

The School District of Palm Beach County

Diamond View Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Diamond View Elementary School

5300 HAVERHILL RD, Greenacres, FL 33463

<https://dves.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.

Diamond View strives to create a safe and equitable environment that promotes academic excellence, character development and fosters lifelong learning.

Provide the school's vision statement.

Diamond View's staff will take ownership of all students' academic mastery, emotional intelligence, and social-emotional needs by creating collaborative environments where students, families, staff, and communities help our students reach their highest potential.

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
Seal, Carolyn	Principal	<p>The Principal's role as the school's chief operations manager is to oversee both facilities and monitor the school's instructional systems. The Principal ensures that the instructional practices support student progress and are aligned with the District approved curriculum and resources. As a school leader, the Principal helps to encourage and promote parent involvement throughout the school year. Furthermore, the Principal will work with community members to help support our School Goals. Additionally, the Principal supports and coaches all teams, teachers, and leadership members to help determine improvement areas. The Principal is also responsible for hiring highly qualified employees to fill positions at the school site after selecting areas of need to ensure all students receive a high-quality education.</p>
Diaz, Yanny	Assistant Principal	<p>The Assistant Principal supports the academic program initiatives at the school. Coordinates and helps establish systems of support across the campus. Promotes and ensures operational systems and safety procedures are in place. Sets a positive rapport with teachers, parents, students, and the school community. Organizes and documents teacher support.</p> <p>Furthermore, the Assistant Principal is the primary testing coordinator in helping to organize and train all staff in State testing. The Assistant Principal serves as the Title 1 Coordinator and works with SAC and school stakeholders to support the school goal reflecting on the continuous improvement cycle. Manages the school's Title 1 documentation and supporting staff.</p>
Mauro, Kaitlyn	Other	<p>The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. The SSCC helps progress monitor goals aligned with the School Improvement Plan to provide to the staff. Provides support with professional development across grades and during the planning for Professional Learning Communities as required. Applies the Multi-Tiered System of Support (MTSS) principles in behavior/ academic intervention determination and student progress monitoring in response to the Intervention (RTI) process within the school. The SSCC ensures that interventions are monitored and implemented based on need throughout the year using the Decisions Trees to reflect on multiple data points to help guide the team's instructional decisions for each student. The SSCC assists in ensuring cultural/social competence and responsiveness within the instructional practices and implementing the school-wide culture. Also, as a PBIS member, the SSCC ensures that the School-wide Positive Intervention systems and procedures are in place in collaboration with the team. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet students' individual needs with academically aligned lessons to support the school improvement plan.</p>

Name	Position Title	Job Duties and Responsibilities
Watson, Caitlin	Other	The PLC facilitator is a member of the professional development team as an instructional coach for all subject areas. The school's PLC Coordinator helps support data-driven weekly PLC meetings across grade levels, supporting grade-level standard implementation that supports the school's instructional goals. The PLC coordinator manages and facilitates PLC meetings with agendas and schedules instructional support and professional development as needed. Leads curriculum Focus Walks, Collegial Planning, and Professional Development to support the school goals in increasing achievement scores in all subject areas. Additionally, the PLC facilitator analyzed schoolwide data to review with the instructional staff and the leadership team to help support and contribute to improving proficiency scores at the school.
Duncan, Hilary	Other	The school's ELA Curriculum resource teacher supports staff with planning for instruction in reading and writing. Leads curriculum Focus Walks and professional development to support the school's goals in increasing achievement scores in ELA. The ELA curriculum resource teacher also provides support with student supplemental and intensive interventions. The ELA Curriculum Resource teacher is a Leadership and Professional Development Planning team member.
Starr, Brittany	Other	The Math Enrichment Resource teacher supports our school's academic program. Support students in small groups for enrichment lessons in Math. Additionally analyzes data to identify students in need of individualized support in math for both acceleration and intervention. Promotes and ensures safety procedures are in place. Establishes a positive rapport with teachers, parents, students, and the community. Provides Professional Development and coaching for teachers in implementing the math curriculum.
Thomas, Christine	Other	The SAI and Primary Literacy Coach provide professional development and support for teachers in implementing the District-approved English Language Arts programs at the school site. As one of the school's Literacy Lead, the Reading Coach monitors and helps to support district and state testing initiatives aligned with Kindergarten through 2nd grade ELA standards. The Reading coach instructs staff on using data to drive instruction and plan intentionally to support the student's individual needs with ELA. Additionally, the Reading Coach provides input during Leadership Meetings, School-based Team Meetings, and Individualized Education Plan meetings. The Reading coach will also guide and provide professional development as needed with the rollout of the new ELA curriculum and instructional needs. The school's Primary SAI teacher has been working to help remediate students in their reading by providing research-based interventions. Our Primary SAI teacher works with students primarily in grades K-2nd to help close achievement gaps before 3rd grade in reading.
Siegel, Michelle	Other	Our Secondary SAI teacher has been working in classrooms. The Secondary SAI teacher has a background in Exceptional Student Education and

