

The School District of Palm Beach County

Pleasant City Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	13
III. Planning for Improvement	18
IV. ATSI, TSI and CSI Resource Review	26
V. Reading Achievement Initiative for Scholastic Excellence	27
VI. Title I Requirements	32
VII. Budget to Support Areas of Focus	0

Pleasant City Elementary School

2222 SPRUCE AVE, West Palm Beach, FL 33407

<https://pces.palmbeachschools.org>

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.

Pleasant City's staff, parents, and community are committed to providing our students with technology embedded, standards driven instruction that is equitable for all students. Instruction which showcases each students' creativity and is differentiated to meet their individual needs. Moreover, to build confident, competent individuals and catapult them to their ultimate goal of being college and career ready.

Provide the school's vision statement.

Pleasant City Community Elementary envisions a community of independent learners that are Individuals of all backgrounds and experiences that are prepared to think critically, solve real-life problems, and are committed to using their academic skill-set and social skills to become future leaders capable of contributing positively to their communities.

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
Griffin, Adrienne	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Mrs. Griffin must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Patterson, Samantha	Assistant Principal	<p>As assistant Principal, Mrs. Patterson supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
DeVastey, Valerie	Curriculum Resource Teacher	<p>The Literacy Resource Teacher assists with the coordination and implementation of the District approved ELA curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the Literacy Resource Teacher will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA (Reading/Writing). She will also lead standards-based planning and follow the FCIM coaching cycle.</p>
Guy, Alexa	Curriculum Resource Teacher	<p>The Math and Science Resource Teacher assists with the coordination and implementation of the District approved Math curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based</p>

Name	Position Title	Job Duties and Responsibilities
		<p>professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the Math and Science Resource Teacher will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA (Reading/ Writing). She will also lead standards-based planning and follow the FCIM coaching cycle.</p> <p>Positive Behavior Support (PBS) Chair, Ms. Guy assists in ensuring cultural/ social competence and responsiveness within the instructional practices and the implementation of the school –wide culture. She uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. As a part of our PBS plan, she supports teachers in implementing ClassDojo. ClassDojo is multi-faceted: it is a communication tool between school and home, it provides a framework for classroom management with a layered reward system.</p>
LeMay, Danielle	Other	<p>The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teaches in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.</p> <p>School Based Team Leader, Ms. LeMay follows principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention. In collaboration with the SAI Teacher, Nancy Dower and our Reading Coach, the team determines appropriate interventions for progress monitoring. As part of the Response to Intervention (RtI), they also review the students' response to the chosen intervention.</p>
Damsky, Adrienne	Teacher, ESE	<p>The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such</p>

Name	Position Title	Job Duties and Responsibilities
		as: students, parents, teachers, counselors, related service providers, agencies, etc.

Stakeholder Involvement and SIP Development

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

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

- The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.
- Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.
- Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.
- A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.
- A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this app in our assemblies. The Raptor System is used to sign parents/visitors before they can go to a classroom, or school event on campus, and most recently
- Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

SIP Monitoring

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

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement

- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year. Student assessments include the new Progress Monitoring which occur 3 times per year. In VPK- Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math.

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

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

The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per content area. Content area teachers meet with the academic Resource teachers and administration to discuss and analyze data, modify instruction, and 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, and School Advisory Council meetings.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on Blender and 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 PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
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)* Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 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	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	18	19	27	24	17	0	0	0	105	
One or more suspensions	0	4	2	5	8	11	0	0	0	30	
Course failure in English Language Arts (ELA)	0	12	22	24	23	13	0	0	0	94	
Course failure in Math	0	12	12	19	20	13	0	0	0	76	
Level 1 on statewide ELA assessment	0	0	0	5	20	18	0	0	0	43	
Level 1 on statewide Math assessment	0	0	0	3	19	14	0	0	0	36	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	12	22	24	20	13	0	0	0	91	

