

The School District of Palm Beach County

Cholee Lake 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	18
III. Planning for Improvement	23
IV. ATSI, TSI and CSI Resource Review	30
V. Reading Achievement Initiative for Scholastic Excellence	30
VI. Title I Requirements	35
VII. Budget to Support Areas of Focus	0

Cholee Lake Elementary School

6680 DILLMAN RD, Greenacres, FL 33413

<https://cles.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Cholee Lake Elementary School is to increase academic achievement for all students, while providing behavioral and social-emotional supports for the well-being of the whole child.

Provide the school's vision statement.

Committed to empower students by providing...

Higher

Order

Levels of instruction for

Every student

Every day!

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
Campbell, Dr. Marline	Principal	<p>Vision of Academic Success for All</p> <ul style="list-style-type: none"> • Deepens understanding of standards and engage faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. • 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. • Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. • Challenges beliefs and practices that interfere with achieving the vision. • Demonstrates through daily decisions and actions that the school's priority is academic success for every student. • Serves as the cheerleader, coach, and standard bearer for the vision. • 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. • Monitors the implementation of effective instruction to meet the needs of all students. • Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. • Climate • 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. • Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. • Creates school-wide and team norms and expectations for collective responsibility for student success. • Develops staff's capacity to collaborate effectively about standards and effective instruction. • Celebrates success as well as opportunities for growth. • Eliminates barriers and distractions that interfere with effective teaching and learning. • Provides a clean, safe and nurturing school environment. • Builds a culture of pride, trust, and respect. • Implements and monitors an effective approach to bullying prevention.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Aligns new and existing community and parent partnerships. • Cultivating Leadership • Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction. • Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job embedded professional learning in the school. • 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. • Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning. • Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks. • Provides ongoing coaching with constructive feedback to teacher leaders. • Implements a comprehensive performance management system. • Implements rigorous project management, structures, protocols, and processes. • Improving Instruction • Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards. • 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. • 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. • 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. • Quickly and proactively addresses problems in instruction and student learning. • Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals. • Monitors and improves instruction. • Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • People, Data, and Processes • Hires and retains highly qualified and effective employees. • 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. • Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff. • Uses data to inform decisions and instruction, professional learning, performance, and student learning. • Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning. • 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. • Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning. • 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. • 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. • Maintains appropriate records related to pupil attendance, FTE generation, instructional and non instructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports. • Supervises the school's food, transportation, maintenance, facility and support services. • Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes. • Coordinates community activities relevant to the school within the school area. • Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives. • Implements and monitors career and leadership advancement pathways.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Monitors systemic customer service. • Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.
Nelson, Kerry Ann	Assistant Principal	<p>Vision of Academic Success for All</p> <ul style="list-style-type: none"> • 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. • 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. • Communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. • Challenges beliefs and practices that interfere with achieving the vision. • Demonstrates through daily decisions and actions that the school's priority is academic success for every student. • Serves as the cheerleader, coach, and standard bearer for the vision. • 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. • Monitors the implementation of effective instruction to meet the needs of all students. • Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. • Climate • Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. • Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. • Supports school-wide and team norms and expectations for collective responsibility for student success. • Develops staff's capacity to collaborate effectively about standards and effective instruction. • Celebrates success as well as opportunities for growth. • Assists with eliminating barriers and distractions

Name	Position Title	Job Duties and Responsibilities
		<p>that interfere with effective teaching and learning.</p> <ul style="list-style-type: none"> • Ensures the provision of a clean, safe and nurturing school environment. • Supports the principal in building a culture of pride, trust, and respect. • Supports the principal in implementing and monitoring an effective approach to bullying prevention. • Assists the principal in aligning new and existing community and parent partnerships. • Cultivating Leadership • Focuses school leadership teams' work on implementation of standards and reformed instruction. <p>Advocates and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</p> <ul style="list-style-type: none"> • Supports professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust. • Carries out the principal's expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning. • Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks. • Provides ongoing coaching with constructive feedback to teacher leaders. • Assists the principal in implementing a comprehensive performance management system. • Assists the principal in implementing rigorous project, management, structures, protocols, and processes. <p>Improving Instruction</p> <ul style="list-style-type: none"> • Develops deep understanding of standards and classroom curriculum and instruction to achieve the standards. • 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. • 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. • 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. • Quickly and proactively addresses problems in instruction and student learning. • Visits classrooms to support and monitor instruction and provides frequent

