Village Academy On The Art & Sara Jo Kobacker Campus School

2023-24

Schoolwide Improvement Plan (SIP)

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Village Academy On The Art & Sara Jo Kobacker Campus

400 SW 12TH AVE, Delray Beach, FL 33444

https://vac.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 Village Academy is to partner with community, parents and stakeholders to prepare conscious, critical thinkers who are equipped to create an equitable and sustainable world.

Provide the school's vision statement.

At Village Academy, we believe that our students are curious, creative, capable, and rich in potential.

Our vision is to create a culture where students are inspired to discover their voice and sense of purpose, empowered to become scholarly stewards of their community and planet , and well prepared for postsecondary success.

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
Dixon, Latoya	Principal	The Principal will monitor and work will all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Mrs. Dixon must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.
Permenter, Kisa	Assistant Principal	As Assistant Principal, Dr. Permenter supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Williams, Tamica	Assistant Principal	As Assistant Principal, Ms. Williams supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists

Name	Position Title	Job Duties and Responsibilities
		with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Civitello, Brenda	Other	The SSCC, Mrs. Civitello, provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school –wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.
Shepherd , Villiardia	ELL Compliance Specialist	The ESOL Contact, Mrs. Shepherd assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teaches in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.

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

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

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and

works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman

Douglass High School Public Safety Act to have more mental health professionals in schools.
? Through Parent Trainings we support families with educational workshops facilitated by our school counselors,

Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School

Culture Coordinators and the Administrative Team.
? Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.
? A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and

community support services for families of migrant students. These supports are supplemental to school-wide

supports for students and families.
? A school district officer is on campus every day for the safety and security of all students and staff. The school

has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made

aware of this & in our assemblies. The Raptor System" is used to sign parents/visitors before they can go to

a classroom, or school event on campus, and most recently
? Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

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

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:
• Strategic visioning and planning
• Problem identification and root cause analysis
• Developing action steps towards improvement
• Creating and maintaining a culture of collaboration towards shared decision-making
• Supporting professional learning and improvement
The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year.
Student assessments include the new Progress Monitoring which occur 3 times per year. In VPK- Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics. Monitoring will take place throughout the year. In grades 6-12 we will monitor mastery of grade level standards through the use of Interim Assessments, District Diagnostics: FSQ's USA, NGSQ's, Midterms, Semester exams, Reading Plus Diagnostics, Imagine Learning, Math Nation, Khan Academy, FAST

Progress Monitoring, Florida Standard Assessments, EOCs, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in ELA). The FAST assessments will occur one to two times a year in Algebra I and Geometry. The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students; proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on data. In addition we closely monitor the Acceleration and the Graduation Rate of our students in grades 9-12. The Single school culture (Academics, Behavior, Climate): Collaborative Planning Communities and Professional Learning Communities occur every week. Content area teachers meet collaboratively to discuss and analyze data and modify/improve instructional strategies. Student work and best practices are shared and analyzed during administrative team meetings, PLC's, the Instructional Leadership Team meetings, Faculty meetings, and SAC meetings. Teachers follow the scope and sequence created by the Curriculum Department and utilize the lessons provided on Blender. This ensures that teachers maintain a pace that enables them to cover the content during the time allotted for the school year as well as utilizing the researched based resources to provide quality instruction on the mandated curriculum.

We utilize a variety of monitoring techniques:
? Review of Lesson Plans,
? Data Analysis,
? Classroom walks,
? Student attendance,
? Data Chats,
? Formal Observations,
? PLC attendance/participation,
? Formative/Summative Assessments and Technology.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C

*2022-23 school grades will serve as an informational baseline.	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	4	9	5	11	0	5	4	2	2	42
One or more suspensions	1	2	4	4	7	3	14	10	12	57
Course failure in English Language Arts (ELA)	0	21	26	29	23	26	16	19	1	161
Course failure in Math	0	12	18	26	31	7	10	3	9	116
Level 1 on statewide ELA assessment	0	0	0	34	16	11	21	14	19	115
Level 1 on statewide Math assessment	0	0	0	28	21	19	17	23	18	126
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	9	34	16	11	21	14	19	126