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	12	17	22	30	19	0	0	0	100

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	5	0	0	0	0	0	5
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	27	33	21	39	25	25	0	0	170	
One or more suspensions	0	5	3	7	6	6	0	0	0	27	
Course failure in ELA	0	24	23	16	16	13	18	0	0	110	
Course failure in Math	0	10	18	11	27	0	18	0	0	84	
Level 1 on statewide ELA assessment	0	0	0	25	16	19	0	0	0	60	
Level 1 on statewide Math assessment	0	0	0	30	17	22	0	0	0	69	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	43	27	30	0	0	0	100	

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	16	21	15	37	25	31	0	0	145

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	12	0	0	0	0	0	12
Students retained two or more times	0	0	0	4	1	0	0	0	0	5

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	20	22	28	28	22	12	0	0	0	132	
One or more suspensions	3	2	3	9	11	6	0	0	0	34	
Course failure in ELA	13	28	20	31	15	13	0	0	0	120	
Course failure in Math	14	15	17	28	15	21	0	0	0	110	
Level 1 on statewide ELA assessment	0	0	0	26	17	19	0	0	0	62	
Level 1 on statewide Math assessment	0	0	0	26	12	19	0	0	0	57	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	28	20	26	15	21	0	0	0	123	

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	16	21	15	37	25	31	0	0	145

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	12	0	0	0	0	0	12
Students retained two or more times	0	0	0	4	1	0	0	0	0	5

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*	19	53	53	35	59	56	29		
ELA Learning Gains				63			49		
ELA Lowest 25th Percentile				63					
Math Achievement*	37	57	59	32	53	50	25		
Math Learning Gains				73			24		
Math Lowest 25th Percentile				71			20		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	28	54	54	38	59	59	31		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	32	56	59	47			42		

* 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	27
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	137
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	3
Total Points Earned for the Federal Index	422
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	4	Yes	4	2
ELL	27	Yes	2	2
AMI				
ASN				
BLK	23	Yes	1	1
HSP	35	Yes	2	
MUL				
PAC				
WHT				
FRL	28	Yes	1	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	14	Yes	3	1
ELL	31	Yes	1	1
AMI				
ASN				
BLK	53			
HSP	26	Yes	1	1
MUL				
PAC				
WHT				
FRL	53			

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	19			37			28					32
SWD	0			12							3	
ELL	10			40							3	32
AMI												
ASN												
BLK	18			32			26				4	
HSP	27			50							4	29
MUL												
PAC												
WHT												
FRL	19			38			30				5	30

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	35	63	63	32	73	71	38					47
SWD	9			18								
ELL	15			31								47
AMI												
ASN												
BLK	38	64	56	31	70	72	41					
HSP	7			29								43
MUL												
PAC												
WHT												
FRL	34	65	67	32	74	71	36					47

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	29	49		25	24	20	31					42
SWD	13			20								
ELL	36			27								42

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	29	47		22	22		29					
HSP	27			36								44
MUL												
PAC												
WHT												
FRL	30	49		25	24	20	31					42

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	22%	56%	-34%	54%	-32%
04	2023 - Spring	17%	58%	-41%	58%	-41%
03	2023 - Spring	23%	48%	-25%	50%	-27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	32%	57%	-25%	59%	-27%
04	2023 - Spring	47%	52%	-5%	61%	-14%
05	2023 - Spring	48%	56%	-8%	55%	-7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	51%	-18%	51%	-18%

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 component which showed the lowest performance was ELA Achievement of 21% level 3 or higher.

The trends that emerge across grade levels and subgroups is that our reading proficiency scores are low, despite specific grade levels increasing in proficiency. Data for the tested grade levels is as follows: ELA Grade 3, increased from 20% to 23%; Grade 4 decreased from 41% to 17% and Grade 5 experienced a decrease from 41% to 22% in FY 23. As a trend, for Kindergarten through 5th grade, a large percentage of our students are approaching grade level in reading.