Name	Position Title	Job Duties and Responsibilities
		<p>constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p> <ul style="list-style-type: none"> • Monitors and improves instruction. • Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner. • People, Data, and Processes • Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning. • Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff. • Uses data to inform decisions and instruction, professional learning, performance, and student learning. • Analyzes the scope of change required within the school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning. • Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning. • 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. • 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. • Assists the principal in supervising the school's food, transportation, maintenance, facility and support services. • Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes. • Coordinates community activities relevant to the school within the school area. • Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives. • Assist the principal in implementing and monitoring career and leadership advancement pathways. • Monitors systemic customer service.

Angelino,
Denise

Other

- Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Coordinates community activities relevant to the school within the school area. • Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives. • Assist the principal in implementing and monitoring career and leadership advancement pathways. • Monitors systemic customer service. • Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards. • Functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction. • Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators. • Provides modeling and coaching support for small group instruction. • Provides curricular support for Summer bridge /Summer slide programs. • Applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. • Assists the District in ensuring cultural/social competence and responsiveness within the instructional practices and in the implementation of the school-wide culture. • Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students. • Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs. • Provides side-by-side support at Learning Team Meetings (LTM) or Professional Learning Communities (PLC). • Facilitates the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each student. • Guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture. • Meets regularly with school/district administration to ensure continual alignment to the District Strategic Plan. • <p>Stays abreast of the latest research regarding curriculum, instruction, and professional development related to their content areas.</p>

Name	Position Title	Job Duties and Responsibilities
Avery, Andrea	Math Coach	Works collaboratively with school administrators, to assure student success in mathematics, coaches and builds teacher capacity with the math BEST standards.
Baquerizo, July	Other	ESE Coordinator serves as the local education agency representative. ESE Coordinator is responsible for compliance of federally mandated paperwork and facilitating the implementation of IEP services.
DeLaney , Peggy	Reading Coach	Works collaboratively with school administrators, to ensure student success as well a coaches and provides opportunities to build teachers capacity in ELA. Provides support with the utilization of the BEST standards,
Lontoc, Marifi	Instructional Coach	Works collaboratively with school administrators, to ensure student success as well a coaches and provides opportunities to build teachers capacity in ELA. Provides support with the utilization of the BEST standards,

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.

Stakeholders are involved in the development of the SIP. Meetings are held with various stakeholder groups to review, data, develop strategies, as well vote on goals and strategies included in SIP in order to approve the School Improvement Plan.. Overall, stakeholders are involved in the preparation and evaluation of the SIP. Additionally, the following provide detailed explanation of other ways stakeholders are involved.

- o 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.
- o Through Parent Trainings we support families with educational workshops facilitated by our school counselors,
- o Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.
- o 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.
- o 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.
- o 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 in assemblies.

o 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 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))

Regular Monitoring of SIP will take place throughout the year. This will be done through, monitor the mastery of grade level benchmarks using Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. Unit Assessments will occur every 4 weeks. I-Ready Diagnostic and the FAST/STAR assessments will occur three times a year. Employing frequent monitoring will allow for adjusting of instructional focus for remediation, of students deficiencies.

In addition the following includes the variety of monitoring techniques used to monitor the plan:

- ? 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

at our school. The SIP is updated throughout the year to ensure proper documentation. During mid -year review of SIP, stakeholders meet to review data to make adjustments.