Name	Position Title	Job Duties and Responsibilities
		Reading, which helps to drive her instruction in supporting our students in helping close achievement gaps. She is our Supplemental Academic Instruction teacher for grades 3rd-5th. She serves on many school-based committees that help support student academic and life success. Strives to help our students to be the best they can be. She also mentors beginning teachers. Establishes positive rapport with teachers, parents, students, and the community.
Remon, Donna	ELL Compliance Specialist	The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to help the ESOL resource teachers in implementing school-based ESOL services. The ESOL contact collaborates with the District and community agencies to assist families with issues. Collaborates with community agencies and organizations in helping families in accessing available resources. Monitors and conducts LEP student assessment and placement procedures. Monitors and conducts LEP student assessments and placement procedures. Teaches demonstration lessons for ESOL and supports teachers in comprehensible instruction for LEP students. Coordinates ESOL record-keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. The ESOL Contact also participates in School Based Team meetings to provide the team with additional data on students in the ESOL program and to help the team determine the next steps when deciding on student instructional needs. Finally, she assists school staff in ensuring ESOL program compliance.
Anicola , Michelle	Teacher, ESE	As an ESE Teacher and Marzano Liaison, the position supports teachers and provides Palm Beach Focused Model (PBFM)training and support. Additionally, the Marzano Liaison support teachers in completing their PGP plan. As the ESE resource teacher, she helps to plan and implement instructional practices that support students' individual needs aligned with their IEP.
Marton, Christine	Other	The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to meet individual needs best and assist students in meeting goals as defined in the IEP. Provides families with the required information regarding the IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by regularly consulting with students, parents, teachers, counselors, related service providers, agencies, etc.
Martello, Michelle	Instructional Media	The Instructional Media teacher establishes and maintains library procedures. Assist students in locating and selecting desired or needed books, periodicals, pamphlets, materials, or technology support. The Media

Name	Position Title	Job Duties and Responsibilities
		Specialist helps to instruct students in library science, appropriate student behavior, and the use of technology. Oversee the selection, organization, and distribution of materials and equipment. The Media Specialist helps to ensure all curriculum, books, and resources our District and State approved. The Media Specialist helps support ELA goals aligned with our School improvement plan as a part of the Literacy Team.
Ball, Samantha	School Counselor	As a School Counselor, many lessons are planned to incorporate practices, such as Positive Self Talk, Being Assertive, Identifying Feelings, Creating and Maintaining Friendships, Stranger Danger, and many others throughout the year. As the Internal Coach for the PBIS Team, and help implement a system to support different areas of need regarding behavior interventions when reflecting on data with a team. As a counselor, she supports the school attendance needs and monitors this process through School Base Team(SBT) meetings. Lead in rolling out the piloted program called the "Ron Clark House System." Regarding our School Based Team, I give the teaching component to students receiving Tier 2 and Tier 3 Interventions for behavior by using Zones of Regulation, Resilience Builder, and other interventions. Consistent check-ins and outs with the students occur each day to help support individuals on campus to be successful in school and our community.

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 mentioned Stakeholders below all contribute to the success of our school in reaching its goal aligned with the School Improvement Plan to ensure a safe, equitable, and high-quality education for all students.

The School Leadership Team meets every three weeks to problem solve and share best practices to support staff, families, and students in support of the schools' goals.

Grade Level Team Leaders meet biweekly to discuss various topics, including schoolwide concerns, grade-level concerns, and schoolwide events. Overall, the focus is on promoting a safe and positive learning environment for students and staff.

SAC Chairperson presides at all SAC meetings of the council. The chairperson organizes and presents to teachers, staff, families, and the community at all School Advisory Council meetings. Topics of discussion focus on school improvement and other topics to support the school's goals and initiatives related to the SIP.

The School Behavior Health Professional supports students' behavioral and mental health and works with the school counselors. Our BHP is a member of the Threat Assessment Team and School Based Team meetings to ensure all students are supported and offered services to ensure their emotional well-

being at school as needed. Our BHP works closely with our families and students, providing counseling or helping refer them to outside agencies for additional support.