After a careful review of the data, we unearthed that our Multiple Subgroups were not performing at the same levels of proficiency and were not prepared for local and state assessments. Therefore, we committed our work to building professional capacity with teachers and staff, unpacking the Florida standards in an effort to create effective lesson plans as well as provide differentiated instruction to meet student needs and ensure the alignment to assessments was evident. We recognize that all students require tiered instruction which encompasses realia, project-based learning, field trips and literature circles. Each bucket solicits student collaboration, academic talks, and discussion focused on increasing oral language and vocabulary skills.

The contributing factors to this improvement as well as new actions taken were allowing data to drive instruction. Every day teachers were formally and informally collecting data on the students in their classrooms. The key was to utilize this data to adjust classroom instruction. Subgroups were targeted, matching students with specific support staff that would be helpful to each students' individual needs. The instructional support staff were effectively utilized to differentiate and maximize student learning for all. Understanding data was not only the job of faculty and staff, but a job of the students as well, who consistently were able to monitor their own progress through the learning targets. Professional Learning Communities (PLC) and Grade Level Teams used summative and formative data to plan for differentiated instruction. Faculty and staff also utilized progressions and rubrics to analyze assessments and student work in order to differentiate process, product, and content.

Students that are ELL performed at a 14% in ELA as compared to the district scoring 16% in ELA. Also our Hispanic students scored 23% in ELA as compared to the District 43%. Our Student with Disabilities scored 0% in ELA while the District scored 24%. There is a gap in these multiple subgroups in performance that must be addressed.

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

The data component that showed the greatest decline from the prior year is ELA Achievement with Grade 4 decreasing from 41% to 17% and Grade 5 experienced a decrease from 41% to 22% in FY 23. This saw an overall decrease from 32% to 21%. The factors that led to the decline were the lack of consistent small group instruction in some grade levels, student tardiness and or absences during the ELA instructional block, and the need for PD in the new Benchmark Curriculum. Small group instruction lacked appropriate differentiation based upon students individual needs, specifically for foundational skills. In addition, absence of instructional strategies consistently used for ELLs and SWDs across grade levels. Lastly, common planning with an emphasis on modeling instruction, specifically the gradual release model and proper scaffolding.

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.

Explain the factor(s) that contributed to this gap and any trends. The data component that had the greatest gap when compared to the state average was ELA achievement. The state average is 50% while our school percent is 21% with a difference of 29%. The factors that contributed to this gap in ELA achievement were the lack of consistent small group instruction in some grade levels, excessive student tardiness and or absences during the ELA instructional block, and the need for PD in the new Benchmark Curriculum. Additionally, reading interventions could have more improvement by streamlining interventions used in primary versus intermediate based upon the core area of concern, foundational skills. Higher order thinking skills and the need for intentional questioning is needed to provide students with more rigorous opportunities. Lastly, the need to model appropriate reading behaviors and processing of thoughts is needed.

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 would be math achievement rising from 32% to 41%. The new actions that the school used in this area were the use and implementation of Reflex, an online math program designed to increase math fluency. Grades second through fifth grade utilized the online platform as a means to increase fluency and mathematical thinking and reasoning in these grades. As a result, the foundational skills were strengthened across domains. In accountability grade levels, more consistent use of small group instruction in some classrooms, and the remediation of weak standards after data analysis and planning for instruction following the units taught. Small group emphasized both horizontal and vertical alignments to address areas of growth and opportunities for enrichment.

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

When reflecting on the Early Warning Systems, Reading course failure in primary grades and intermediate grades as well as Level 1 performance on Statewide ELA Assessments in intermediate grades is leading to students being further behind in the accountability grades. Students with 10% more days absent has shown to reflect in their performance on statewide assessments furthering the achievement gap with 105 out of students having 10% or more days absent.

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.

ELA Achievement
Consistent and Quality Small Group Instruction
PLC conducted with fidelity and follow up
Benchmark Professional Development
Student Attendance Initiatives

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 Early Warning System**Area of Focus Description and Rationale:**

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

When analyzing our Early Warning Systems, it was revealed that 105 of our students are exhibiting 10% or more absent days last school year. That is nearly 1/3 of our K-5th grade students. This does not include tardies which compounds the amount of instructional time lost and further impacts our student achievement in the areas of math and reading.

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

Measurable Outcome:

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

Decrease the number of students with 10% or More Absences by 15%.

Monitoring:

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

Homeroom Teachers will make call for students after 2 consecutive days absences and log those calls in the comments log of SIS. The attendance liaison will pull weekly reports to show absences. After 5 unexcused absences within 30 days, a letter will be sent and attendance liaison will call the parent as well as document in SIS comments log. After 7 unexcused absences within 30 days or 10 unexcused within 90 (whichever comes first) there will be a notation in the comments log of SIS, SBT will meet, and forms 1051 and 2106 will be completed. Then those students will be reported to Truancy.

Person responsible for monitoring outcome:

Adrienne Griffin (adrienne.griffin@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.)

Tier 1 strategies are aimed at encouraging better attendance for all students and at preventing absenteeism before it affects achievement- attendance celebrations and positive interactions in school that encourage students to come to school.

Tier 2 interventions are designed to remove barriers to attendance for students at greater risk of chronic absenteeism, such as those who missed 10% of the school year, the standard definition of chronic absenteeism. Establish a contact person at school for parents to work with. Assign a specific adult, usually one of the student's main teachers, with the responsibility of supporting the family with the student's attendance.

Tier 3 interventions provide intensive support to students missing the most school, often involving not just schools but other agencies such as health, housing and social services, and typically requiring case management customized to individual students' challenges.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If students feel positively toward school and want to be here, they will be more likely to attend.

If students have a contact person at school, someone who is checking in on them and helping them with

their attendance issues whatever they may be, students will be more likely to come to school. Those adults can initiate personalized outreach to the student and family before the absences add up.

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.

Action Step 1:

Create an Attendance Initiative to increase positive behavior as it relates to attendance and tardies. This will include incentivizing those that are at school and on time with celebrations each trimester. It will also include partnering students with adults to check on them for attendance mentorship. In addition, our school's PBIS Coach Ms. Guy will develop a Reward System through the implementation of a PBIS-Tiger Store. Ms. Guy will create a tiered reward system where students earn points for positive behaviors through the digital platform ClassDojo. Points can be exchanged for desirable incentives, promoting a culture of respectful and responsible behavior throughout the school community.

Person Responsible: Danielle LeMay (danielle.lemay@palmbeachschools.org)

By When: September 2023

Action Step 2:

First Attendance Celebration. In addition, Ms. Guy will define clear expectations for all stakeholders to include: Teachers, staff, administration, students, families, and sponsors. There will be an established clear and concise behavior expectations for various settings within the school. Communicate these expectations consistently to students, staff, and parents. Clarity in behavior standards enhances student understanding and promotes a unified approach to positive behavior reinforcement.

Person Responsible: Danielle LeMay (danielle.lemay@palmbeachschools.org)

By When: End of the first Trimester

Action Step 3:

SBT Meetings as needed for those that are exhibiting 7 unexcused absences within 30 days or 10 unexcused within 90 (whichever comes first) there will be a notation in the comments logs, SBT will meet, and forms 1051, 2106. Then those students will be reported to Truancy. In addition, there will be the Implementation of Behavior Tracking through weekly ClassDojo data reports. The data tracked will utilize a digital behavior tracking system to record students' positive behaviors and earned points. Our PBIS Coach Alexa Guy will regularly update and review the tracking data to identify trends, celebrate progress, and provide targeted interventions when needed. This data-driven approach ensures accurate recognition of student efforts and informs further behavior improvement strategies.

Person Responsible: Danielle LeMay (danielle.lemay@palmbeachschools.org)

By When: As needed and on a bi-weekly basis for the Tiger Store.

Action Step 4:

Attendance Celebrations. In addition, Ms. Guy will organize monthly Tiger (Student) of the Month presentations to acknowledge students who have demonstrated school-wide expectations and percentage points on ClassDojo. Students will be publicly celebrated for their achievements via the morning announcements for categories such as most improved Tiger (Student) to foster a positive atmosphere and motivating continued adherence to desired behaviors. Consistent reinforcement of positive behavior

through digital celebrations, morning announcement shout outs and the Tiger Store shopping experience creates a self-sustaining cycle of engagement and positive conduct throughout the school community.

Person Responsible: Danielle LeMay (danielle.lemay@palmbeachschools.org)

By When: End of 2nd and 3rd Trimester. For School-wide PBIS this will take place on an ongoing basis, however it will start the month of September.

#2. 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.

The data component which showed the lowest performance was ELA Achievement of 21% level 3 or higher.

The trends that emerge across grade levels and subgroups is that our reading proficiency scores are low, despite specific grade levels increasing in proficiency. Data for the tested grade levels is as follows: ELA Grade 3, increased from 20% to 23%; Grade 4 decreased from 41% to 17% and Grade 5 experienced a decrease from 41% to 22% in FY 23. As a trend, for Kindergarten through 5th grade, a large percentage of our students are approaching grade level in reading.

Our ESSA Multiple Subgroups; In ELA our students with disabilities (SWD) performed at a 0%, our English Language Learners (ELL) scored 14%, and Hispanic students 23%. During the 2022-2023 school year, we experienced a teacher vacancy in the area of Exceptional Student Education (ESE) Contact which impacted student academic and behavioral support services.

ESE, ELL Contact, and Homeroom Teachers will provide students with daily push-in instruction. In addition, ESE and ELL teachers will attend District Level Common Planning and Cadre Meetings. All teachers responsible for tiered instruction will also attend Professional Development in the following areas: Understanding how to read an IEP, pathways to implement ELL strategies, ways to develop a schedule, resources to maximize student engagement and learning, teacher-led small group instruction and how to gauge next steps for learning. As a result of common planning, professional development and professional learning community meetings to be intentional about the work that we do for students in Multiple Subgroups.

Measurable Outcome:

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

Increase of our overall percentage of student on or above level 3 on the FAST ELA assessment by 9% from 21% to 30% by PM 3. In addition to the overall increase, we will also focus on ESSA groups. Our measurable goal for FY24 is to increase our SWD by 5% to a target of 19%, our ESE by 10% to a target of 10%, and Hispanic by 5% to a target of 28%.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

Monitoring:

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

Leadership will monitor iReady usage and pass rates. The students I-Ready data will also be used to scaffold instruction based on the students' specific area of need. Unit Assessments and Progress Monitoring (FAST and STAR assessments) data will also be monitored and analyzed with teachers to find areas for remediation. Teachers will set class wide goals of improvement from Unit Assessment to the next and share those goals with students and with school leadership. Teachers will also meet with students to set goals and have data chats. District Progress Monitoring will be used to monitor progress toward our goal. Teachers will utilize data chats with students so that they know exactly how they are progressing and performing on assessments. In addition to monitoring grades 3-5, explicit instruction monitoring will also occur in grades K-3 who are not on track to meet grade level expectations. School leadership will monitor iReady usage and pass rates of students in Multiple Subgroups, such as ELLs, ESE and Hispanics. The students i-Ready data will also be used to scaffold instruction based on the

students' specific area of need. FSQ, USA, and Progress Monitoring (FAST and STAR assessments) data will also be monitored and analyzed with teachers to find areas for remediation. Teachers will set individual goals of improvement from FSQ to USA and share those goals with students and with school leadership. Teachers will also meet with students to set goals and have data chats. District Progress Monitoring will be used to monitor progress toward our goal.