Decisions are made based on the data to ensure all students receive the necessary support and accommodations during instruction. During the review sessions stakeholders work 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

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	92%
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) Native American Students (AMI) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT)* Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 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	73	77	65	52	41	54	0	0	0	362	
One or more suspensions	0	2	1	0	0	3	0	0	0	6	
Course failure in English Language Arts (ELA)	71	100	110	102	66	77	0	0	0	526	
Course failure in Math	19	59	90	98	68	62	0	0	0	396	
Level 1 on statewide ELA assessment	0	0	0	74	51	87	0	0	0	212	
Level 1 on statewide Math assessment	0	0	0	66	60	75	0	0	0	201	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	71	100	110	102	66	77	0	0	0	526	
	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	47	74	96	101	77	94	0	0	0	489

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	15	0	0	0	0	0	15
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	96	84	47	44	47	46	0	0	0	364	
One or more suspensions	1	1	0	1	0	0	0	0	0	3	
Course failure in ELA	51	54	49	51	56	29	0	0	0	290	
Course failure in Math	20	43	42	51	56	29	0	0	0	241	
Level 1 on statewide ELA assessment	0	0	0	52	65	69	0	0	0	186	
Level 1 on statewide Math assessment	0	0	0	57	60	75	0	0	0	192	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	68	76	68	77	78	0	0	0	367	

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	36	47	41	70	72	83	0	0	0	349

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	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	96	84	47	44	47	46	0	0	0	364	
One or more suspensions	1	1	0	1	0	0	0	0	0	3	
Course failure in ELA	51	54	49	51	56	29	0	0	0	290	
Course failure in Math	20	43	42	51	56	29	0	0	0	241	
Level 1 on statewide ELA assessment	0	0	0	52	65	69	0	0	0	186	
Level 1 on statewide Math assessment	0	0	0	57	60	75	0	0	0	192	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	68	76	68	77	78	0	0	0	367	

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	36	47	41	70	72	83	0	0	0	349

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	15	0	0	0	0	0	15
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*	31	53	53	39	59	56	35		
ELA Learning Gains				50			44		
ELA Lowest 25th Percentile				38			35		
Math Achievement*	33	57	59	39	53	50	37		
Math Learning Gains				53			20		
Math Lowest 25th Percentile				51			13		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	31	54	54	27	59	59	28		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	55	56	59	47			38		

* 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	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	182
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	344
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	31	Yes	2	1
ELL	29	Yes	1	1
AMI				
ASN				
BLK	45			
HSP	34	Yes	1	
MUL				
PAC				
WHT	33	Yes	2	
FRL	35	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	1	
ELL	41			
AMI	57			
ASN				
BLK	43			
HSP	45			
MUL				
PAC				
WHT	30	Yes	1	1
FRL	43			

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	31			33			31					55
SWD	25			31			29				5	52
ELL	19			28			22				5	55
AMI												
ASN												
BLK	50			33			47				5	47
HSP	26			33			28				5	55
MUL												
PAC												
WHT	31			23							4	47
FRL	30			32			28				5	53

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	39	50	38	39	53	51	27					47
SWD	25	41	43	31	53	57	21					45
ELL	30	49	36	36	54	50	24					47
AMI	45	73		36	73							
ASN												
BLK	46	48		37	54	50	10					53
HSP	38	51	41	41	54	51	33					47
MUL												
PAC												
WHT	28	29		29	40		13					42
FRL	38	50	40	38	53	54	26					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	35	44	35	37	20	13	28					38
SWD	31	36		41	32		11					42
ELL	29	42	32	34	25	15	23					38

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	30			25								30
ASN												
BLK	33	39		39	30		26					39
HSP	36	44	35	38	19	15	28					38
MUL												
PAC												
WHT	40			41								42
FRL	35	44	35	37	21	12	29					38

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	25%	56%	-31%	54%	-29%
04	2023 - Spring	36%	58%	-22%	58%	-22%
03	2023 - Spring	28%	48%	-20%	50%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	54%	*	54%	*
03	2023 - Spring	32%	57%	-25%	59%	-27%
04	2023 - Spring	29%	52%	-23%	61%	-32%
05	2023 - Spring	33%	56%	-23%	55%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	28%	51%	-23%	51%	-23%

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.

