encourage students to attend school through callouts and reminders to parents. We also discuss attendance at every parent meeting. Students will be celebrated this school year for positive attendance.

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

The school wide positive behavior support team will meet on a monthly basis to review the data and make suggestions for improvement. Discipline information will be reviewed. Attendance will be reviewed as well as this is also a focus for us this school year. We will celebrate students who are in attendance in a regular basis.

Person responsible for monitoring outcome:

Thomas Hrebin (thomas.hrebin@palmbeachschools.ort)

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.)

CHAMPS Strategies will be implemented and monitored in classrooms where the teachers struggle with behavior. Teachers will be required to attend CHAMPS training. Safe Schools will support the implementation of CHAMPS strategies throughout the school.

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

This is a district program that involves training and support.

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.

Meet with the School Wide Positive Behavior Support Team to review the incentives for positive culture from the previous year. Decide which strategies need improvement and which will continue. Discuss the

need for fundraisers and donations to assist with incentives for the students. Look for ways to continuously encourage students to have positive attendance.

Person Responsible: Sandra Moreau (sandra.moreau@palmbeachschools.org)

By When: By September 2023, we will meet with the positive behavior support team to discuss improvements needed with behavioral expectations and incentives.By May 2024 we should have a decrease in absenteeism.

#2. Instructional Practice specifically relating to Science

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.

Increase science proficiency from 27% to 50%. The 27% reflected an 8% decrease from the previous year. We will utilize data to monitor for improvement. Small group instruction and targeted standards-based lessons will be implemented. We will identify students for enrichment as well as for tutorials. Students will receive enrichment during the school day and tutorials will take place after school. Hands-on practice and science projects will also help students to increase their content knowledge in science. We will use the Science Bootcamp as a resource to help students with comprehension.

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

Increase science proficiency by at least 20 points from the previous year. Increase from 27% to at least 47%.

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

Unit assessments will be monitored and strategies and classroom support revised as needed. We will purchase science boatcamp materials for student usage in 5th grade.

Person responsible for monitoring outcome:

Ronelda Arnett (ronelda.arnett@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.)

Small group instruction in science and hands-on practice and experimentation.

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

Small group instruction based on data and students' weaknesses will help remediate students' comprehension of the standards.

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.

Increase Math Proficiency

Person Responsible: Quesona Peterson (quesona.peterson@palmbeachschools.org)

By When: Increase math proficiency from FAST FY23 to FAST PM-3 in FY24 from 31% to 50%.

#3. Instructional Practice specifically relating to ELA

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

Increase in ELA proficiency. Our reading proficiency was 33%. We plan to increase our proficiency by 17 points to 50%.

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

Utilizing our USAs, iReady reading diagnostic and Progress Monitoring Data-we will analyze student weaknesses and plan targeted instruction for remediation.

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

We will discuss our progress towards our goals during PLCs and common planning. Weekly walk-throughs will be conducted to monitor the reading block and identify teachers in need of support.

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.)

We are using small group targeted instruction. Our intervention teachers are also using LLI, SPIRE and RISE as interventions for students in Tier 2 and Tier 3 support through our SBT process.

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

These interventions have helped us improve the outcomes for students. Many of our students have made improvements in reading. Those still needing support are tiered and provided targeted instruction.

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.

No action steps were entered for this area of focus

#4. Instructional Practice specifically relating to Math

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.

We will focus on increasing math proficiency. Our proficiency increased from 27% to 31%. We are looking to increase our proficiency to 50% in math. Historically, our math has lagged behind our reading proficiency. Last year, we focused on small group instruction in math and using iReady math data and resources from the toolbox to plan strategic lessons during small groups. We also implemented our math lab to make math fun for students and provide an opportunity for our Learning Team Facilitator and our classroom teachers to co-teach in a fun engaging way. We will continue using the toolbox for small group instruction planning. The math lab will be a part of our weekly schedules to promote a love of math and provide continued opportunities for co-teaching.

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

In-class push-in support during small group outcome will lead to students making improvements in math. Teachers monitoring student comprehension and identifying students for additional support will assist in meeting the goals of increasing from 31% to 50% proficiency. In addition, in-school and after school tutorials will assist in grouping students for remediation as well as enrichment. Students will be matched with tutors whose strength it is to either remediate or enrich.

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

Walk-throughs will be conducted to identify teachers in need of support. Teachers will attend planning and PLCs as well as cadres and implement strategies. Small group instruction will be implemented. Immediate feedback will be provided to teachers. Opportunities for teachers to visit each other's classrooms to gain insight into strategies they may be able to implement in their own classrooms will be discussed.

Person responsible for monitoring outcome:
Ronelda Arnett (ronelda.arnett@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.)

