Heritage Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Heritage Elementary School

5100 MELALEUCA LN, Greenacres, FL 33463

https://htge.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.

Our mission is for all students to be academically proficient and demonstrate strong character making them productive in society.

Provide the school's vision statement.

The vision of Heritage Elementary school is to continue growing by:
1. Increasing literacy in all academic areas and maintaining high expectations,
2. Increasing critical thinking and student engagement in all academic areas,
3. Improving the academic achievement of the lowest 25% of students through personalized instructions,
4. Continuing staff development in areas necessary to continue professional growth through the pillars of effective instruction,
5. Providing a climate and culture which respects diversity and encourages students to become responsible and productive citizens through a single school culture.
6. Build relationships within the school and 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
Lant, Nina	Principal	Oversee the major school processes and communicate information to and from the district and area -Have a vision for the school initiatives -Engage staff with implementation of District LTOs, Strategic themes, Initiatives -Staff hiring and retention -Address major systems within the school -Work closely with the Assistant Principal, SSCC, & Coaches -Advise the teachers and staff -Monitor for fidelity of processes implementation -Communicate major information to the parents, staff, students, and community -Organize and manage school master schedule - -Manage teacher and classroom placement -Manage school budget
Gonzalez, Adriana	Assistant Principal	-Work closely with the Principal, coaches, SSCC to oversee the major school processes and systems -Have a vision for the school -Engage staff with implementation of District's Strategic themes and initiatives -Address major systems within the school -Work closely with the staff addressing student disciplinary actions -Advise the teachers and staff -Monitor for fidelity of processes implementation -Communicate information to the parents, staff, students, and community -Organize and manage scheduling of school activities and assessments -Title 1 compliance
Yamshchikov, Andrei	Other	-Work closely with the principal, assistant principal, coaches, and SBT leader to oversee the major school processes and systems -Have a vision for the school initiatives -Engage staff with the implementation of District's Strategic Themes, Initiatives, and fidelity of Pillars of Effective Instruction -Organize, conduct, support PLCs -Advise teachers and staff on necessary instructional practices -Support teachers with planning aligned to Florida Standards -Communicate information to teachers, staff, and students -lead and support School-wide positive Behavior System -Ensure development and continuous implementation of Single School Culture -Assist with fidelity of lesson plan implementation -Support, model instruction, and co-teach in classrooms -Organize and manage scheduling of extended learning opportunities and assessments

Name	Position Title	Job Duties and Responsibilities
Pena, Vanessa	Other	-Work closely with the principal, assistant principal, coaches, and SBT leader to oversee the major school processes and systems -Ensure that the laws and rules that apply to English language learners are adhered to at our school -Facilitate limited English proficiency plan (LEP), comprehensive English language learning assessment testing (CELLA) and administers the school ESOL plan -Schedule ESOL teachers who work in a sheltered or co-teaching environment
Gilbert, Linda	Teacher, K-12	-Work closely with the principal, assistant principal, coaches, and SBT leader to oversee the major school processes and systems -On a specific grade level, implementation of District's Strategic Themes, Initiatives, and fidelity of Pillars of Instruction -On a specific grade level, support PLCs -On a specific grade level, advise teachers and staff on necessary instructional practices -On a specific grade level, support teachers with planning aligned to Florida Standards -On a specific grade level, identify and provide advanced coursework for students in accelerated learning and train teachers to recognize potential students for acceleration.
Spencer, Jena	Instructional Coach	-Work closely with the principal, assistant principal, coaches, and SBT leader to oversee the major school processes and systems -On a specific grade level, implementation of District's Strategic Themes, Initiatives, and fidelity of Pillars of Instruction -On a specific grade level, support PLCs -On a specific grade level, advise teachers and staff on necessary instructional practices -On a specific grade level, support teachers with planning aligned to Florida Standards -On a specific grade level, identify and provide advanced coursework for students in accelerated learning and train teachers to recognize potential students for acceleration.
Heathwood, Meagan	Curriculum Resource Teacher	-Work closely with the principal, assistant principal, coaches, and SBT leader to oversee the major school processes and systems -Meet regularly to review universal screening data, diagnostic data, and progress monitoring data for referred students -Identify students who are not meeting identified academic targets

Name	Position Title	Job Duties and Responsibilities
		-Use the Problem Solving Model to conduct all meetings -Develop intervention plans -Ensure the necessary resources are available and the interventions are implemented with fidelity -Conduct further discussion -Support School-Wide Positive Behavior System

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 Palm Beach County Police 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.
? 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. The SIP is updated throughout the year to ensure proper documentation. We collaborate to review & analyze data & make decisions based on the data to ensure all students receive the necessary support & accommodations during instruction. We work towards the following student achievement goals:
• Strategic visioning and planning
• Problem identification & root cause analysis
• Developing action steps towards improvement
• Creating and maintaining a culture of collaboration towards shared decision-making
• Supporting professional learning & improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ's USA's, NGSQ's, FAST Progress Monitoring, Florida
Standard Assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur 3 times a year (PM's 1, 2, & 3 in English Language Arts). The i-Ready Diagnostic and the FAST/STAR assessments will occur 3x a year. Student assessments include the new Progress Monitoring which occur 3x per year. In VPK- Grade 2 there is Early Literacy/Star Reading, & Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, FSA Science, iReady, & district diagnostics. The annual test administered for ELL students is ACCESS. The WIDA is used to assess ELL students; proficiency in the areas of speaking, listening, reading, & 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: Grade level teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, & create standards-based learning goals at PLC's. Student work & best practices are shared & analyzed

PLC's occur bi-weekly per grade level, ESOL, ESE, & Fine Arts & meet with the academic coaches & administration to discuss & analyze data, modify instruction, & create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, & SAC meetings.
Teachers follow the scope & sequence as outlined on the PBC curriculum resource on blender & C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

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

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active

School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT)* Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	32	51	51	30	31	0	0	0	195
One or more suspensions	0	1	1	1	1	6	0	0	0	10
Course failure in English Language Arts (ELA)	0	35	55	84	80	45	0	0	0	299
Course failure in Math	0	25	38	67	64	39	0	0	0	233
Level 1 on statewide ELA assessment	0	0	0	17	47	32	0	0	0	96
Level 1 on statewide Math assessment	0	0	0	14	47	35	0	0	0	96
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	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	28	42	76	73	51	0	0	0	270

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	17	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	62	47	55	22	32	0	0	0	218
One or more suspensions	0	3	1	1	1	0	0	0	0	6
Course failure in ELA	0	33	38	105	33	43	0	0	0	252
Course failure in Math	0	25	30	64	16	26	0	0	0	161
Level 1 on statewide ELA assessment	0	0	0	37	23	31	0	0	0	91
Level 1 on statewide Math assessment	0	0	0	0	13	42	0	0	0	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	5	24	1	2	0	0	0	33

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	33	32	85	24	50	0	0	0	224

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	37	2	28	0	0	0	67
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	62	47	55	22	32	0	0	0	218
One or more suspensions	0	3	1	1	1	0	0	0	0	6
Course failure in ELA	0	33	38	105	33	43	0	0	0	252
Course failure in Math	0	25	30	64	16	26	0	0	0	161
Level 1 on statewide ELA assessment	0	0	0	37	23	31	0	0	0	91
Level 1 on statewide Math assessment	0	0	0	0	13	42	0	0	0	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	5	24	1	2	0	0	0	33

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	33	32	85	24	50	0	0	0	224

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	37	2	28	0	0	0	67
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*	36	53	53	44	59	56	41		
ELA Learning Gains				62			54		
ELA Lowest 25th Percentile				51			58		
Math Achievement*	41	57	59	45	53	50	35		
Math Learning Gains				62			32		
Math Lowest 25th Percentile				63			32		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	43	54	54	35	59	59	25		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	63	56	59	58			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)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	216
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	420
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	19	Yes	3	2
ELL	34	Yes	1	
AMI	25	Yes	1	1
ASN				
BLK	47			
HSP	42			
MUL				
PAC				
WHT	45			
FRL	43			

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	30	Yes	2	1
ELL	51			
AMI				
ASN				
BLK	49			
HSP	54			
MUL	65			
PAC				
WHT	39	Yes	1	
FRL	52			

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	36			41			43					63
SWD	8			17			13				5	44
ELL	21			34			37				5	63
AMI	0			50							2	
ASN												
BLK	50			42			36				4	
HSP	34			40			43				5	64
MUL												
PAC												
WHT	37			42			55				3	
FRL	36			39			38				5	65

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	44	62	51	45	62	63	35					58
SWD	10	36	34	17	47	45	9					44
ELL	34	59	50	39	67	65	33					58
AMI												
ASN												
BLK	48	62		48	59		30					
HSP	43	63	55	42	65	72	36					57
MUL	50			80								
PAC												
WHT	45	47		35	27							
FRL	42	61	49	43	62	64	34					57

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	41	54	58	35	32	32	25					46
SWD	14	42	48	22	35	35	0					36
ELL	32	51	57	33	29	32	19					46

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	44	57		30	24		17					
HSP	39	54	58	34	30	27	22					48
MUL	60			40								
PAC												
WHT	46	50		50	57		55					
FRL	40	55	61	34	31	31	25					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	34%	56%	-22%	54%	-20%
04	2023 - Spring	45%	58%	-13%	58%	-13%
03	2023 - Spring	32%	48%	-16%	50%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	37%	57%	-20%	59%	-22%
04	2023 - Spring	38%	52%	-14%	61%	-23%
05	2023 - Spring	46%	56%	-10%	55%	-9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	40%	51%	-11%	51%	-11%

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:
FY19 FY22 Learning Gains FY23 PM3
ELA
3 35% 37% 32%
4 44% 53% 62% 45%
5 50% 42% 64% 34%
SWD's 11% 11% 36% 13%
Whites 52% 44% 47% 37%

Math
3 58% 46% 37%
4 45% 48% 69% 38%
5 60% 39% 55% 46%
SWD's 28% 17% 47% 15%
Whites 55% 35% 27% 42%

Science
5 36% 35% 40%
SWD's 22% 9% 12%
Whites 43% 55%

Our lowest performance was our SWD's in ELA (13%), Math (15%), and Science3 (12%). Although they are up from the previous year, it is still below the index and still needs to be a focus.

The trends we see from the above data is that our white students have shown a decline in ELA performance. We also noticed that overall our ELA scores have declined and our SWD's have only increased +2. Taking into consideration FAST was a new test, we will place more emphasis on standards based planning, progress monitoring, and data analysis in Professional Learning Communities.

We also see that our Math scores have declined for third grade, fourth grade, and SWD's. Again considering the new test we will place an emphasis on standards based planning, progress monitoring, and data analysis in Professional Learning Communities. As well as having our Math Coach push in to work with teachers on best practices for Math instruction.

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

Our greatest decline was fourth grade math from 48 to 38: -10
The contributing factor to this decline is that many of our highest achieving fourth graders are in AMP and took the fifth grade test instead of fourth. We also consider the new test. Our fifth grade Math scores went up +6.

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 third and fourth grade Math scores had the biggest gap when compared to the state, both -22 from the state average. In regards to fourth grade Math we know that the highest achieving students were in AMP and took the fifth grade Math FAST. When considering the gap in the third grade scores we look at the loss of critical content in kindergarten through second grade due to the pandemic.
A trend that we see in alignment with the state is the significant jump in scores from PM 1 to PM 3. Our scores on PM1 were lower than the state in all grade levels.
Math FAST PM1 PM2 PM3
Heritage 3rd:2% 4th:8% 5th:7% 3rd:14% 4th:10% 5th:13% 3rd:37% 4th:39% 5th:45%
State 3rd:9% 4th:10% 5th:15% 3rd:30% 4th:28% 5th:31% 3rd:59% 4th:61% 5th:55%

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

The data component that showed the most improvement was science up from 35%-40%: +5
Our white students had even more improvement from 43%-55%: +12
In FY19 our score was 36% and in FY21 we dropped to 25%. At that time we implemented plan in the fourth and fifth grade classrooms that included; explicit content vocabulary, practice drills, and more hands on science. We also continued to use IXL and Flocabulary to support instruction.
In FY22 our score increased to 35%, up +10 from the previous year. In FY23 we continued this focus and increased to 50%, +5
In FY23 we began implementing a rotational model to our science instructional plan. This included a teacher led small group, several student led groups focusing on hands on assignments, Flocabulary Lessons and vocabulary practice.

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

Looking at the EWS we can see that that are a high number of students with 10 or more absences. Our guidance counselors will continue reach out to families and work with state organizations that aim to increase student attendance.
Another area of concern is the number of students in 3rd (76) and 4th (73) grade with more than 2 indicators.

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

3rd ELA proficiency rate
SWD ELA proficiency rate
White student ELA proficiency rate
5th Grade Science Proficiency

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.

This focus is on Positive Culture and Environment specifically relating to ELA proficiency rates.
In alignment with the District's Strategic Plan, we strive for academic excellence and growth and want to ensure consistent and effective literacy instruction. Our instructional priority is to use trends in student data to identify needs in order to support academic achievement in ELA. In alignment with the districts strategic plan on mental health and wellness, we want to ensure every student has a positive relationship with at least one adult at school and is recognized for their achievements.

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

FY19 FY22 Learning Gains FY23 PM3
ELA
3 35% 37% 32%
4 44% 53% 62% 45%
5 50% 42% 64% 34%
We will be able to measure the success of our work through following student progress on the FAST progress monitoring tool.
Student Outcomes:
Our goals:
3rd grade midyear PM2: 30% & end of year PM3:45%
4th grade midyear PM2: 35% & end of year PM3: 50%
5th grade midyear PM2: 30% & end of year PM3: 45%
Teacher Practice Outcomes:
by December 2023, 80% of our teachers will positively reinforce student growth and achievement
by February 2023, 100% of our teachers will positively reinforce student growth and achievement

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

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.
Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and
growth, monitoring checks, oral running records, and end of unit assessments from the Benchmark Series.
We will also use grade level FSQ and USA to track growth in ELA within standards.
We will also review of Lesson Plans, Data Analysis, Classroom walks, Student work samples, reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities, attendance/participation, all Formative/Summative Assessments and Technology.

Person responsible for monitoring outcome:

Andrei Yamshchikov (andrei.yamshchikov@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. Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.
2. Professional Development: Teachers and support staff will attend ongoing professional development to

engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning
and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers.
collaboratively unite to focus on best practices and methodologies. PD will support the development
of teacher expertise and instructional strategy success and focus.
4. Goal Setting: Teachers will involve students in setting goals for growth

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

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the students need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards.
2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD.
3. PLC's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies.
4. Evidence suggests that students involved in the goal setting process show more growth overall

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1.Small groups: I -ready diagnostic, analyze data break students into reading/skill groups based on academic need Adjust throughout the year based on growth and achievement.
2.Professional Development: Teachers will participate in BEST standards training to dissect the ELA standards in order to plan effective instruction.
3. Professional Learning Communities: teachers will meet weekly to collaborate and analyze data in order to plan instruction
4.Teachers will need to begin a routine of conferencing with students during small groups to set reading and achievement goals.

Person Responsible: Kelsey Yonta (kelsey.yonta@palmbeachschools.org)

By When: 1. To be adjusted throughout the year based on student need 2.Professional Development: by August 10, 2023 3.PLC's weekly throughout the FY24 school year 4.Goals: September 2023, continuing through the year

Policy 2.09 and Required Instruction Florida State Statute 1003.42
Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels,
including but not limited to:
(g) History of Holocaust
(h) History of Africans and African Americans
(i) History of Asian Americans & Pacific Islanders
(o) Health Education, Life Skills & Social Media
(q) Hispanic Contributions

(r) Women's Contributions
(t) Civic & Character Education
(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

Person Responsible: Adriana Gonzalez (adriana.gonzalez@palmbeachschools.org)

By When: According to the the district social studies scope and sequence

Within our school, teachers will articulate, demonstrate, and teach specific practices that reflect application of the school's SwPBS universal guidelines of students practicing being responsible, respectful,and ready to learn. A
universal matrix will be demonstrated and taught through specific practices and students will display practices of safe guidelines to be Safe, Respectful, and Responsible while demonstrating SWAG. Adults across the campus will clarify expectations for positive, interpersonal interaction and create the structures for a single school culture of excellence. Our school integrates Single School Culture by sharing our Universal Guidelines for Success and
communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS and SSCC conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos which were posted to teachers' individual Google Classrooms. In alignment, to school board 2.09 and Florida State Statute 1003.42 our school highlights multiculturaldiversity within the curriculum and the arts.
Our school continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS quarterly celebrations as well as advisory sessions that discuss applicable topics based on school culture/climate and mental health.

Person Responsible: Andrei Yamshchikov (andrei.yamshchikov@palmbeachschools.org)

By When: August 10, 2023

#2. ESSA Subgroup specifically relating to Students with Disabilities

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.

FY19 FY22 Learning Gains FY23 PM3
ELA
SWD's 11% 11% 36% 13%
Whites 52% 44% 47% 37%
The FY23 achievement data is 13% for students with disabilities which was an increase in achievement in FY19 and FY22 (11%). However, the data should increase more to show that students with disabilities are performing better on state and district assessments. It was also seen that our white students had a significantly lower achievement rate. In alignment with the district's strategic plan to ensure all students engage in teaching and learning that results in academic excellence these need to be addressed.

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

To increase the achievement on state and district assessments for students with disabilities, the underachieving students' overall data will be analyzed. If the student demonstrates a need for a supplemental or intensive level of support, they will be provided with that additional support. Materials and strategies utilized will be referenced from the palm beach county list of approved, evidence-based interventions.
We will use FAST PM1,2,&3
Our goal for:
SWD: by mid year (Dec) 13% and by end of year 23%
Whites: by mid year (Dec) students will be at 30% and by end of year they will be at 50%

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

Once the SWD performance data has been analyzed and students that demonstrate a need for an increased level of support are identified, interventions will be needed. Depending on the level of support needed (supplemental or intensive), the students will be monitored weekly or biweekly according to the target area/level of support required by the student. District assessments including USAs/FSQs as well as state assessment data (FAST) will be analyzed/monitored. Adjustments to strategies/target areas will be made as needed and as the data reflects as such.
Can, Do, Plan, Act. Monitoring is an important step towards
student achievement and school improvement. It provides teachers and administration the data
they need to make informed decisions about instruction and differentiated support for
students.
We strategically plan for monitoring techniques through: review of lesson
plans, data analysis, classroom walks, student work samples/portfolios/binders,
student attendance, data chats, formal observations, professional learning communities,
attendance and participation, all formative and summative assessments and technology
use.

Person responsible for monitoring outcome:

Nina Lant (nina.lant@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. Students in grades K-2 will have specific instruction in shared reading and intentional phonics with materials and resources in Benchmark Advance to support BEST standards.
2. Students in grades 3-5 will be working on grade level reading materials from Benchmark available resources for remediation and enrichment to build content knowledge across content areas. Students will have specific instruction on instructional level through iready lessons for remediation and to increase reading level & build upon phonics and comprehension with enrichment in building content knowledge.
3. teachers will use Tier 2 and Tier 3 academic vocabulary to enrich & remedy student comprehension. Tier time, supplemental and intensive interventions,including the use of iReady tools for instruction scaffolded for students demonstrating a need, the use of structured/evidence based phonics programs (LLI, SPIRE, sounds sensible), strategies including guided reading, shared reading, incremental rehearsal, etc.
4. Academic tutors will provide students with small group instruction and continued engagement through digital lessons and integrated technology engaged learning.
5. Teachers will integrate Social Studies and writing curriculum into daily instructional practices to support student engagement with grade level text through digital lessons and journal responses

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

1. Benchmark Advance curriculum provides resources and materials designed to meet the needs of student development in phonics, phonological awareness, and reading skills based on the science of Reading.
2. a. Benchmark materials and resources are designed to support students with grade level reading material exposure b. Benchmark technology is uniquely designed to meet students academic needs for success
3. the use of Tier 2 and Tier 3 vocabulary during reading and writing instruction facilitates the expansion of the background knowledge and supports student knowledge to increase reading comprehension
Tier time, supplemental and intensive interventions have been proven to increase student achievement. Since students with disabilities have varying exceptionalities and needs, not just one evidence based intervention will work for all. Instructional personnel will make determinations for evidence based interventions on a case by case basis driven by the students' IEP, state and district assessment data. The evidence based interventions will be adjusted as the data is being monitored.
4. Differentiated small group instruction is effective because teaching is focused precisely on what the students need to learn towards reading proficiency and provided the remediation on specific skills with opportunities for student engagement.
5. Implementation of the writing curriculum strongly supports and engages students with reading materials providing an additional tier of instructional element.

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.

Time built tinto the daily schedule to allow for Tier time in the classroom
Materials will be provided to teachers for intervention

Person Responsible: Adriana Gonzalez (adriana.gonzalez@palmbeachschools.org)

By When: Schedule provided by August 10, 2023 Materials distributed to k-2 by August 10, 2023 3-5 materials distributed based on student need

No description entered

Person Responsible: [no one identified]

By When:

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement, Targeted Support & Improvement, and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving

student achievement.These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.
Resources and allocations are focused on:
1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. Regular data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide
additional training and support.
7. Curriculum Resources: Curriculum resources to enhance ELA, Science, & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotional growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
8. We have partnerships with multiple community and business partners. Together the schools, partner organizations,and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

-Kids Closet
-Food Bank of Palm Beach County

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

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

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

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

If we focus on Standards-based instruction to increase overall k-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and
provide corrective feedback aligned to the benchmark and intended learning.
According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY 23 data 36% of our incoming third grade students are reading at an on-grade level data. iReady also shows that our overall primary grades proficiency is low.
Kindergarten- 83% Proficient
First Grade- 36% Proficient
Second Grade- 39% Proficient
It also gives us data to support a lack of proficiency in foundational skills
Vocabulary- K- 72%Proficient, 1-34%proficient, 2-34% proficient
Comprehension literature- K-86%Proficient; 1-41% Proficient, 2-33%
Comprehension Info-K- 77% Proficient 1- 38% Proficient 2-26% Proficient

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

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will
increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our instructional priority is to deliver, content, concept, or skill that is explicit and aligned to the benchmark and intended learning. Our FY22 data shows our third-grade students were only 36% proficient on the FAST. The Fall FAST PM1 shows that only 20% of students are predicted to be proficient by the Spring FAST PM 3. This proves that students are entering third grade unprepared for the rigor of the state assessment and standards. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the

opportunity to reach their potential and increase student achievement. The ELA school- wide learning gains increased eight percentage points, and the learning gains of ELA Low 25% increased by seven percentage points but still performing below the district. Our ESSA identified subgroups SWDs and whites have demonstrated a decline of 4 percentage points and 1 percentage point. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners. The gap between 2022 ELA Achievement (44%) and the District average (57%) is 13 percentage points. Our ESSA identified subgroup SWDs; there was a decrease 4% in ELA and 5% in math. Our white students showed an decrease in ELA of 1% and a decrease of 15% points in math. For science, 5th-grade scores went up 6 points but still performing below the district. (from 33% to 39%).

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

September 2023 January 2024 May 2024
Kindergarten- 30% Proficient 50% Proficient 90% Proficient
First Grade- 20% proficient 35% Proficient 50% Proficient
Second Grade- 29% Proficient 35%Proficient 50% Proficient
Phonological awareness-36%Proficient 40%proficient 50% Proficient
Phonics- 20%Proficient 25%Proficient 50% Proficient
Vocabulary- 15%Proficient 30% Proficient 50% Proficient

Grades 3-5 Measurable Outcomes

August 2023 January 2024 May 2024 (ELA)
3rd 15% Proficient 30%Proficient 50% Proficient
4th 25% Proficient 35%Proficient 55% Proficient
5th 25% Proficient 35% Proficient 55% Proficient

Monitoring

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

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth, monitoring checks, oral running records, and end of unit assessments from the Benchmark Series. We will also use grade level FSQ and USA to track growth in math within standards.
We will also review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/

binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning
Communities
attendance/participation, all Formative/Summative Assessments and Technology.