Guidance Counselors work in partnership with families and the District McKinney-Vento Liaison to ensure the needs of these families and students are met. Additionally, our Counselors are members of the Threat assessment team and help support the well-being of individuals as needed. The counselor also works with our SBT Lead to help monitor interventions and support the students at risk for Truancy or behavior interventions.

The PBIS Team, a grade-level representative, meets monthly to share and problem-solve areas to improve and support student behavior needs with the Leads. The team helps to coach other staff members and provide them with additional support to ensure consistent systems are in place to help improve the school's climate and culture for staff and students.

A School District Police Officer is on campus daily to ensure the safety and security of all students and staff at school. The school police officer monitors all entry points and stays alert on campus to ensure doors are locked to keep all individuals on campus safe.

Community Partners: Bridges of Lake Worth West is a community partner that works closely with our families and school to promote positive relationships and education. Bridges offer a variety of programs on their site that support children of all ages and adults. Educational classes for all ages, tutorial groups, and wellness classes. Bridges are always in attendance for our SAC meetings to give updates and support the school community.

Safety Patrols, the 5th-grade students support a positive culture and environment through role-model behavior during arrival and dismissal. The staff selects Safety Patrols to help promote safety and Shining Minor behavior throughout the school. Safety patrols are placed strategically throughout the campus to support students with arrival and dismissal.

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 SIP will be monitored for effective implementation and impact on increasing students' achievement in meeting the State's academic standards, particularly for students identified as needing the most support through our data analysis as a Leadership team. Throughout the year, the leadership team, our school stakeholders, and the teacher will reflect on data received each trimester using the Continuous Improvement Model (Plan, Do, Check, and Act). In doing this, we will ensure that students are monitored consistently and provided with the necessary support to achieve their goals and increase proficiency levels across campus. When analyzing classroom and assessment data, the school will ensure that instructional practices are adjusted and specific/individualized needs are met.

During ILT (Instructional Leadership Meetings), PLCS, and frequent student and teacher data chats, monitoring will occur throughout the year. Student assessments using the State's new Progress monitoring will occur 3Xs a year in VPK-2 Early Literacy/Star Reading and Star Math. In the upper grades for 3rd-5th, there will be the FAST Reading and Math. Furthermore, the WIDA ACCESS reports our ELL students' speaking, listening, reading, and writing progress. Our ESOL contact will help to monitor each of these students who have an LEP or qualify for an LEP, ensuring that all support for these students is put in place within the classroom providing specific accommodations or instructional modifications to support language proficiency and helping close achievement gaps.

Additionally, our ESE contact helps ensure students on Access Points receive the instruction aligned with their individual needs after reviewing data and supporting the IEP planning process. ESE support teachers are trained to identify areas of need working with the students by reflecting on classroom data results and IEPs'. Finally, our Intervention team, the SBT Lead, and Grade level Liaisons will support the school's ELA goals by providing appropriate interventions to all students needing support throughout the year using the District's Decision Tree. The teachers will ensure lesson plans are standards-based and align with approved resources in Palm Beach County.

Our PLC Coordinator will also conduct biweekly meetings with Professional Learning Communities to reflect on statewide assessments and classroom data to identify areas of need to support learning needs across grade levels. The Leadership Team has decided to use a Pupil Progression sheet for each teacher to input critical data points at least three times a year to help support students earlier in the year and monitor progress more closely. Additionally, the Leadership team will monitor the school SIP during Instructional SIP Meetings and complete the Midyear SIP plan to adjust or make necessary changes to ensure the progress of our goals.

Monitoring Techniques used:

1. Data Analysis and Frequent Data Chats with teachers and students (Pupil Progression)
2. Classroom Walks and Coaching Logs
3. Formal Observations
4. Professional Learning Communities Meetings Attendance and Participation/Collegial Planning
5. Formative and Summative Assessments
6. Classroom Lesson Plans

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	85%
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) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)

School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C
	2019-20: B
	2018-19: B
	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	38	41	32	16	14	0	0	0	141	
One or more suspensions	0	1	3	4	5	4	0	0	0	17	
Course failure in English Language Arts (ELA)	0	49	73	72	79	64	0	0	0	337	
Course failure in Math	0	31	45	66	62	59	0	0	0	263	
Level 1 on statewide ELA assessment	0	0	0	11	47	29	0	0	0	87	
Level 1 on statewide Math assessment	0	0	0	8	28	35	0	0	0	71	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	11	35	30	45	23	0	0	0	146	

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	41	53	63	71	58	0	0	0	286

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	4	0	3	12	1	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	50	37	33	24	21	0	0	0	165	
One or more suspensions	0	1	3	8	4	3	0	0	0	19	
Course failure in ELA	0	42	64	69	63	66	0	0	0	304	
Course failure in Math	0	25	45	48	41	47	0	0	0	206	
Level 1 on statewide ELA assessment	0	0	0	15	35	23	0	0	0	73	
Level 1 on statewide Math assessment	0	0	0	0	11	34	0	0	0	45	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	37	33	22	70	42	0	0	0	204	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	32	51	54	53	57	0	0	0	247

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	5	20	15	4	0	0	0	46
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	50	37	33	24	21	0	0	0	165	
One or more suspensions	0	1	3	8	4	3	0	0	0	19	
Course failure in ELA	0	42	64	69	63	66	0	0	0	304	
Course failure in Math	0	25	45	48	41	47	0	0	0	206	
Level 1 on statewide ELA assessment	0	0	0	15	35	23	0	0	0	73	
Level 1 on statewide Math assessment	0	0	0	0	11	34	0	0	0	45	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	37	33	22	70	42	0	0	0	204	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	32	51	54	53	57	0	0	0	247

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	5	20	15	4	0	0	0	46
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*	47	53	53	44	59	56	42		
ELA Learning Gains				61			52		
ELA Lowest 25th Percentile				49			56		
Math Achievement*	53	57	59	43	53	50	38		
Math Learning Gains				58			38		
Math Lowest 25th Percentile				52			35		
Science Achievement*	48	54	54	29	59	59	38		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	54	56	59	62			43		

* 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	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	247
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	398
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	24	Yes	2	1
ELL	44			
AMI	42			
ASN	65			
BLK	48			
HSP	48			
MUL				
PAC				
WHT	51			

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	45			

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	36	Yes	1	
ELL	44			
AMI	64			
ASN	67			
BLK	53			
HSP	44			
MUL	41			
PAC				
WHT	52			
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	47			53			48					54
SWD	15			27			22				5	37
ELL	37			47			43				5	54
AMI	32			44			46				4	47
ASN	60			70							2	
BLK	49			50			52				5	42
HSP	41			53			38				5	60
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	58			60			47				5	42
FRL	42			46			39				5	55

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	44	61	49	43	58	52	29					62
SWD	18	49	45	19	42	47	11					54
ELL	31	61	54	31	54	45	17					62
AMI	48	91		52	57							73
ASN	67	80		50	70							
BLK	51	65	43	47	64	58	31					65
HSP	29	54	54	33	51	45	27					60
MUL	45			36								
PAC												
WHT	56	50		52	58		35					63
FRL	41	60	49	42	60	54	30					62

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	42	52	56	38	38	35	38					43
SWD	15	44	47	23	41	43	16					42
ELL	38	56	50	34	40	38	29					43
AMI	55			47								33
ASN	67			67								
BLK	43	52	70	34	39	42	30					59
HSP	31	52	36	36	32	31	32					41
MUL												
PAC												
WHT	47	48		41	46		54					43
FRL	41	53	60	38	37	36	38					43

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	54%	56%	-2%	54%	0%
04	2023 - Spring	56%	58%	-2%	58%	-2%
03	2023 - Spring	38%	48%	-10%	50%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	51%	57%	-6%	59%	-8%
04	2023 - Spring	57%	52%	5%	61%	-4%
05	2023 - Spring	46%	56%	-10%	55%	-9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	51%	-5%	51%	-5%

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.

FSA ELA 3rd-5th compared to Overall Fast FY23-

Overall, 3rd-5th ELA (FSA): SY19 47%-SY22 44% (-3) Overall FAST-SY23 52% (+8)

ELA Comparison Data: FSA 3rd: SY19 39% -SY22 44%, (+5); 4th: FY19 47%-FY22 60% (+13) 5th: FY19 47%-SY22 30% (-17)

SY23 Individual Grade Levels, EARLY LIT/STAR for K-2nd and FAST for ELA Scores from Fall to Spring-

K: 42% (+12%), 1st: 43% (+5%) 2nd: 45% (+11%) 3rd: 44% (+35%), 4th: 58% (+29%), and 5th: 55% (+31%)

SY23 SWD FAST Data (ESSA Identified subgroup)-

Overall:16% proficiency for FAST ELA
SWD 3rd: 20% proficiency for FAST ELA
SWD 4th: 14% proficiency for FAST ELA
SWD 5th: 14% proficiency for FAST ELA

SY22 iReady Progress Monitoring Tool-

Fall vs. Spring Comparative Data: At or above grade-level K (+54%);1st (+44%); 2nd (+26%);3rd (+18%),

4th (+17%) Fall vs. Winter: 5th (+5%)

Overall SWD: Fall 6% to Spring 22% (+16)

The overall iReady data shows significant progress from Fall to Spring in literacy skills in K-4th. Reading proficiency in K-1st averages 45% compared to 2nd-4th 20%.

SY23 ELA iReady Progress Monitoring Tool-

Fall vs. Spring iReady Comparative EOY Data on Grade Level: K 53% (+28%), 1st 35% (+24%), 2nd 45% (+35%),3rd 31% (-5%), and 4th 35% (+6%)

SY19-SY22 FSA Math Data-

Overall, 3rd-5th Math (FSA): SY19 54%-SY22 43% (-11)

Math Grade Comparison Data: 3rd: SY19 46%-SY22 42% (-4), 4th: SY19 56%-SY22 60% (+4), 5th:SY19, 51%- SY22 28% (-23)

SY23 Fast Math Data-

SY23 Overall FAST Data for 3rd-5th: 56%

SY23 Individual Grade Level K--5th FAST Math Data Fall to Spring: K:60% (+10%), 1st: 82% (+3), 2nd (+13%)

3rd: 59%, (+52%) 4th: 58% (+29%), and 5th: 50% (+35%)

SY23 Math FAST, SWD DATA -

Overall, Math 3rd-5th FAST proficiency- 26% proficiency

3rd: 37% Math FAST proficiency

4th: 25% Math FAST proficiency

5th:18% Math Fast proficiency

SY23 Math iReady Fall to Spring- K Math iReady 61% (+19%), 1st Math iReady 48% (+43%), 2nd Grade Math i Ready 45% (+35%) 3rd Math iReady 49% (+43%), 4th Math iReady 55% (+31%), 5th Math iReady47% (+24%)

FSA Science SY19-SY23-

Overall 5th Science in SY19, 53%, SY21 38% (-15%) SY22 29% (-11%). In science, the data reflected a significant (-22%) downward trend since 2019. However, our science scores for 5th Grade in SY23 increased and are at 46% (+17%) proficiency since SY22.

After the school conducted a SWOT analysis, the areas of strength and improvement were determined 3rd. ELA remained the same from SY22 to SY24 at 44%.1st grade ELA had minor growth on FAST FY23 ELA at 5%. Also, with iReady progress monitoring from Fall to Spring this year, they went up 24%, but only 1% from FY22 to FY23. This data component showed the lowest performance due to transitioning to a new testing platform and needing a more systematic phonics program in the earlier grades. Adopting a new Benchmark curriculum took time to get used for our 3rd-5th grade teachers and a lot of time was put on planning. For the most part math scores went up from FY22 across all grade levels.

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

3rd grade ELA remained the same from SY22 to SY24 at 44%. 1st grade ELA had minor growth on FAST FY23 ELA at 5%. Additionally, it was recognized that our classes with the highest concentration of ESOL students had an average of 42% of their students performing at a level 1 vs. 26% of students performing at a level 1 in the classes without this high concentration in FY23. These students would benefit from consistent, standards-based, small-group instruction to close the language and academic gaps for these specific students, significantly increasing our overall school proficiency. It would help all subgroups, especially our SWD and ELL subgroups, to implement specific strategies into their small group instruction to support their individual needs. Small-Group planning needs to be more intentional in FY24 to close these achievement gaps and increase our proficiency score overall but in 3rd Grade specifically. When having more proficient readers in a grade level, you will see improvement in all subjects, including math and science, seen in 5th Grade ELA. From FY22, 30% of students were proficient in the ELA FSA at the end of the year. In FY23, 55% of students were proficient on the new end-of-year ELA FAST assessment. The increase in having proficient readers in 5th Grade supported their growth in math and science. If we focus on proficiency in ELA for students in the primary grade levels and those entering 3rd Grade, we will have more success in ELA scores in secondary elementary levels.

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.

Specifically, the data component that showed the most significant decline from the prior year remained 3rd grade, scoring 3 points behind the district average on the FAST ELA and 4 points below the State average. There was a stagnant improvement in SY23, remaining at 44%. The 3rd graders did, however, show improvement on the Fast assessment from Fall to Spring, with proficiency scores increasing by 35%. However, for the Progress monitoring iReady goal, from Fall to Spring, there was only a 5% increase in proficiency in ELA for 3rd grade. Many factors may have contributed to this data, including a new testing platform that was difficult to navigate for students due to the inconsistencies between district tests and state tests. Another factor to the limited Progress for ELA in 3rd was the time constraints for using support facilitators to meet the needs of lower achieving students, including our SWDs and ESOL students with Master Board scheduling. Furthermore, during Data chats and Pupil Progression meetings, it was identified that our student's foundational skills in ELA had gaps with a need for more comprehensive and systematic instruction in phonics, which would help support our students' reading abilities as they enter 3rd grade.

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

The most significant area of improvement was our 5th-grade science which increased 18% from 28% proficiency in FY22 to 46% proficiency in FY23. The reading strategies that were targeted in small groups helped students read and answer questions on the science assessment more accurately. As mentioned, students coming into the grade level with more proficient reading abilities help to support other subject area growth, such as science. Also, the collegial planning sessions that covered the data from the science diagnostic allowed teachers to identify specific standards that students needed and allowed them to create reteach lessons and experiments that addressed these topics. Additionally, during PLCs and Collegial planning sessions, teachers planned to integrate reading strategies to help support the students with the science assessments. It was discovered that if students are more proficient in their reading, it will support them in responding to Science content. The Leadership team and teachers also took advantage of District approved resources to map out science lessons.

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

Critical areas of need were identified after reflecting on the school's Early Warning Signs Data for FY23. One area of need in our school has been working on improving attendance rates after the FY20 pandemic to ensure each student receives the daily instruction they need to succeed. Students in Kindergarten now as rising 1st graders had the most students with a less than 90% attendance rate with

38 students. Kindergarten students need to know the importance of attending school to have a strong foundation in all subject areas. Overall, across grades, K-5th, 21% of our students are identified as having more than 10% of days missed. Additionally, we have 3rd grade at 12 students and in with retentions this year. Subsequently, within these grade levels, there are about 70 students with course failures for ELA students. Furthermore, 62% of 3rd-grade students in FY23 were not proficient in ELA, scoring a level 1 or 2 on the FAST ELA assessment.

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.

It is essential that while planning for improvement, we focus on all subgroups to ensure that each student receives high-quality instruction that will be supportive of their individual learning needs. In our SIP, the school will focus on increasing the achievement levels of the SWD population and concentrate on the needs of our students in all subject areas. Students who fall within our SWD category will be precisely monitored for progress and receive additional support from teachers to ensure lessons are planned based on their needs. Intentional staff placement will help support small group instruction within our classes with a double-down model in all ELA/Math classrooms and will continue to move from the majority of time in classes spent teaching whole groups to more time with standards-based instruction and small group instruction. Analyzing multiple data sources will help drive our instructional practices to meet the needs of the students and help us reach the school's achievement goals. We analyze data to identify which students fall under the "At Risk" category or need support in mastering specific standards or skills across subject areas. It is vital that while planning for improvement, we focus on all subgroups to ensure that each student receives high-quality instruction supportive of their individual learning needs.

Instructional meetings focused on data analysis, and planning will help ensure student growth and achievement. A culture of collaboration will continue to be at the forefront of our school's focus when staff works together to support our goals through PLCs, Collegial Planning, and PDs. It has been identified that providing students with stronger foundational skills in ELA before 3rd grade helps prepare students for reading in secondary elementary grade levels. A Systematic Phonics program will be implemented and supported by our primary SAI, serving as also a literacy coach. Furthermore, our Math Resource teacher will support the planning and the alignment of standards in all grades while providing enrichment opportunities for identified students in need of acceleration.

1. Working collaboratively with teachers with additional instructional staff during PLC, Collegial, Planning, Team Leader meetings, PBIS meetings, PDs, and Instructional Leadership Meetings to ensure a positive school culture allows for everyone to share and receive feedback for the success of all students. Coaching throughout the school year will be provided to support teachers in their professional development needs. A focus on standards-based planning and instruction will be implemented this year.
2. Creating a data-rich culture that uses multiple data sources to support teachers in their instruction planning through PLCs, Teacher Data Chats, Student Data Chats, and parent conferences. The school will continue to use resources within the community to support the school's needs and help provide instruction resources.
3. Communication is critical to reaching our school's goals. Providing frequent updates on progress monitoring using student data with the staff, parents, and the school community will positively impact the

systems in place. The school and staff will use feedback to adjust instructional practices to serve the individual needs of our students.

Area of Focus

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

#1. Instructional Practice specifically relating to Small Group Instruction

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 small-group Instruction to support differentiated Instruction in ELA and Math, we will increase student achievement and ensure alignment with 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 first instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. Our goal is to be strategic and focus on standard-based Instruction to ensure best practices are utilized throughout all content areas in small group settings. We want to allow all our students to reach their potential and increase their achievement levels. If we establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard. ELA had the lowest achievement level; Small Groups focused on differentiated standards-based Instruction will help support targeted increasing learning gains in ELA and Math. Data-driven differentiated education is planned to meet the needs of all students. Students who fall within our ESSA Subgroups will continue to be monitored explicitly for progress and receive additional support from ESE resource teachers to support their specific needs of students during standards-based small group instruction. Data indicates we need to be intentional with the help we will give our students with more individualized Instruction during small-group time. School-wide and individual Wildly Important Goals (WIGS) will be created and monitored to ensure student progress is met. It is essential to plan for the use of various monitoring techniques strategically. An additional focus on increasing our 5th grade science by 4% to reach 46% proficiency will be a goal with small group instruction was a focus with time for hands-on learning experiences.

Measurable Outcome:

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

Our goal is to increase the proficiency rate in 3rd grade by also focusing on small group instruction across grade levels and in the primary grades to ensure that foundation skills in ELA and math are mastered.

Student Learning Outcomes:

Increase 3rd Grade ELA proficiency by 3%, from 44% to 47%, by June 2024.

Increase 3rd-5th grade Math proficiency by 4% from 56% to 60%, by June 2024.

Increase 5th Science proficiency by 4%, from 46% to 50%, by June 2024

Teacher Practice Outcomes:

By February 2024, 50% our teachers will effectively utilize the Gradual Release model of instruction to ensure students work independently on standards-based skills, while teacher works with individualized instruction, small-group.

By May 2024, 90% of our teachers will effectively utilize the Gradual Release model of instruction to ensure students work independently on standards-based skills, while teacher works with individualized instruction, small-group.

Monitoring:

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

The school consistently monitors and evaluates progress using data to help make instructional decisions to support student learning. Monitoring is integral to the continuous improvement model: Can, Do, Plan, Act. Monitoring is a significant step toward student achievement and school improvement. It provides

teachers and administration with the data they need to make decisions about instruction and differentiated student support.

1. Incorporate Small group instruction to support students in their learning paths using a variety of district-approved resources and materials.
2. Provide teachers with professional development to ensure the appropriate planning of small group instruction during PLCs and have teachers work together toward common and individual goals aligned with the classroom WIG and our SIP.
3. Collegial Planning using data and district-provided resources to help close achievement gaps in content areas using Focus Maps and lesson plans.
4. Classroom Walks/Coaching Logs to support small group instruction

Person responsible for monitoring outcome:

Hilary Duncan (hilary.duncan@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 using multiple data sources such as USA, FAST, iReady assessments to build fluid groups and identify areas of weakness for targeted remediation.
2. PD's and PLC's allow for teachers to share best practices, expand on their knowledge, and plan intentionally for the needs of their students.
3. Collegial Planning Calendar and Decision Tree Data analysis meetings.
4. Instructional Walks and Coaching

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Incorporating small-group instruction using multiple data sources from assessments to build fluid groups and identify areas of weakness for targeted remediation. Grouping students by need will ensure that each student receives the needed support. Information and data gathered by small-group instruction give teachers more detailed progress of their students' goals. PDs and PLCs allow teachers to share best practices, expand on their knowledge, and plan intentionally for the needs of their students to be able to put students in the appropriate groups. This strategy also builds a system of sharing among teachers to support each other with successful strategies that could be used by their colleagues as well. Collegial-Planning Calendar and Decision Tree Data analysis meetings allow teachers to continue planning for their students, delve deeper to unpack the standards, and use data to drive their instruction as a team and plan their fluid small groups across subjects.

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.

Small group instruction will begin within the first two weeks of school. Teachers will review data from FY23 and conduct formative assessments to ensure the proper placement of students within the groups. The small group participation is fluid and flexible and will be updated continuously from data analysis. Small groups will continue throughout the year. Additionally, at this time, we can include support from our resource teachers and the Master Board schedule according to class and grade level needs. IEP schedules are also prioritized to ensure each student receives the aid listed on their plans while also helping to close achievement gaps in mastering grade-level standards.