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

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.

Provide iReady training to assist teachers with analyzing data in order to plan small groups that will result in student growth. Once training has been provided, monitoring of implementation of strategies using resources discussed will be monitored. Weekly common planning will help in analyzing data and making

plans for improvement. Students will be identified for in school and after school tutorials during planning meetings. Teachers will share best practices and strategies that work in their classrooms.

Person Responsible: Sandra Moreau (sandra.moreau@palmbeachschools.org)

By When: Initial Training will be conducted by the end of October and improvement will be by May 2024.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

We are focusing on phonics instruction and differentiating by using effective strategies during small group instruction. Our teachers are attending district training focused on the science of reading. Teachers will also engage in iReady training that will assist them with analyzing the data to tier students and form small groups based on common deficiencies. During PLCs, data will be analyzed and strategies to help students achieve goals will be discussed and strategies and best practices will be shared. We utilize resource teachers to push in during reading to provide in-class support. Students receiving intervention are pulled for tier 2 and tier 3 interventions. We utilize the RISE program, SPIRE, Sound Sensible and LLI for interventions.

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

In grades 3-5, small group instruction is utilized. Resource and support personnel push-in to provide support. During extended reading, students are tiered and resource personnel provide support to students based on needs. Teachers attend PLCs and plan together. They discuss effective strategies and best practices. Data is analyzed and students are identified for additional support. We utilize PM and iReady data in determining student progress. We also monitor student's time on task and passage rates on iReady. Students also have opportunities to investigate and complete research as part of the ELA block.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

In Kindergarten-2nd grade, the goal is to increase students' proficiency while reducing the number of students performing significantly below grade level.
On iReady-our goal is to improve at least 20 percentage points between diagnostic 1 and diagnostic 2. Between diagnostic 2 and 3 the goal is to continue showing improvements. The ultimate goal is for at least 50 percent of our students perform on grade level by the end of each grade level.

Grades 3-5 Measurable Outcomes

The goal in 3rd-5th is to decrease the number of students reading below grade level while making sure students have continuous growth. We provide in-class support for students during the literacy block as well as during extended reading. We also provide interventions for students performing significantly below grade level. ESSER Funds are being used for tutorials with instruction focused on test taking strategies and reading comprehension. Our goal is to show continuous improvement from one Progress Monitoring Assessment to the next ultimately reaching our goal on the last assessment of 50% proficiency in reading.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Through classroom walk-throughs, providing specific feedback to teachers and through professional development, teachers will learn effective strategies for reading improvement. Our PLCs, will focus on sharing of best practices among teachers. Our Single School Culture Coordinator (SSCC) provides support to teachers during PLCs and Common Planning. She provides side by side coaching and in-class support to specific students needing to improve with reading comprehension. During PLCs, data is reviewed. Students are identified for small group interventions and tutorials. Strategies for improvement are identified. The administrative team monitors performance on assessments such as USAs, iReady and STAR Reading as well as FAST PM Assessments.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Moreau , Sandra, sandra.moreau@palmbeachschools.org

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We utilize RISE, LLI, Sound Sensible and SPIRE for reading intervention. The resources help support phonological awareness, phonics and reading comprehension. We also use the iReady toolbox for specific resources to target student deficiencies. iReady data is analyzed and discussed. Training is provided so that teachers learn how to use the resources during small group instruction to achieve stretch growth.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The programs and resources being used are identified in the K-5 Reading Intervention handbook. These programs are recommended by the Reading Intervention team in the district. The ESE department also highly recommend the programs. Our interventionists participate in district trainings in RISE, Sound Sensible, SPIRE and LLI. They work with the School Based Team Leader to identify the best interventions for students who are in need of Tier 2 and those in need of Tier 3 interventions.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership-The Principal, Assistant Principal and Single School Culture Coordinator (SSCC) will work together to provide literacy coaching and planning in grades K-5. PLCs and common planning will focus on student data such as iReady and PM Assessments. We will analyze standards that are weak and implement a plan for improvement. Reading resource and interventionists will help support students in the classroom as well as through pull-outs grouping students that are on the same levels together and using research based interventions to remediate student deficiencies.	Moreau , Sandra, sandra.moreau@palmbeachschools.org
Literacy Coaching especially in K-2 will be provided by the Single School Culture Coordinator and resource teachers. Side by side coaching as well as learning walks will be implemented. The Assistant Principal will also conduct walk-throughs in K-2 to help support instruction and devise a plan for improvement. Phonics instruction has become a necessity and focus has been placed in K-5 phonics instruction. Resources from iReady will be utilized to help teachers plan effective phonics lessons.	Arnett, Ronelda, ronelda.arnett@palmbeachschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

NA

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

NA

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA