

The School District of Palm Beach County

# Discovery Key Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Discovery Key Elementary School

3550 LYONS RD, Lake Worth, FL 33467

<https://dkes.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.**

Discovery Key Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible and productive lives.

**Provide the school's vision statement.**

Discovery Key Elementary School envisions a dynamic, collaborative multi-cultural community where education and lifelong learning are valued and supported. All learners reach their highest potential and succeed in the global society.

### 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
Walker, Julie	Principal	<p data-bbox="467 226 915 254">Vision of Academic Success for All</p> <ol data-bbox="467 300 1230 1304" style="list-style-type: none"> <li>1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness.</li> <li>2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it.</li> <li>3. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning.</li> <li>4. Challenges beliefs and practices that interfere with achieving the vision.</li> <li>5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student.</li> <li>6. Serves as the cheerleader, coach, and standard bearer for the vision.</li> <li>7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals.</li> <li>8. Monitors the implementation of effective instruction to meet the needs of all students.</li> <li>9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.</li> </ol> <p data-bbox="467 1350 565 1377">Climate</p> <ol data-bbox="467 1381 1230 1925" style="list-style-type: none"> <li>10. Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.</li> <li>11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.</li> <li>12. Creates school-wide and team norms and expectations for collective responsibility for student success.</li> <li>13. Develops staff's capacity to collaborate effectively about standards and effective instruction.</li> <li>14. Celebrates success as well as opportunities for growth.</li> <li>15. Eliminates barriers and distractions that interfere with effective teaching and learning.</li> <li>16. Provides a clean, safe and nurturing school</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>environment.</p> <p>17. Builds a culture of pride, trust, and respect.</p> <p>18. Implements and monitors an effective approach to bullying prevention.</p> <p>19. Aligns new and existing community and parent partnerships.</p> <p>Cultivating Leadership</p> <p>20. Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction.</p> <p>21. Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</p> <p>22. Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.</p> <p>23. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</p> <p>24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.</p> <p>25. Provides ongoing coaching with constructive feedback to teacher leaders.</p> <p>26. Implements a comprehensive performance management system.</p> <p>27. Implements rigorous project management, structures, protocols, and processes.</p> <p>Improving Instruction</p> <p>28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>29. Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>30. Provides intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</p> <p>31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.</p> <p>32. Quickly and proactively addresses problems in instruction and student learning.</p> <p>33. Visits classrooms to support and monitor instruction</p>



Name	Position Title	Job Duties and Responsibilities
		<p>and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p> <p>34. Monitors and improves instruction.</p> <p>35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p> <p>People, Data, and Processes</p> <p>36. Hires and retains highly qualified and effective employees.</p> <p>37. Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>38. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>39. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>40. Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p> <p>41. Reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or diminish those that interfere with instructional leadership.</p> <p>42. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.</p> <p>43. Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities.</p> <p>44. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.</p> <p>45. Maintains appropriate records related to pupil attendance, FTE generation, instructional and noninstructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports.</p> <p>46. Supervises the school's food, transportation,</p>

Name	Position Title	Job Duties and Responsibilities
Payner, Matthew	Assistant Principal	<p>maintenance, facility and support services.</p> <p>47. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.</p> <p>48. Coordinates community activities relevant to the school within the school area.</p> <p>49. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.</p> <p>50. Implements and monitors career and leadership advancement pathways.</p> <p>51. Monitors systemic customer service.</p> <p>52. Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.</p> <p>Performance Effectiveness Criteria: In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.</p> <p>Additional Job Functions:</p> <ol style="list-style-type: none"> <li>1. Follows adopted policies and procedures in accordance with School Board priorities.</li> <li>2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District’s Mission Statement</li> </ol> <p>Vision of Academic Success for All</p> <ol style="list-style-type: none"> <li>1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness.</li> <li>2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it.</li> <li>3. Communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning.</li> <li>4. Challenges beliefs and practices that interfere with achieving the vision.</li> <li>5. Demonstrates through daily decisions and actions that the school’s priority is academic success for every student.</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>6. Serves as the cheerleader, coach, and standard bearer for the vision.</p> <p>7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals.</p> <p>8. Monitors the implementation of effective instruction to meet the needs of all students.</p> <p>9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.</p> <p>Climate</p> <p>10. Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.</p> <p>11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.</p> <p>12. Supports school-wide and team norms and expectations for collective responsibility for student success.</p> <p>13. Develops staff's capacity to collaborate effectively about standards and effective instruction.</p> <p>14. Celebrates success as well as opportunities for growth.</p> <p>15. Assists with eliminating barriers and distractions that interfere with effective teaching and learning.</p> <p>16. Ensures the provision of a clean, safe and nurturing school environment.</p> <p>17. Supports the principal in building a culture of pride, trust, and respect.</p> <p>18. Supports the principal in implementing and monitoring an effective approach to bullying prevention.</p> <p>19. Assists the principal in aligning new and existing community and parent partnerships.</p> <p>Cultivating Leadership</p> <p>20. Focuses school leadership teams' work on implementation of standards and reformed instruction.</p> <p>21. Advocates and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</p> <p>22. Supports professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among</p>

Name	Position Title	Job Duties and Responsibilities
		<p>peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.</p> <p>23. Carries out the principal's expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</p> <p>24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.</p> <p>25. Provides ongoing coaching with constructive feedback to teacher leaders.</p> <p>26. Assists the principal in implementing a comprehensive performance management system.</p> <p>27. Assists the principal in implementing rigorous project management, structures, protocols, and processes.</p> <p>Improving Instruction</p> <p>28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>29. Communicates clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>30. Supports intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</p> <p>31. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.</p> <p>32. Quickly and proactively addresses problems in instruction and student learning.</p> <p>33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p> <p>34. Monitors and improves instruction.</p> <p>35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p> <p>People, Data, and Processes</p> <p>36. Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>37. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>38. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>39. Analyzes the scope of change required within the school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p> <p>40. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.</p> <p>41. Supervises and provides input on evaluations for school-based personnel as part of a Board-approved personnel assessment system, including providing input on staff development/training opportunities.</p> <p>42. Supports the effective, efficient and accurate maintenance of appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories.</p> <p>43. Assists the principal in supervising the school's food, transportation, maintenance, facility and support services.</p> <p>44. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.</p> <p>45. Coordinates community activities relevant to the school within the school area.</p> <p>46. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.</p> <p>47. Assist the principal in implementing and monitoring career and leadership advancement pathways.</p> <p>48. Monitors systemic customer service.</p> <p>Performance Effectiveness Criteria: In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.</p> <p>Additional Job Functions: 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned</p>

Name	Position Title	Job Duties and Responsibilities
Hebert, Olivia	School Counselor	<p data-bbox="467 224 915 258">Vision of Academic Success for All</p> <ol data-bbox="467 296 1507 1923" style="list-style-type: none"> <li data-bbox="467 296 1211 432">1. Designs and implements a data driven, comprehensive school counseling program for all students to address barriers to student learning and to close the achievement/opportunity gap.</li> <li data-bbox="467 436 1198 573">2. Provides direct services for students including, but not limited to, school counseling core curriculum, individual counseling and student planning, large and small group counseling, and preventative and responsive services.</li> <li data-bbox="467 577 1179 783">3. Provides indirect services on behalf of students including, but not limited to, referrals for additional assistance and consultation/collaboration with parents, teachers, administrators, and other key stakeholders to create learning environments that promote educational equity, access and success for every student.</li> <li data-bbox="467 787 1235 924">4. Delivers programs that promote students' development of essential mindsets and behavior standards including, but not limited to, learning skills, social skills, self-management skills, and college/career readiness skills.</li> <li data-bbox="467 928 1167 1064">5. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college/career readiness.</li> <li data-bbox="467 1068 1507 1167">6. Advocates for student equity and access to a world-class education that leads to high school graduation and fosters post-graduate success.</li> <li data-bbox="467 1171 1232 1270">7. Uses the skills of leadership, advocacy and collaboration to create systemic change to improve the academic, social/emotional, and post-graduate success for all students.</li> <li data-bbox="467 1274 1227 1446">8. Supports school staff in analysis of student performance data, rigorous goal-setting and the sub-group levels, and development of effective action plans for improving academic, social/emotional, and post-graduate outcomes for all students.</li> </ol> <p data-bbox="467 1451 915 1484">Promoting Positive School Climate</p> <ol data-bbox="467 1488 1221 1923" style="list-style-type: none"> <li data-bbox="467 1488 1195 1625">9. Acts as a systems change agent to ensure a safe and supportive school climate that promotes the social/emotional and academic development and success of all students.</li> <li data-bbox="467 1629 1221 1728">10. Fosters parent and community partnerships to support the social/emotional and academic development of all students.</li> <li data-bbox="467 1732 1187 1869">11. Infuses cultural competence and ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program.</li> <li data-bbox="467 1873 1425 1923">12. Supports a comprehensive 'Single School Culture' that addresses the social/emotional development and wellbeing of all students.</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>13. Aids in the development and implementation of a multitiered system of supports (MTSS) including, but not limited to, response to intervention (RtI) and School-Wide Positive Behavior Support (SwPBS).</p> <p>14. Builds a school-wide culture of pride, trust and respect, including the development of preventative approaches against all forms of mistreatment and bullying.</p> <p>15. Provides counseling for students during times of transition, separation, heightened stress and critical change.</p> <p>16. Uses appropriate responses and a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response.</p> <p>17. Supports the continuum of mental health services, including prevention and intervention strategies, and identifies best practices for collaborating with both school-based and community mental health providers to enhance student success.</p> <p>People, Data, and Processes</p> <p>18. Develops and communicates a school counseling mission statement that is specific, concise, clear and comprehensive, describing a school counseling program's purpose and vision of the program's benefits for every student and alignment with the school, District and state missions.</p> <p>19. Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps.</p> <p>20. Reviews and disaggregates student achievement, attendance, and behavior data to identify and implement interventions as needed.</p> <p>21. Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school.</p> <p>22. Creates a yearly, data-driven Student Development Plan (SDP) that advances student outcomes in areas of academic, social/emotional, and college/career development as a result of the comprehensive school counseling program.</p> <p>23. Analyzes and reports outcomes of the school counseling program, which are presented in the context of the overall school and District performance.</p> <p>24. Utilizes technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program.</p> <p>25. Uses legal and ethical decision-making based on</p>

Name	Position Title	Job Duties and Responsibilities
		<p>standards and principles of the school counseling profession and educational systems, including District and building policies.</p> <p>Performance Effectiveness Criteria: In addition to the employee being responsible for each of the performance responsibilities listed herein, annual progress will be assessed with respect to support and achievement of the District Strategic Plan and associated applicable scorecards.</p> <p>Additional Job Functions:</p> <ol style="list-style-type: none"> <li>1. Follows adopted policies and procedures in accordance with School Board priorities.</li> <li>2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District’s Mission Statement.</li> <li>3. Performs other duties as assigned.</li> </ol>

Reeves, Amy Teacher, K-12	<p>Grade 2 Teacher, Team Leader and PLC Liaison. 1- Coordinates meetings with Grade level PLC contacts to ensure relevant and actionable data is being shared amongst teams and between teams.</p> <p>Additional Job Functions:</p> <ol style="list-style-type: none"> <li>1. Follows adopted policies and procedures in accordance with School Board priorities.</li> <li>2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District’s Mission Statement.</li> <li>3. Performs other duties as assigned.</li> </ol>
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**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.

School data is shared with faculty at the beginning of the school year, including ELA, Math and Science performance on FAST, as well as discipline data. This same information is shared with parents and other stakeholders at our first SAC meeting. As data is shared, input is taken from stakeholders and used to develop our most pressing goals and action plans.



**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))

Our SIP Goals are reviewed at each SAC Meeting. When data becomes available, such as fall and winter FAST PM data, and discipline data, is shared with participants to gauge how we are doing in reaching our goals.

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.

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

**Demographic Data**

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	54%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	53%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN)

(subgroups below the federal threshold are identified with an asterisk)	Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	53	32	32	34	37	45	0	0	0	233
One or more suspensions	1	2	1	3	4	12	0	0	0	23
Course failure in English Language Arts (ELA)	24	45	30	61	15	35	0	0	0	210
Course failure in Math	10	23	24	30	16	16	0	0	0	119
Level 1 on statewide ELA assessment	0	0	0	39	27	43	0	0	0	109
Level 1 on statewide Math assessment	0	0	0	37	36	71	0	0	0	144
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	24	45	30	61	15	35	0	0	0	210

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	17	27	22	47	32	66	0	0	0	211

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	6	9	8	10	0	0	0	33
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	33	20	33	26	37	0	0	0	149
One or more suspensions	0	0	1	6	1	2	0	0	0	10
Course failure in ELA	0	17	42	30	28	12	0	0	0	129
Course failure in Math	0	4	18	23	15	6	0	0	0	66
Level 1 on statewide ELA assessment	0	0	0	7	9	21	0	0	0	37
Level 1 on statewide Math assessment	0	0	0	0	3	27	0	0	0	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	8	20	25	19	26	0	0	0	98

**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	0	0	0	0	0	0	
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	33	20	33	26	37	0	0	0	149
One or more suspensions	0	0	1	6	1	2	0	0	0	10
Course failure in ELA	0	17	42	30	28	12	0	0	0	129
Course failure in Math	0	4	18	23	15	6	0	0	0	66
Level 1 on statewide ELA assessment	0	0	0	7	9	21	0	0	0	37
Level 1 on statewide Math assessment	0	0	0	0	3	27	0	0	0	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	8	20	25	19	26	0	0	0	98

**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	0	0	0	0	0	0	
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*	58	53	53	73	59	56	72		
ELA Learning Gains				70			66		
ELA Lowest 25th Percentile				53			53		
Math Achievement*	57	57	59	68	53	50	61		
Math Learning Gains				64			46		
Math Lowest 25th Percentile				53			24		
Science Achievement*	46	54	54	56	59	59	59		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	43	56	59	67			47		

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

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

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	266
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	504
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	23	Yes	1	1
ELL	40	Yes	1	
AMI				
ASN	70			
BLK	41			
HSP	50			
MUL	78			
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	60			
FRL	48			

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	41			
ELL	66			
AMI				
ASN	84			
BLK	55			
HSP	65			
MUL	78			
PAC				
WHT	63			
FRL	61			

**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	58			57			46					43
SWD	19			25			20				4	
ELL	44			41			33				5	43
AMI												
ASN	72			68							2	
BLK	46			39			28				4	
HSP	54			56			46				5	39

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
MUL	77			77			79				3	
PAC												
WHT	62			60			47				4	
FRL	49			46			42				5	54

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	73	70	53	68	64	53	56					67
SWD	34	49	38	35	53	46	29					
ELL	64	81	77	61	73	57	50					67
AMI												
ASN	85	76		92	82							
BLK	64	70	50	57	55	40	48					
HSP	72	73	53	66	65	57	57					73
MUL	90	83		79	61							
PAC												
WHT	74	65	53	69	65	55	58					
FRL	66	72	57	60	63	54	48					64

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	72	66	53	61	46	24	59					47
SWD	35	45	55	41	39	30	31					
ELL	54	50		46	43		29					47
AMI												
ASN	88			72								
BLK	58	77		40	46		36					
HSP	71	58	58	64	53	18	59					50
MUL	85			80								
PAC												
WHT	73	67	38	61	43	23	61					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
FRL	64	62	48	51	38	20	50					29

**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	53%	56%	-3%	54%	-1%
04	2023 - Spring	66%	58%	8%	58%	8%
03	2023 - Spring	60%	48%	12%	50%	10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	65%	57%	8%	59%	6%
04	2023 - Spring	45%	52%	-7%	61%	-16%
05	2023 - Spring	50%	56%	-6%	55%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	45%	51%	-6%	51%	-6%

**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.**



When looking at the data from FY22 to FY 23, in ELA, Math, and Science decreases were seen throughout. In ELA there was a drop of 13% from FSA to FAST PM 3. Our overall achievement rate was 60% of students scoring a level 3 or above. In Math there was a drop of 10% from FSA to FAST PM 3. Our overall achievement rate was 58% of students scoring a level 3 or above. In Science, there was a drop of 11%. Our overall achievement was 45% of students scoring a level 3 or above. Our concern is ELA proficiency, due to this seeing the largest drop of proficient students. The contributing factors to this decline are attributed to new reading standards, new curriculum, new test and testing platform.

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

The greatest decline was ELA proficiency with a 13% decrease. English Language learners (ELL) and Students with Disabilities (SWD) had the lowest amount of students achieving proficiency, ELL was 29% of students receiving a level 3 or higher and SWD was 19% of students receiving a level 3 or higher. However, to show positivity, the number of students receiving a level 3 or higher through out the FAST PM testing did increase, PM 1 showed 38% of students demonstrating proficiency, PM 2 showed 51% of students demonstrating proficiency, and PM 3 showing 59% of students showing proficiency. This shows, as students had more experience with the new standards and testing platform, ELA gains were achievable.

**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.**

In Science proficiency we were 6% below the state average of 51%. We showed an overall proficiency level 45%. Students may have not received adequate exposure and hands on experiments related to K-4th fairgame benchmarks that are not specifically covered in 5th grade. This can be due to effect of COVID and virtual learning.

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

FAST Progress Monitoring showed significant growth from PM 1 to PM 2 and then to PM 3. This showed that students were steadily increasing their mastery of the grade-level benchmarks as the year progressed. Data was as follows:

ELA:

PM #1 37%

PM #2 51%

PM #3 60%

MATH:

PM #1 13%

PM #2 34%

PM #3 58%

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

A main concern is student attendance. A total of 233 students were absent 10% or more school days, which equates to approximately 25% of our total population. This has a direct effect on student learning and achievement. When looking at ELA course failure there were a total 210 students. This could be correlated to the number of studentd with 10% or more absences.

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

1. 3rd grade ELA proficiency
2. 5th grade Science proficiency
3. Overall student ELA proficiency
4. Overall student Math proficiency

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.

According to our EWS data, we had 233 students (approx. 25% of total student population) below 90% attendance for the 2022-2023 school year. In response to this data, we will focus on the Social-Emotional needs of students who are chronically absent due to other reasons beside illness. This could include students who are dealing with social emotional issues, home issues, or other similar challenges. Each classroom conducts a SLL morning meeting to teach students how to regulate, express, and navigate life challenges. Teachers create a safe place for students to discuss and confront their issues.

### Measurable Outcome:

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

Based upon FY 23 Early Warning Systems data, our school goal is the to decrease the number of students absent 10% or more by 10% by addressing these social-emotional needs.

### Monitoring:

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

1. Administration and the school counselor will monitor SLL instruction. Teachers use Harmony SLL curriculum and Blender support via the district.
2. The counseling team will provide extra activities that align with SLL lessons.
3. Administration and the school counselor will observe morning meetings for use of fidelity and quality and support teachers as needed.
4. When students are in need of behavioral support, staff will rely upon SLL strategies and lessons to help reteach expectations.
5. Teachers will be provided support and professional development throughout the year based on their needs as monitored by administration and the counselor.
6. Teachers will refer to school counselor, BHP, and co-located therapist to help assist families of students with chronic absenteeism.
7. Utilize the Ron Clark House App to record points for excellent/improved attendance. Provide recognition to students at House Meetings with perfect attendance.

### Person responsible for monitoring outcome:

[no one identified]

### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Social-Emotional Learning- Morning Meetings held at the onset of the school day at 8:00 am to motivate students to come to school on time, improve relationships with other peers and adults, including teachers, and make better choices during the day if they are in conflict.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

SLL plays an integral part in improving school climate and culture, which in turn can reduce the amount of daily amount of student absences.

### 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.

Begin a SEL Committee consisting of teachers, counseling team members, administration and other interested staff to implement SEL initiatives to have a positive and lasting affect on our school climate.

**Person Responsible:** Olivia Hebert (olivia.hebert@palmbeachschools.org)

**By When:** October, 2023

Training for SLL for teachers and staff. Ms. James (Ms. Hebert) will ensure the teachers receive their SEL training by working with the district. She will schedule the trainings and/or provide them herself if the need arises. She will provide sign in sheets to track teacher attendance.

**Person Responsible:** Olivia Hebert (olivia.hebert@palmbeachschools.org)

**By When:** October 2023

Work with district Attendance contact to assist with hard to reach parents in order to provide support to families and increase attendance.

**Person Responsible:** Matthew Payner (matthew.payner@palmbeachschools.org)

**By When:** Monthly, beginning October 2023

Implement the Ron Clark HOUSE System to provide each student a close-knit group community to become an active part of.

**Person Responsible:** Matthew Payner (matthew.payner@palmbeachschools.org)

**By When:** October 2023

**#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.

Based upon our decrease of 13% ELA proficiency from FSA to FAST PM #3, and the new 3rd Grade Achievement Cell, our main area of focus will be ELA proficiency, with a particular attention to Grade 3.

**Measurable Outcome:**

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

Our goal is to increase overall ELA proficiency from 60% to at least 65% by May, 2024.

**Monitoring:**

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

Measurable outcomes will be PM #1, #2 and #3, in addition to iReady Reading data and classroom assessment data (fsqs, usa's, etc..).

**Person responsible for monitoring outcome:**

Julie Walker (julie.walker@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.)

SAI for retained and at-risk students. Tier 2 MTSS interventions. After School tutorials. iReady incentives and rewards for completion and time on task. Administration will monitor unit assessments, diagnostics, classwork, homework, observations and data chats with teachers. Teachers will analyze various data, homework, observations and SBT data and state assessments. Students not showing growth will be monitored in PLC discussions, data chats and SBT. Teachers and administration will monitor monthly usage of iReady to ensure students are getting the minimum of 45 minutes a week. ESE teachers realigned their schedules to provide longer blocks of time 3 times a week and shorter blocks 2 times a week in order to accomplish tasks from beginning to end in the classroom.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Administration will monitor data through observations, assessments, reading programs (Reading Counts), SBT and PLCS. They will work closely with the teachers in aligning instruction to student needs and increase teacher capacity which correlates directly to student achievement. Teachers will use various forms of data to effectively make small groups, to make sure students show growth and get the support they need to improve their academic achievement. iReady is a proven online support program that will help students reach their years growth as well as provide tools for instruction and ample forms of data for the teacher and parent. Tutorials will help students get the extra support they need in class.

**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. Administration Monitoring Assessment Data and PLC

- a. Administration will request in preschool week as a requirement that PLC Lead teachers submit their PLC agendas and notes by the next day after PLC is held.
- b. Administration will pull assessment data biweekly. Any assessments in regards to iReady or diagnostics will be reviewed once that window has been completed.
- c. Teacher data chats will be scheduled to review data. Should there be a pattern of concern, teachers will be called to discuss their data with administration and create a plan of action.
- d. If teachers are behind in their assessments, an email will be sent with a "must be completed by" date. If not done, documentation will be completed.

2.Small group Instruction- teachers will analyze ongoing data to determine areas of specific need for each student.

**Person Responsible:** Amy Reeves (amy.reeves@palmbeachschools.org)

**By When:** September, 2023

2.Small group Instruction- teachers will analyze ongoing data to determine areas of specific need for each student.

- a. Teachers will review and analyze data using various summative and formative assessments. This will be done independently as well as in a PLC as a team.
- b. Teachers will review data with ESE or ELL teachers that support their students by joining their grade level PLC's and by communicating with one another after assessments.
- c. Small groups will be formed by the teachers based on the need.
- d. Small group data will be used to monitor progress and mastery of the standard/target area.

**Person Responsible:** Julie Walker (julie.walker@palmbeachschools.org)

**By When:** September, 2023

3. iReady

- a. Teachers will ensure their students are completing their weekly iReady minutes.
- b. Teachers will use iReady data in order to pull resources that align with the students' need via the math program online.
- c. iReady placement will be monitored for growth by administration. If there is questionable data with a student, that teacher will be asked to let us know the reason and how they plan on supporting the student,
- d. Administration will support the teacher by also providing ideas and resources to support the student.
- e. If needed, a growth check could be assigned to monitor the students progress prior to the next diagnostic.

**Person Responsible:** Julie Walker (julie.walker@palmbeachschools.org)

**By When:** September, 2023