Person responsible for monitoring outcome:

Adrienne Griffin (adrienne.griffin@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.

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 student's 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. PLCs 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.

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.

Action Step 1: Professional Development

Teachers will receive ongoing Professional Development (PD) to help them plan, organize, and implement consistent and differentiated learning for all students and especially for students with disabilities. They will target remediation and enrichment within their planning and PD. Teachers will participate in cadres, regional common planning, and district professional development days. These professional development opportunities provide strategies and best practices for work with students with disabilities. The curriculum that teachers use also contains needed guidance for ESE students as well. The ESE district team will also provide professional development for our ESE teacher as well as classroom teachers. The professional development fosters positive relationships with students and families, success for students, social and emotional growth for student, and advocating for individualized education for all students with disabilities.

Person Responsible: Adrienne Griffin (adrienne.griffin@palmbeachschools.org)

By When: October 2023

Action Step 2: Differentiated Instruction Based on Individual Education Plan (IEP) and ELL Plans
Each student in Exceptional Student Education (ESE) has an IEP as well as students that are ELL have a plan that is written to the students needs. This implementation plan will help fill in learning gaps that will impact student performance on grade level standards. The ESE teacher will provide instruction weekly based on the number of minutes that students have on the IEP and work toward the IEP goals. In addition, ELL Support will monitor the implementation of ELL Strategies and Performance. Classroom teachers will also meet with both the ESE/ELL Teams to discuss students' needs and how to address their learning gaps in the regular education classrooms. Students will also work cooperatively with Non ESE/ELL Students. ESE/ELL students will be provided with accommodations in all classes for instruction and assessment.

Person Responsible: Adrienne Griffin (adrienne.griffin@palmbeachschools.org)

By When: Sept 2023

Action Step 3: Extended Learning Opportunities

Extended Learning Opportunities provide an additional layer of academic support. Data from FSQs, USAs, iReady Math and FAST Assessments are used to strategically gauge next steps for before and after school instruction. Instruction is aligned to grade level expectations and IEP Goals for learning and accountability. Once data is gathered, students are tiered for both ESSER and Title One tutorial sessions. Students receive an additional hour of instruction 2 days a week from 2:45-3:45. Additional minutes total 2 hours of instruction each week and results in highly effective teachers differentiating standards based instruction through small group instruction. Teachers hone in on individualized needs of students and grow them to proficiency by delivering effective and relative instruction. Materials created by North Region Specialists are incorporated into lesson plans. Student performance is monitored for growth, effective planning and instruction through Child Study Meetings (CST).

Person Responsible: Adrienne Griffin (adrienne.griffin@palmbeachschools.org)

By When: January 2023

Action Step 4: Double Down

Schedules have been created to maximize the number of minutes that students are a part of the Double Down Approach to Learning. The Double-Down Approach to Learning is a platform in which two-highly qualified teachers are in one block. Teacher One focuses on grade level standards, Teacher Two focuses on individualized needs/remediation based on data and teacher observations. In addition, ESE teachers push into classrooms to provide instruction based on Individualized Education Plan (IEP)goals. Benchmark Advanced Lessons are strategically tiered to increase engagement and proficiency. In addition, students engage in independent practice while the teacher facilitates the work. This allows for the teacher able to provide support at the point of error to ensure ESE, ELL and Hispanic Students are successful.

Person Responsible: Adrienne Griffin (adrienne.griffin@palmbeachschools.org)

By When: Sept 2023

CSI, TSI and ATSI Resource Review

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

1. Resource teachers (Math and Science Coach/Resource, Reading Coach/Resource, 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. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.
8. The District Reading Collaboration team provides professional development to schools based on needs.
9. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
10. We have partnerships with multiple community and business partners such as Bridges of West Palm Beach, Mandel Library, Students Who Work Inc., Office Depot, Coke Florida / Education Foundation / Red Apple Supplies, and Pride of Palm Beach Masonic Lodge. 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.