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	14	18	37	28	20	23	21	22	183

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	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) 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	20	13	15	11	11	11	4	1	1	88
One or more suspensions	0	0	3	11	2	14	18	11	11	76
Course failure in ELA	2	13	18	32	34	24	6	15	18	165
Course failure in Math	1	8	13	25	16	0	0	2	15	87
Level 1 on statewide ELA assessment	0	0	0	26	14	29	11	18	17	140
Level 1 on statewide Math assessment	0	0	0	28	21	42	24	32	30	201
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	2	10	13	40	25	36	18	24	19	207

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	11	0	0	0	0	1	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	20	13	15	11	11	11	4	1	1	87
One or more suspensions	0	0	3	11	2	14	18	11	11	70
Course failure in ELA	2	13	18	32	34	24	6	15	18	162
Course failure in Math	1	8	13	25	16	0	0	2	15	80
Level 1 on statewide ELA assessment	0	0	0	26	14	29	11	18	17	115
Level 1 on statewide Math assessment	0	0	0	28	21	42	24	32	30	177
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	2	10	13	40	25	36	18	24	19	187

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	11	0	0	0	0	1	12
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	49	53	32	52	55	26		
ELA Learning Gains				56			38		
ELA Lowest 25th Percentile				59			30		
Math Achievement*	29	51	55	18	45	42	13		
Math Learning Gains				55			16		
Math Lowest 25th Percentile				69			22		
Science Achievement*	22	46	52	20	48	54	18		
Social Studies Achievement*	33	63	68	46	57	59	45		
Middle School Acceleration	69	68	70	86	51	51	67		
Graduation Rate	100	73	74	97	38	50	100		
College and Career Acceleration	75	39	53	19	62	70	50		
ELP Progress	37	53	55	47	64	70	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](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	419
Total Components for the Federal Index	9
Percent Tested	99
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	604
Total Components for the Federal Index	12
Percent Tested	99
Graduation Rate	97

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	17	Yes	4	1
ELL	21	Yes	4	1
AMI				
ASN				
BLK	34	Yes	1	
HSP	38	Yes	1	
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	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	33	Yes	3	
ELL	40	Yes	3	
AMI				
ASN				
BLK	50			
HSP	44			
MUL				
PAC				
WHT				
FRL	50			

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			29			22	33	69	100	75	37
SWD	15			25			7	13			6	24
ELL	24			29			15	16			6	37
AMI												
ASN												
BLK	31			28			21	33	67		7	33
HSP	30			42			25				4	56
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	31			28			22	36	69	80	9	41

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	32	56	59	18	55	69	20	46	86	97	19	47
SWD	6	52	55	8	46	65	6	28				34
ELL	22	56	60	14	55	69	18	22				47
AMI												
ASN												
BLK	33	57	58	17	53	66	19	45	83	96	23	46
HSP	23	50		27	72		30	58				45
MUL												
PAC												
WHT												
FRL	31	56	59	17	55	70	20	45	85	97	19	46

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	26	38	30	13	16	22	18	45	67	100	50	38
SWD	2	19	24	2	12	22	4	14				34
ELL	25	39	41	12	15	27	3	43				38
AMI												
ASN												
BLK	26	39	33	12	17	23	18	44	62	100	47	36
HSP	31	32		18	7		23	60				47
MUL												
PAC												
WHT												
FRL	25	37	30	12	16	22	17	45	67	100	50	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
10	2023 - Spring	25%	50%	-25%	50%	-25%
05	2023 - Spring	23%	56%	-33%	54%	-31%
07	2023 - Spring	29%	48%	-19%	47%	-18%
08	2023 - Spring	37%	47%	-10%	47%	-10%
09	2023 - Spring	37%	48%	-11%	48%	-11%
04	2023 - Spring	31%	58%	-27%	58%	-27%
06	2023 - Spring	43%	45%	-2%	47%	-4%
03	2023 - Spring	23%	48%	-25%	50%	-27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	37%	54%	-17%	54%	-17%
07	2023 - Spring	13%	36%	-23%	48%	-35%
03	2023 - Spring	30%	57%	-27%	59%	-29%
04	2023 - Spring	15%	52%	-37%	61%	-46%
08	2023 - Spring	38%	65%	-27%	55%	-17%
05	2023 - Spring	26%	56%	-30%	55%	-29%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	17%	46%	-29%	44%	-27%
05	2023 - Spring	14%	51%	-37%	51%	-37%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	48%	14%	50%	12%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	38%	50%	-12%	48%	-10%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	63%	-15%	63%	-15%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	65%	-33%	66%	-34%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	62%	-27%	63%	-28%

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.

One of the areas that showed the lowest performance for the lowest growth in ELA is first grade in pm1 they were at 30% and by pm3 only 34% showing only 4% growth over the course of the school year. Our third grade students only reached 23% proficiency, our 10th grade students dropped from 32% in pm1 to 25% by pm3. Low performing areas in math was fourth grade with only 15% proficiency and seventh grade math with only 13% proficiency . In science our 5th grade students only reached 14% proficiency and are 8th grade students only reached 17% proficiency. A barrier that was encountered with 10th grade students enrolled in AICE General Papers was the alignment AICE with BEST Standards for students who were not yet proficient in Reading. Additionally, finding instructional practices that would bring about a balance between BEST standards versus the scope of instruction for AICE General papers. A barrier with third grade was building teacher capacity from the beginning of the year with BEST Standards and teachers using the pedagogy and practices of the science of reading. There was a vacancy at the beginning of the year in 3rd grade that impacted our ability to build capacity with teachers with the best standards. Overall, capacity was hindered by the shift from balanced literacy to the science of reading.

FAST ELA Data PM1, PM2 and PM3:

FY 23 Star Literacy KG-2

KG PM 1 31%
PM 2 46 %
PM 3

1ST PM 1 30%
PM 2 34%
PM 3 34%

2ND PM 1 31%
PM 2 35%
PM 3 38%

Grade Level 1 Level 2 Level 3 Level 4 Level 5 3+
3 PM3 56 21 20 3 0 23%

4 PM3 41 28 18 8 5 31%

5 PM3 31 46 6 9 9 24%

6 PM 3 41 16 22 14 8 44%

7 PM 3 37 34 21 5 3 29%

8 PM 3 35 28 26 7 4 37%

9 PM 3 37 26 22 11 4 37

10 PM 3 56 19 13 6 6 25%

FAST MATH PM3:

Level 1 Level 2 Level 3 Level 4 Level 5 3+
3PM3 46 25 15 11 3 29%

4PM3 54 31 10 5 0 15%

5PM3 54 20 20 3 3 26%

6PM3 33 31 25 10 2 37%

7 PM3 67 21 13 0 0 13%

8 PM 3 43 19 24 7 7 38%

FY 22 FY 23
ALG EOC 53 62
GEO EOC 20 39
US History 46 35
Civics 43 32
Biology 28 48
5th Sci 7 14
8th Sci 29 17

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

The greatest decline is across ELA and Math content in was 10th ELA from 32 % down to 25%. 8th grades science declined from 29% down to 17%. In FY23, window 3 we show:
3rd grade ELA (23%) -%, 4th grade ELA (31%) -% and 5th grade ELA (24%) . 3rd grade Math (29%) -%, 4th grade Math (15%) -% and 5th Math (26%) -%. The contributing factors to the low performance was
teacher capacity, low participation in after-school tutorials (secondary), student and teacher absences, hands-on learning, and small group instruction. Intervention groups were interrupted due to substitute issues. Teachers inconsistently utilized adaptive technology to disaggregate data to assign supplemental instruction to meet the needs of our subgroups.