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

Yamshchikov, Andrei, andrei.yamshchikov@palmbeachschools.org

Evidence-based Practices/Programs

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based
(strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive
Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. Small group instruction: Teachers and well as supplemental support teachers will provide strategically,
differentiated instructional support for all learnings.
2. Professional Development: Teachers and support staff will attend ongoing professional development
to
engage deep, focused, collaborative planning to support and strengthen data analysis and small group
planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers
collaboratively unite to focus on best practices and methodologies. PD will support the development of
teacher expertise and instructional strategy success and focus on the BEST standards in ELA and Math

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

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

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the
students need for foundational skill practice and to identify areas of weakness for targeted
remediation. Weekly benchmark assessments will also be used to support growth within the standards.
2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and
differentiated learning for all students. They will target remediation and enrichment within their planning
and PD.
3. PLC's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make
decisions to improve student achievement and progress. It also supports teacher in collaboration with
best
teaching strategies.

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: Teachers will be responsible for reviewing K-2 data and 3-5 data for both math and reading to support teachers during PLC. -PLC Facilitator -Math Coach -Accelerated Coach	Yamshchikov, Andrei, andrei.yamshchikov@palmbeachschools.org
Literacy Coaching a. Coach, SSCC will create an ongoing PD session that consist of mandatory and voluntary sessions that teachers will attend. b. Coach and SSCC will provide ongoing modeling, pre and post conferences, and in class room support c. ongoing observations from principal and assistant principal with feedback will be provided to teachers.	Yamshchikov, Andrei, andrei.yamshchikov@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.

https://www.palmbeachschools.org/HeritageElementary
On Wednesday August 9, 2023 we will hold a School Advisory Council meeting in the media center after Meet the Teacher. Stakeholders have been notified of the meeting via the school marquee and classdojo. The presentation and Approval of the SIP and dissemination of SWP is included on the agenda. A Creole and Spanish CLF will be in attendance to ensure that it is provided in a language everyone can understand. Stakeholders meet 8 times per school year and are provided opportunities to collaborate ideas and vote on input. Data is shared at several meetings and stakeholders brainstorm ideas to determine how to best support our school's goals. Throughout the year parents are informed of the meetings via our school's marquee and schoolwide DOJO messages. The meetings are in-person

with the option of attending virtually. They are scheduled at 7:45 AM in the Media Center on the following dates: 08/9/23, 09/13/23, 10/11/23, 11/08/23, 12/13/23, 02/07/24, 03/13/24, and 05/08/24.

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

N/A

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

N/A

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

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our school has an e-support team which consists of the behavioral health liaison co-located Mental Therapist, Administration and school counselor. We review students in need of supports and review each student on an individual basis and make recommendations on what resource and strategy is need to suit that students needs. The BHP meets with students in groups based on behavioral or emotional needs. THe co-located therapist meets with students individually or with families. Counselors provide large group counseling and individual and collaborate with teachers and staff regarding the emotional needs of the students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

At Heritage Elementary we approach behavior through a 3-tiered system of support.
Tier 1 is a school-wide implementation of behavior expectations, positive recognition of students in each

classroom and common areas, regular communication of expectations during meetings and assemblies, and celebration of student positive behavior. Daily and weekly positive behavior support addresses the overall functioning of culture and climate of inclusion and tolerance for all students and staff.

Tier 2 is individualized student support by the behavior intervention team consisting of School-wide Positive Behavior System Team, SBT, Guidance department, ESE coordinator, Behavioral Health Professional, Co-located Specialist, and a school psychologist who problem solve behavior and discipline in question. Individualized support is rolled out to the classroom teachers with a variety of interventions to address the behavior and discipline in question. At this stage, SBT monitors implementation of individualized behavior interventions.

Tier 3 is a defined and progress monitoring process in addition to Tier 2 process with an inclusion of the district ESE department representatives, Multicultural department funds, MTSS team, and a BRT. This may include, as necessary, FBA and BIP process to identify possible manifestation of behavior, and to put in place appropriate student services required by the ESE department.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers meet in grade level Professional Learning Communities on a bi-weekly basis to review data and plan for next steps, small group remediation, or reteaching. Teachers will also meet weekly for planning.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00

Budget Approval

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

No