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

In order to increase student achievement, we have built an actionable plan to solidify the foundational skills using the B.E.S.T. Standards as the foundation for all learning. .
Explicit instruction of standards are captured within the classroom through benchmark Advance Curriculum direct instruction. Benchmark Advance is a core language arts programs that provides a

cohesive structure for the development of literacy skills and content knowledge. In addition, we utilize iReady. iReady provides scaffolded support that meets the needs of all students. The program creates personal learning pathways for each student in i-Ready Personalized Instruction. Explicit instruction is focused on the skills and language of learning, the ability to understand various viewpoints, and engage in authentic conversations regarding motives as well as learning communities. Students receive daily instruction in phonological awareness, phonics, and language skills, as these are the best predictors for reading success.

Aside from whole group balanced literacy instruction, will also use our current I-Ready data and resources to support our emerging readers and remediate areas of need.

For this reason, we have identified our greatest areas of need in reading instruction.

From the End-of-Year i-Ready Diagnostic, we have gathered the following data points:

2023-2024 (Fall) 3% Mid or Above Grade Level, 10% Early or Grade Level, 54% One Grade Level Below, 23% Two Grade Levels Below and 9% Three or More Grade Levels Below.

2022-2023 (End of Year)

13% Mid or Above, 16% Early on Grade Level, 43% One Grade Level Below and 9% Three or More Grade Levels Below.

We analyzed that the achievement gap widens as our matriculate from one grade to another. Beginning with our youngest students, we have created remediation plans to target specific areas of reading by grade level. Within K-2 we created small groups that reflect the needs of our students with an intent looking at remediating the prerequisite skills to strengthen the foundation and teach to proficiency. By targeting the 3 simplest areas of reading, we will ensure that our kindergarten students are on grade level in the areas of phonemic awareness, phonics, and high frequency words.

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

According to the iReady Baseline Data for 2023-2024, our Third Grade students were 2% Mid or Above Grade Level, 12% Early on Grade Level, 29% One Grade Level Below, 31% Two Grade Levels Below and 25% Three or More Grade Levels Below.

Fourth Grade 8% Mid or Above Grade Level, 12% Early on Grade Level, 52% One Grade Level Below, 10% Two Grade Levels Below, and 18% Three or More Grade Levels Below. 0% Mid or Above Grade Level, 10% Early or Grade Level. 30% One Grade Level Below, 47% Two Grade Levels Below, 13% Three or ore Grade Levels Below.

We gleaned from the data that there is a need to focus on building teacher capacity to develop and strengthen our instructional practices and assessment measures to meet the varying abilities of our diverse learners. Through schoolwide professional learning options, we will deepen our understanding of the new B. E. S. T Standards, following with creating push-in support schedules with our SAI Coach, Fine Arts Team, and other literacy support staff to best bridge the learning gaps of our students. With this push-in support, staff members will utilize resources such as LLI, Benchmark Advance Guided Reading and Readers' Theater and Benchmark Interventions to meet the literacy needs of students. Groups are strategically created looking at the students' needs and matching it with the best resource to support the focus of instruction for the group. This will allow us to scaffold instruction to grow life-long readers and learners. Include weekly reading homework (i.e. poems) that involve the parents. We will continue to teach using a balanced literacy approach which immerses our students in instruction that target the five areas of reading in daily reading instruction, as well as create small groups based on students' instructional needs.