One area of concern that we found in comparison to the previous years showed a slow increase with our SWD. Our ESSA score for SWD is 33%, our ESSA ELL 40%. Proficiency with our SWD in ELA and Math is an ongoing area needing improvement. The contributing factors were that while we were focused on our ELL and SWD students we needed to address their specific needs sooner than we did. Instead of waiting until the end of fall to begin closing gaps we needed to start right after returning to school. In addition, we needed to find a different way to allow for quality, standards-enriched accountable talk. In previous years we dedicated instructional time
for accountable talk, strategies for processing content through speaking, listening and writing. Thereby allowing students to build on prior knowledge from each other and are presented with an opportunity to talk through their learning. Teachers need to use strategies consistently throughout the day and provide the appropriate accommodations to meeting students' learning needs. Teachers need to adhere to the instructional blocks and the components within the lesson to teach the full intent of the standards.

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 looking at the FAST Progress Monitoring data for Window 3 we see the following data.
School State
ELA Achievement
3rd 23% 50%
4th 31% 58%
5th 24% 54%
6th 44% 47%
7th 29% 47%
8th 37% 47%
9th 37% 48%
10th 25% 50%

Math Achievement School State
3rd 29% 59%
4th 15% 61%
5th 26% 55%

6th 37% 54%
7th 13% 48%
8th 38% 55%
Alg 62% 49%
Geo 39% 49%

The data shows we have outperformed the state in Algebra with 62%. The greatest gap is with 4th grade math with a 30% gap and 7th a 35% gap. ELA achievement is significantly below the state in the following grades: 3-5th ELA as well as 10th. This would definitely align with the issues we have seen with our ESSA identified subgroups our ELLs and SWDs. Contributing factors were there were many new teachers to the grade levels and they were inexperienced with the rigor of the standards. In addition, these teachers had difficulty managing their time appropriately to incorporate all aspects of the gradual release model of instruction. Also data shows they were unclear of the use of best practices and the proper accommodations for the subgroups.

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

School State
ELA Achievement
3rd 23% 50%
4th 31% 58%
5th 24% 54%
6th 44% 47%
7th 29% 47%
8th 37% 47%
9th 37% 48%
10th 25% 50%

Math Achievement School State
3rd 29% 59%
4th 15% 61%
5th 26% 55%
6th 37% 54%
7th 13% 48%
8th 38% 55%
Alg 62% 49%
Geo 39% 49%
In 6th grade ELA our proficiency level increased to 44% when compared to the previous year in ELA. In 6th grade math there was an increase of 24% and 5th math 21%, Geometry increased by 19% and Biology increased 20%. and Algebra increased 62%.We also compared the three FAST Windows for FY23 for our ESSA identified subgroups.
SWD and ELL for the school. As shown below:

Early STAR PM1 PM2 PM3
ELL % % 30%
SWD 0% 20% 28%

STAR Math
ELL 45% 46% 46%
SWD 36% 43% 48%

FAST ELA

ELL 24% 32% 25%
SWD 21% 24% 20%

In addition, across all grade levels as measured during the FAST progress monitoring windows. Our proficiency declined in both subgroups from PM1 to PM3. Our ELL students had a greater decline than our SWD.

Addressing improvement:
Students had access to grade-level or above grade level texts. We provided opportunities to collaborate with students about the text and receive tasks that are aligned. Teachers follow up by providing students with specific feedback to address their thinking and learning needs. With the rollout of the Benchmark literacy system, students receive a balanced literacy to address the reading foundation and the learning loss students faced during the FY21 school year. The Benchmark system offers explicit instruction in the whole group, phonics, decodable readers, vocabulary and shared reading. Students will learn to explore and explain their thinking using text-based evidence to support their thinking and answers. Students need opportunities to experience mathematics to learn mathematics by building, drawing, writing, talking, and thinking mathematically. Teachers received PD opportunities to learn best practices of teaching mathematics conceptually and not just procedurally through the Math Cadres provided by the District and monthly on site support.

We discussed our ELL Progress in our Instructional Leadership Team meeting on a weekly basis to strategize
instructed all of our students within their small groups within the reading block based on their needs as outlined through iReady, FAST, USAs, and FSQs. We determine the students progression of mastery through the use of teacher progress monitoring. Lastly, we schedule push in and small group instruction to meet the needs of our ELLs for mathematics instruction. Using the information gathered through assessments during PLC teachers disaggregate the data and determine the students needs to formulate specific data to drive small groups. Through NGSQ, spiral review data, and USAs we monitor the needs of all our students and close their gaps through science small groups and hands on experiments.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are
ensuring our students receive the support needed for growth and achievement. When looking at our Early
Warning System indicators our two potential areas of concern are:
Options are below:
? 10% or more Absence
? Reading Deficiency

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

Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students. Continue double down model in all secondary Math classrooms focusing on the needs of our ESSA identified subgroups. Continue push in model for ELA and Math block for SWDs and ELLs ELA Achievement Growth for SWD & Ensuring learning gains; progress for ESSA sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students. In addition, we will thoroughly review ELL student data and provide support as needed. We plan to ensure that teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction, ongoing professional development in reading,

math, and science in grades 3-5, ongoing professional development in the Benchmark
Reading Series, using iReady Diagnostic Results to create fluid instructional groups, and aligning human
resources to provide intervention to targeted students. Develop a collaborative culture of learning and
improvement. Engaging multiple stakeholders in the continuous improvement process can generate a
sense of ownership and empowerment. With a focus on:
? Work together to develop trust, build common understanding and language, to
support an appropriate level of transparency
? Learn from one another and give constructive feedback through a safe protocol that
can move the work forward
? Collaboratively examine data with an equity lens—from improvement cycles,
formative assessments, or other relevant data that can inform practice
? Communicate with and gather input from students, parents, and community
partners about reform efforts

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.

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.

In alignment to the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.
FY22 FY23
Number of SESIR Incidences 15 17
Number of 1 or more Suspensions 76 82
Number of students with 2 or more 213 209
indicators
Number absent +10 or more days 88 46

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

Based on the monitoring of our EWS through the EDW Discipline Dashboard, reviewing attendance and truancy issues bi-weekly through our Student Support Services meetings and through strategic planning for Tiered support of our level 1 students we will be able to monitor reductions in behavior incidents, attendance concerns and academic performance through iReady, Reading Plus, FSQ's, USA's, etc... Our goals for midyear and for the end of year are:
Student Outcomes:
Reducing the amount of discipline referrals by 10% by December 2023 and by another 10% by the end of the year.
Teacher practice outcomes:
By December 2023, 80% of our teachers will positively reinforce student behaviors.
By February 2024, 100% of our teachers will positively reinforce student behaviors.

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

This area of focus will be monitored for the desired outcome in a variety of ways:
By conducting classroom observations
Scheduled pulling of Tutorial data (attendance)
Scheduled pulling of Attendance data
Scheduled pulling of Suspension data
Student Formative Assessment results
We will review and monitor student discipline data at our monthly faculty meetings. And discipline data will be reviewed at monthly PBS committee meetings, along with incentives for our PAWS stores and Teacher PAWS store.

Person responsible for monitoring outcome:

Latoya Dixon (latoya.dixon@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.)

The evidence-based interventions that will be used are as follows:
1. Choice Programs /AVID / Character Development, etc.
2. Schoolwide Discipline Plan
3. Schoolwide Attendance Plan
4. CHAMPS

5. SWPBS
6. Parent Involvement
7. Required Instruction Florida State Statute 1003.42 and Policy 2.09

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

The evidence based interventions we will use to see the improvements for our Area of Focus are:

1. Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be.
2. Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. 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.
3. SWPBS: decreases disruptiveness, office referrals, and suspensions. To improve school climate, safety, and order.
4. Parent Involvement in schools improves attendance, social skills, and behavior. It helps children adapt better in school.
5. Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment

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. 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:
1003.42

(g) History of Holocaust
(h) History of Africans and African Americans
(i) History of Asian Americans & Pacific Islanders
(o) Health Education, Life Skills & Social Media
(q) Hispanic Contributions
(r) Women's Contributions
(t) Civic & Character Education
(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

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. Best practices for inclusive education & citizenship are led by our
mental health team who create customized morning messages on our morning announcements

Person Responsible: Latoya Dixon (latoya.dixon@palmbeachschools.org)

By When: By November 2023 SwPBS Action Steps: a. Assemblies to review expectations b. Teachers reinforce expected behaviors c. Trimester celebrations d. Weekly meetings e. Ongoing student recognition

#2. Instructional Practice specifically relating to Intervention

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 monitor, student progress then the teachers will be able to review data that will provide relevant and actionable feedback for timely instructional adjustments that need to be made overtime to impact student achievement. Matching students with Interventions addresses deficiencies according to the individualized needs of students.

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

Our goal is to reach an overall reading proficiency of 40% by PM 3. Our FY 23 proficiency for 3-10 was 31%. By providing our students with tailored interventions they will receive support specific to their reading deficiencies. We will utilize iReady, Istation, Reading Plus, Dreambox, FSQ's, USAs, PM1, 2, 3 data and other research based intervention programs.

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. 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. Our goal is to monitor for implementation and for impact. At Village Academy we strategically plan for a variety of monitoring techniques:
Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/ participation, all Formative/Summative Assessments and Technology. The monitoring will be supported by key members of the leadership team:
Assistant Principals
Single School Culture Coordinator
LTF
DIL/Team Leaders

Person responsible for monitoring outcome:

Latoya Dixon (latoya.dixon@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 ability with a variety of tasks, process, and product.
2. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Math teachers will incorporate the use of technology-based programs including Math Nation, IXL. DreamBox, iReady Toolbox, Language Arts teachers will use Study Island, Reading Plus, novel study, and writing strategies to enhance student's ability to integrate knowledge.
4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

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

1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA.
2. Students who participate in the FSA tutoring program have demonstrated an increase in student achievement

based on the most recent data from standardized assessments.
3. Both IXL and Math Nation have aided in significantly increasing student achievement when the programs used with fidelity. The Reading Plus program, Study Island, and the incorporation of writing strategies such as CLS are effective tools that enable teachers to differentiate instruction based on a student's 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. Review the data and the evidence based interventions and compare to the students progress across various pieces of data (iReady, Istation, FSQ, USAs, PM1, 2, 3)
2. Place student need on spread sheet with name, level support , targeted, intervention and next steps for instruction and evidence of instruction, and evidence based instruction
3. Log data and schedule data chats with teachers to measure goals and progress for each student.
4. Admin will monitor the progress by conducting classroom walkthroughs and using the walkthrough checklist for keys to successful intervention . Meet with teachers on a biweekly basis to monitor progress. Additionally, admin will review lesson plans to verify instructional planning and lesson plans and lesson plan modifications.

Person Responsible: Latoya Dixon (latoya.dixon@palmbeachschools.org)

By When: By November 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).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS & I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a

session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Reginal Office team, and the Office of School Improvement.

Resources and allocations are focused on: (choose the ones that align with your school).

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. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.

5. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.

6. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide

additional training and support.

7. The District Reading Collaboration team provides professional development to schools based on needs.

9. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.

10. We have partnerships with multiple community and business partners. 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

If we focus on Standards-based instruction to increase overall k-2 proficiency school-wide in ELA, then we will

increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1
Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide
corrective feedback aligned to the benchmark and intended learning. According to the data our students
are not entering third grade prepared for the rigors of the standards and state assessment. According to
iReady FY 23 data 40% of our incoming third grade students are reading at an on-grade level data.
iReady also shows that our overall primary grades proficiency is low.
Kindergarten- 59% Proficient
First Grade- 32% Proficient
Second Grade- 40% Proficient
It also gives us data to support a lack of proficiency in foundational skills
Phonological awareness-81 % Proficient
Phonics- 55% Proficient
High-Frequency Words- 71% Proficient
Vocabulary- 39% Proficient
Due to a lack of foundational skills, students over al reading comprehension proficiency is 36%. For
literature
text 41% and 36% for Informational text.
When looking at FY24 FAST PM #1-#3, we see the following percentages are on track
PM1 PM2 PM3
K: 31% 46% 44%
1 st : 30% 34% 34%
2 nd : 31% 35% 38%

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

If we focus on Standards-based instruction to increase overall 3-5 proficiency school-wide in ELA, then
we will
increase student proficiency in all students to 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. The data below demonstrates the
achievement levels of all our tested grade levels in all content areas including our ESSA identified
subgroups:

ELA PM1 PM2 PM3
3 0% 10% 23%
4 10% 21% 31%
5 12% 18% 24%
SWDs 3% 6% 17%
ELL 5% 11% 19%

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

The measurable outcomes for 2023 are:
May 2023 (PM3) May 2024 (PM3)
K- 44% On Track 49% On Track
1st- 34% On Track 39% On Track
2nd- 38% On Track 43% On Track
A 5% increase is our goal for each grade level.