As indicated by the data for PM3, 4th graders students performed lower in Math when compared to grades 3 and 5. The data indicated that 29% of grade 4 students have met the math standards, while 32% of students in grade 3 and 33% in grade 5 met the math standards. Additionally, the performance on ELA for 5th grade students are lower in ELA. Only 25% of grade 5 students met the ELA standards, while 36% of grade 4 and 28% of grade 5 students met the ELA standards.

The decline can be attributed to non-certified teachers who filled in as substitute teachers. The substitute teachers, though, provided with training lack detailed understanding of the B.E.S. T. standards. Additionally, there is a need for certified teachers to have more training to unpacked the B.E.S.T. standards.

The following subgroups are below the state federal index of 41%; SWD 40% and white 30%

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

A comparison of FSA 2021 data and FAST PM3 data, the following declines were noted:

Grade 3 declined 13% from FSA ELA 40% to 27% PM3. Grade 4 declined 14% from 42% on FSA Math to 28%.

The decline can be attributed to non-certified teachers who filled in as substitute teachers. The substitute teachers, though, provided with training lack detailed understanding of the B.E.S. T. standards. Additionally, there is a need for certified teachers to have more training to unpacked the B.E.S.T. standards. Factors such as a need for additional support as well as targeted interventions and enrichment opportunities.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When comparing the state data with the school 's data, grade 5 students had the greatest gap on PM3 data. The data indicated that grade 5 performance on PM3 ELA is 25% and the state performance is 54% a gap of 29%.

Additionally, when comparing the state federal index for white subgroups there is a gap of 11%; school 30% and state 41%.

Contributing factors include teachers needing to have a full understanding of the B.E.S.T. standards as well as implementation of small group differentiated instruction to meet the needs of all learners.

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

The school's overall data improved from PM1 from 13% to 30% on PM3, an increase of 16%

Based on the 2023 FAST assessments, 4th graders have demonstrated the most improvement in ELA from PM1 15% to 36% on PM2 and grade 5 with an improved score in math; PM1 5% to 33%. The subgroups with the most improved score from PMI to PM3 is Multi-Ethnic group 33% PM1 to 75% PM2; an increased of 42% in Math and in ELA the Asian subgroup improved from 33% PM1 to 67% on PM2.

Students had access to grade-level or above grade level texts. Opportunities were provided to

collaborate

with students about the text and receive tasks that are aligned to standards. Teachers follow up by providing students with specific feedback address their thinking and learning needs. Additionally, the Benchmark literacy system, students receive a balanced literacy to address the reading foundation and the learning loss students faced during the FY22 school year. In reference to math improvement noted, students were provided with hands on learning through the use of various manipulatives. Teachers received PD opportunities to learn best practices of teaching mathematics conceptually and not just procedurally through the Math Cadres provided by the district. The Math Coach also provided PD sessions as needed. Remediation as well as tutorial were presented to address area of needs.

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

Potential Areas of Concerns:

- 10% or more attendance
- Reading Deficiency

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.

- o Continue double down model in all ELA classrooms focusing on the needs of ESSA identified subgroups.
 - o ELA and Math Achievement Growth for SWD and Whites- Ensuring learning gains for ESSA sub groups.
- SWD and White students are under the federal index of 41% therefore, they will be provided with additional support as well as closely progressed monitored.

Area of Focus

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

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If we focus on standards based instruction to increase proficiency in ELA and Math, then we will increase student achievement in our ESSA subgroups and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A- Goal, Academic Excellence and Growth. Our first instructional priority is to deliver content, concept or skill that is aligned to the BEST Standards and Benchmark Curriculum.

The results from ESSA identified that subgroups SWDs and whites have demonstrated a decline in proficiency. SWD declined by 1% over the past two years. Whites declined 11% over the past two years. ESSA data shows SWD (40%) and White (30%) subgroups do not meet the required federal threshold of 41 percentage points. Therefore, there is a need to review instructional practices including delivery of instructions as well as differentiated instructional practices.

Measurable Outcome:

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

By February 2024, as measured by the F.A.S.T PM 2 assessment, SWD will increase from 40% to 43% and Whites will increase from 30% to 36%.

By May 2024, subgroups under the federal index of 41%, SWD will increase from 40% to 45% and Whites from 30% to 41% as measured by the F.A.S.T PM 3 Assessment.

Monitoring:

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

Monitoring will be supported by key members of the leadership team: Assistant Principals, ESE and ESOL support content and grade levels teachers. Single School Culture Coordinator, Reading Coach and Math Coach.

Person responsible for monitoring outcome:

Dr. Marline Campbell (marline.campbell@palmbeachschools.org)

Evidence-based Intervention:

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

1. Incorporate Small group instruction to support students learning at their instructional level with a variety of tasks, process, and product.
2. F.A.S.T. tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. ELA teachers will incorporate the use of technology-based programs including i-ready, Imagine Learning, and I-station. ELA teachers will continue to incorporate core actions in the ELA block to provide students with the opportunities to engage in the lesson to integrate knowledge.
4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategies to facilitate students growth and development and build teacher capacity.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Incorporating small group instruction allows teachers to meet the needs of students at their level of performance and provide targeted remediation.
2. The F.A.S.T. tutoring program will be developed to target students area of weakness in Reading and Math.
3. Technology programs i-ready, Imagine Learning and I-Station have aided in significantly increasing student achievement when the programs are used with fidelity. They provide teachers with additional resources to differentiate instruction based on a students specific area of need.
4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Incorporate Small group instruction: Students will be assessed using multiple data resources such as i-ready, reading records, and Progress Monitoring Assessments in both Math and Language Arts.
2. Teachers will analyze student data to determine strengths and weaknesses in content area.
3. Teachers will create all small group rotational cycles to ensure all students are supported at their instructional levels (SWDs, whites).
4. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
5. Teachers develop ongoing formative assessments to track student learning and adjust instruction.

Person Responsible: Dr. Marline Campbell (marline.campbell@palmbeachschools.org)

By When: Small Group Instruction will begin within the first two weeks of school.

1. Analyze student data to determine students for tutorial groups and the support necessary.
2. Choose research-based supplemental materials and resources to be used during tutorials based on areas of improvement.
3. Select highly effective teachers as tutors.
4. Provide tutors with training to understand expectations and become familiar with materials to execute the tutorials.
5. Students will be selected and grouped for tutorials based on the results from Progress Monitoring Assessments.

Person Responsible: Kerry Ann Nelson (kerryann.nelson@palmbeachschools.org)

By When: Tutorials will begin October 2023.

Adaptive Technology i-ready, Imagine Learning, and I-Station:

1. Provide teachers with professional development to ensure appropriate use of adaptive technology.
2. Teachers will develop a rotational schedule to ensure all students have access to technology.
3. Teachers will engage students in small group instruction based on adaptive technology results. Small groups are fluid and flexible and will be updated based on data and student needs.

Person Responsible: Kerry Ann Nelson (kerryann.nelson@palmbeachschools.org)

By When: Technology use will begin the first week of school during the small group rotation.

PLC's/Professional Development:

1. Development of a PLC rotational schedule to include all content area teachers and resource teachers.
2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs of the students.
3. Instructional coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
4. Instructional coaches will assist with standards-based planning to build teachers capacity with B.E.S.T standards during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
5. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.

Person Responsible: Kerry Ann Nelson (kerryann.nelson@palmbeachschools.org)

By When: PLCs and Professional Development will begin the third week of August 2023.

#2. 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.

If we focus on reducing the number of days that students are absent from school, then we will increase student academic achievement as well as promote a positive culture and environment. Our second priority is to create a culture of high expectations by identifying students who demonstrate chronic absenteeism and provide support to ensure that this decreases.

Based on the EWS, 362 students from grades K-5 were absent 10% or more of the school year. This accounts for approximately 35% of the school population.

Measurable Outcome:

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

By January 2024, K -5 students absenteeism will decrease by 5% from 362 to 344 based on the EWS.

By May 2024 K -5 students absenteeism will decrease by 10% from 362 to 326 based on the EWS.

Monitoring:

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

Attendance data will be collected monthly to identify students who are consistently absent from school. Students will be identified who are chronically absent and monitored to ensure that they are in school each day.

Person responsible for monitoring outcome:

Denise Angelino (denise.angelino@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. School wide attendance plan
2. SWPBS
3. MTSS to support chronic absenteeism.
4. Parental Involvement
5. Required instruction Florida State Statute 1003.42 and policy 209.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It is difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.
2. SWPBS: increases attendance through the use of positive reinforcements. This will increase instructional time.
3. Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school
4. Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Stakeholders play a key role in school performance and addressing equity.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Schoolwide Attendance Plan

- o Consistently monitor students who are chronically absent.
- o PD for teachers to identify absentee students and implementation of the schoolwide attendance plan.

SWPBS

- o Provide teachers with PD to understand SWPBS.
- o Implement an attendance awards initiative to recognize classes with highest attendance each week.
- o Trimester celebrations are held

Parent Involvement

- o SAC Meetings to review School Parent Compact, attendance policies, and requirements for excused absences.

MTSS

- o Refer chronic absent students to SBT/MTSS

Policy 2.09 and Required Instruction Florida State Statute 1003.42

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans and Pacific Islanders
- (o) Health Education, Life Skills and Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic and 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.

Person Responsible: Denise Angelino (denise.angelino@palmbeachschools.org)

By When: August 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)).

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
7. Regular data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.
8. The District Reading Collaboration team provides professional development to schools based on needs.
9. Curriculum Resources: Curriculum resources to enhance ELA, Science, and Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotional growth through the resources found in the Skills for Learning and Life (SLL) Resource Center to promote character education.
10. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

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

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

If we focus on Standards-based instruction to increase overall k-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

According to the data our students are not entering third grade prepared for the rigors of the standards and state

assessment. According to FAST PM 3 FY 23 data 34% of our incoming third grade students are reading at an on-grade level data. FAST PM 3 also shows that our overall primary grades proficiency is low.

Kindergarten- 41% Proficient

First Grade- 37% Proficient

Second Grade- 34% Proficient

It also gives us data to support a lack of proficiency in foundational skills

Phonological awareness- 8% Proficient

Phonics and Word analysis- 12% Proficient

Vocabulary/ Finding meaning - 8% Proficient

Due to a lack of foundational skills, students overall reading comprehension proficiency is 9% for literature text and 42% Nonfiction text.

When looking at FY24 FAST PM 1, 2 & 3, we see the following percentages are on track

PM1 PM2 PM3

K: 30% 39% 41%

1st : 26% 37% 40%

2nd : 35% 34% 34%

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

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

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will

increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence and growth. Our instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

Our FY23 PM #1 data showed our third-grade students were only 28% proficient. The winter iReady diagnostic also stated that 45% of students were predicted to be proficient by the FY 23 FAST Assessment. This proves that students are entering third grade unprepared for the rigor of the state assessment and standards. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement.

Our FY 23 FAST proficiency data in grades 3 - 5 are as follows:

PM1 PM2 PM3

3rd : 10% 20% 29%

4th: 14% 18% 35%

5th : 14% 17% 24%

Our ESSA identified subgroups whites have demonstrated a decline to 32% over the past two years. While our ESE subgroup has demonstrated a decline to 40% below the state threshold. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners.

The gap between 2023 PM3 overall ELA Achievement (29%) and the District average (50%) is 21 percentage points. Our ESSA identified subgroup SWDs; had a proficiency of 23% in ELA and 31%in math. Our white students had a proficiency in ELA of 27%.

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

For Grades K-2, the measurable outcomes for 2023 are as follows:

February 2024 May 2024

Kindergarten- 44% On Track 46% On Track

First Grade- 45% On Track 50% On Track

Second Grade- 40% On Track 45% On Track

Grades 3-5 Measurable Outcomes

For Grades 3-5, the measurable outcomes for 2023 are as follows:

May 2023 May 2024

3rd 32% Proficient 40% Proficient

4th 40% Proficient 45% Proficient

5th % 40 Proficient 45% Proficient

Monitoring

Monitoring

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

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring check, unit assessments from the Benchmark Series and FAST progress monitoring data in order to make instructional decisions to impact student achievement.

We will also conduct data analysis, classroom walk throughs, data chats, formal observations and use these as a means of aggressively monitoring student academic achievement.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Nelson, Kerry Ann, kerryann.nelson@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?

To achieve the measurable outcomes identified for each grade level, the following evidence-based practices programs will be implemented.

1. Small group instruction: Teachers and well as supplemental support teachers will provide targeted differentiated instructional support for all students.
2. Professional Development: Teachers and support staff will attend ongoing professional development to engage in deep, focused, collaborative planning to support and small group planning and instruction as well as implementation of the BEST standards.
3. Professional Learning Community (PLC): Teachers will collaboratively unite to focus on best practices and methodologies.
4. Interventions: Teachers will provide students with differentiated intervention targeting students areas of weakness.

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. Incorporating small group instruction within Core instruction provide the teachers with the opportunity to remediate areas of weakness for students or to provide enrichment. Small group instruction allows teachers to provide students with the one-on-one attention they need, to observe their learning in action, and to provide constructive feedback.

2. Providing teachers with ongoing Professional Development allows them to engage in deep, focused, collaborative planning to support and small group planning and instruction. Professional Development builds teacher capacity and provides them with the tools they need to plan, organize, and implement consistent and differentiated learning for all students.

3. Providing teachers with PLCs provides an opportunity for teachers and school leaders to collaborate, to analyze data, and to make decisions that will improve student academic achievement. PLCs support teacher as they collaborate to determine best teaching strategies and resources, it allows them to share best practices and brainstorm innovative ways to improve learning and drive student achievement. Participating in PLCs allow teachers to match instructional resources to each student education need(s) thereby improving teaching and learning.

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
-------------	-----------------------------------

To address the areas of focus outlined previously, the following action steps will be implemented;

1. Development of a Literacy Leadership Team that consists of ;
 - ? School administrators
 - ? Reading coach
 - ? Reading resource teacher
 - ? DL coach
 - ? Single School Culture Coordinator

Literacy Leadership team will develop a plan to monitor the implementation of the Core Curriculum and BEST standards. The Literacy Leadership team will conduct weekly walkthroughs to monitor and support reading instruction and interventions. They will also engage in continuous data analysis to identify areas of strengths and next steps.

2. Use of assessment data to drive instruction:
 - ? Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium, iReady, Benchmark Unit Assessments and in ELA. Teacher will utilize this data to provide students with differentiated small group instruction
 - ? Teachers will analyze student data from assessments to determine strengths and weaknesses in content area.
 - ? Teachers will create and incorporate small group rotation in the reading block to ensure all students supported at their abilities using data from assessments.
 - ? Using data, teachers will create small group lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
 - ? Teachers will follow District Assessment schedule of ongoing formative assessments to track student learning and adjust instruction continuously.

3. Providing students with Interventions
 - ? Multi-Tiered System of Supports (MTSS) framework will be utilized during the intervention block to ensure students are provided with targeted evidenced based instruction, strategies, resources, time, and intensity needed for success.
 - ? Use of K-5 Reading intervention guidelines for schools and K -5 decision tree to identify and determine students' needs.

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))

N/A

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

N/A

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

N/A