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

i Ready Diagnostic

Diag 1 (Actual) Diag 2 Diag 3

August Actual December Goal May Goal

Kindergarten- 15% On or Above 20% On or Above 25% On or Above

First Grade- 2% On or Above 7% On or Above 12% On or Above

Second Grade- 15% On or Above 20% On or Above 25% On or Above

K iReady Data Diag 1 (Actual) Diag 2 (Goal) Diag 3 (Goal)

Phonological awareness- 28% On or Above 33% On or Above 38% On or Above

Phonics- 18% On or Above 23% On or Above 28% On or Above

High-Frequency Words- 15% On or Above 18% On or Above 23% On or Above

Vocabulary- 19% On or Above 24% On or Above 29% On or Above

Comprehension (Overall) 19% On or Above 24% On or Above 29% On or Above

1st iReady Data Diag 1 (Actual) Diag 2 (Goal) Diag 3 (Goal)

Phonological awareness- 6% On or Above 11% On or Above 16% On or Above

Phonics- 6% On or Above 11% On or Above 16% On or Above

High-Frequency Words- 6% On or Above 11% On or Above 16% On or Above

Vocabulary- 4% On or Above 9% On or Above 14% On or Above

2nd iReady Data Diag 1 (Actual) Diag 2 (Goal) Diag 3 (Goal)

Phonological awareness- 71% On or Above 76% On or Above 81% On or Above

Phonics- 18% On or Above 23% On or Above 28% On or Above

High-Frequency Words- 49% On or Above 54% On or Above 59% On or Above

Vocabulary- 14% On or Above 19% On or Above 24% On or Above

Comprehension (Overall) 13% On or Above 18% On or Above 23% On or Above

Grades 3-5 Measurable Outcomes

FAST FAST

FAST Progress Monitoring 2 Progress Monitoring 3

May 2023 December 2023 May 2024

3rd 23% Proficient 25% Proficient 30% Proficient

4th 17% Proficient 28% Proficient 32% Proficient

5th 22% Proficient 22% Proficient 27% 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.

Administration and Academic Coaches will monitor for effective and rigorous instruction and for i-Ready usage and pass rates of students with disabilities, ELLs, and Hispanics.

i-Ready data will also be used to scaffold instruction based on the students' specific area of need. FSQ, USA, and Progress Monitoring (FAST and STAR assessments) data will be monitored and analyzed with teachers to find areas for remediation. Teachers will set individual student and classroom goals for growth from FSQs to USAs and share goals with students and with school leadership. These assessments will also be used to track growth standard by standard.

Monitoring data will occur throughout PLCs for each grade level. Each team will review i-Ready diagnostic, growth monitoring checks, Reading Running Records, and end of unit assessments from the Benchmark Series.

We will review lesson plans, data analysis, classroom walks, student work samples/portfolio/binders, reviews, Student attendance, Formal Observations, Professional Learning Community Meetings, attendance/participation, all Formative/Summative Assessments, Technology, and Data Chats with the focal point of data analysis across all stakeholders to include, teacher to administration, teacher to student, and teacher to instructional resource supports.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Griffin, Adrienne, adrienne.griffin@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. All students in grades K-2, will receive small group instruction daily, as well as receiving reading interventions through differentiated instruction if identified as needing additional support. Include weekly reading homework (i.e. poems) that involve the parents
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.

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 student's 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. PLCs 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
<p>All Literacy Leadership Members will be a part of ongoing professional learning to build the capacity of the school Literacy Leadership Team.</p> <p>1. Literacy Leadership Members include Mrs. Griffin- Administrator Mrs. DeVastey- Reading Coach Dr. Drayton- Media Specialist Mrs. Dower- SAI Teacher</p> <p>Develop a plan to monitor the implementation; ensure compliance with the reading plan Weekly Walkthroughs to monitor and support reading intervention instruction.</p> <p>2. Literacy Coaching a. Coach will create an ongoing PD session that consist of mandatory and voluntary sessions that teachers will attend. b. Coach will provide ongoing modeling, pre and post conferences, and in class room support</p> <p>3. Assessment a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQ in Language Arts. b. Teachers will analyze student data to determine strengths and weaknesses</p> <p>4. Professional Learning a. The PLCs sessions will focus on data analysis and effective instruction based on the needs c. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.</p>	<p>Griffin, Adrienne, adrienne.griffin@palmbeachschools.org</p>

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