Grades 3-5 Measurable Outcomes

The measurable outcomes for 2023 are:
May 2023 (PM3) May 2024 (PM3)
3rd 23% Proficient 28% Proficient
4th 31% Proficient 36% Proficient
5th 24% Proficient 29% Proficient
A 5% increase is our goal for each grade level.

Monitoring

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

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

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

Civitello, Brenda , brenda.civitello@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?

Websites that could provide evidence-based practices/programs include:

Results: Literacy (ed.gov)
Reading Program Repository | Florida Center for Reading Research (fcrr.org)
Reading | Evidence For ESSA
WWC | Practice Guides (ed.gov)

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

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

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

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

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the student's
need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards. Small groups make it easy
for teachers to give students the one-on-one attention they need, to observe their learning in action, and to
provide constructive feedback. Students take personalized feedback and use it during whole class instruction
and when doing homework, so the result is improved student outcomes.

2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated
learning for all students. They will target remediation and enrichment within their planning and PD. It

also fosters a positive and inclusive learning culture, where students feel valued, respected, and motivated. By differentiating instruction and assessment, teachers can enhance the quality and effectiveness
of your teaching and learning.

3. PLC's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to
improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies. The process will allow teachers to match instructional resources to each student's education need(s). PLCs allow educators opportunities to directly improve teaching and learning. PLCs allow teachers an
easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement.

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
1. We will develop our Literacy Leadership team: ? School administrators- LaToya Dixon, Tamica Williams, TBA ? SSCC- Brenda Civitello ? Media Specialist- Robin Boucard- Temp ? Lead teacher- Karen Sedon We will develop a plan to monitor the implementation & ensure compliance with the plan. Weekly walkthroughs to monitor and support reading instruction and intervention (Look For's, CAO updates. A process will be implemented to identify areas of strengths and next steps (Utilizing & Analyzing Data) Professional Development- 1. School admin and Literacy Leadership Teams attend training on the operational plan for collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in Core (Tier 1) and to monitor progress of students receiving Supplemental (Tier 2) and Intensive (Tier 3) interventions. 2. School leaders share the plan with staff in faculty meetings and PLCs. 3. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure the plan is implemented effectively. 4. The Regional and Instructional Superintendents monitor the implementation, and the District Reading Collaboration team provides PD. 5. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the School-level Reading Plan implementation and monitor progress. 6. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support. 7. The District Reading Collaboration team provides professional development to schools based on needs. 8. Professional Development (Professional Learning/Literacy Coaching) a. Coach, SSCC will create an ongoing PD session that consist of mandatory and voluntary sessions that teachers will attend. b. Coach and SSCC will provide ongoing modeling, pre and post conferences, and in class room support c. ongoing observations from principal and assistant principal with feedback will be provided to teachers.	Dixon, Latoya, latoya.dixon@palmbeachschools.org
Monitoring Assessments- 1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking listening) (Professional Learning/Literacy Coaching) a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQ's in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment). b. Teachers will analyze student data to determine strengths and weaknesses in content area. c. Teachers will create all small group rotational cycles to ensure all	Williams, Tamica, tamica.williams@palmbeachschools.org

Action Step	Person Responsible for Monitoring
students supported at their abilities d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning & adjust instruction continuously 2. Interventions (Assessment / Professional Learning) a. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success. 3. Use K-5 Reading intervention with guidelines for schools to determine students' needs 4. PLC's: (Professional Learning) a. Development of a PLC schedule to include all content area teachers and resource teachers. b. The PLCs sessions will focus on data analysis and effective instruction based on the needs c. Instructional coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction. d. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.	

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