Person Responsible: Christine Thomas (christine.thomas@palmbeachschools.org)

By When: The Literacy Resource teachers will do classroom walks at least 3xs a year each trimester in August/September 2023, January 2024, and March 2024.

PLC Agendas and PD participation will be collected. The PLC Facilitator will create and share a biweekly calendar for grade-level PLCS meetings. Additionally, the PLC facilitator will generate an Agenda with the topics to be discussed at each meeting with teacher input. Data will be analyzed at these meetings to help drive instructional decisions and plan for progressing toward individual class and school goals. PLC meetings are spaces where teachers can share best practices and learn from their colleagues to help support learning across the grade level. The PLC facilitator will work with the PD coordinator and the Leadership team to identify the Professional Development that would be meaningful and impactful in supporting our teachers in meeting the needs of their students and supporting us in reaching our school-wide goals.

Person Responsible: Caitlin Watson (caitlin.watson@palmbeachschools.org)

By When: For PLCS each grade meets biweekly. PD for teachers determined by the need each trimester. Data reviewed specifically monthly on the PLC Agendas.

Collegial Planning and Decision Tree Data analysis meetings will be scheduled to help focus on grade-level needs and our WIGS. There was a huge success with these teacher-led Collegial planning sessions where the first grade had 83% of its student proficient in math led by the grade level math contact. A continued focus on replicating this across grades will give teachers additional time to map out Standards-based units and align district-approved resources and strategies as needed.

Person Responsible: Caitlin Watson (caitlin.watson@palmbeachschools.org)

By When: Collegial planning sessions will be mapped out and added to the calendar with the PLCS each trimester. Data reviewed specifically by September 2023, March 2024, and by May 2024.

Our Literacy Team, instructional coaches, and resource teachers will be created and meet to determine our first walkthrough in the Fall while ensuring the team is on the same page and has the exact expectations of coaching and what to notice during Instructional walks. The group conducts Instructional walks to identify and build teachers' capacity. During the walks, the team will focus on tiers of teachers and then begin to assign teachers coaching as needed focusing on the gradual release model, small group instruction, and differentiated instruction. Coaches will review data and construct classroom walks to tier the teachers to support them based on need. Instructional coaches and resource teachers will assist with standards-based planning to build teachers' capacity. Coaches will maintain a coaching log. The administration will monitor coaching.

Person Responsible: Christine Thomas (christine.thomas@palmbeachschools.org)

By When: Coaching will begin within the first month of the start of the new year and will continue throughout the school year.

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

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

In the FY2023 school year looking at the FAST data for SWDs in ELA had an overall 16% proficiency rate for FAST in 3rd-5th grade. In the FAST Math assessment, the overall proficiency for students in grades 3rd-5th was at 26%. As a school, we would like to focus on increasing this proficiency percentage across grade levels in ELA and Math. To increase student achievement with our SWD subgroup, we must focus on standards-based instruction to increase learning gains in school-wide ELA and Math. To ensure alignment with the District's Strategic Plan, Diamond View will focus on our second instructional priority and use trends in student data and work samples to identify learning needs and adjust instruction. This area of focus aligns directly with our District Strategic Plan, Theme A Goal 3, Academic Excellence growth, specifically with item 3; Improve equitable participation in programs. We can further support our SWDs' individual needs by maintaining our focus in these instructional areas. Over the past few years, our school has been identified as having less than 41% of students in this SWD subgroup below proficiency in areas of ELA or Math. Reflecting on data having more instructional practices planned to support this subgroup, ensuring lessons align to help the grade level achievement levels and individualize IEP goals. We will continue to focus on increasing student achievement by focusing on standards-based instruction to increase learning gains in school-wide ELA and Math. Trends in student data and work samples will help to identify learning needs and adjust instruction using variety of other instructional methods to support this goal.

Measurable Outcome:

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

Student Practice Outcomes:

By February 2023, we will increase the overall percentage of our SWD 3rd-5th grade in ELA by 1%, from 16% to 17% proficiency on the FAST.

By June 2023, we will increase the overall percentage of our SWD 3rd-5th grade in ELA by 2%, from 17% to 19% proficiency on the FAST.

By February 2023, we will increase the overall percentage of our SWD 3rd-5th grade in Math by 1%, from 26% to 27% proficiency on the FAST.

By June 2023, we will increase the overall percentage of our SWD 3rd-5th grade in Math by 2%, from 27% to 29% proficiency on the FAST.

From FY 2021, 36% of SWD students were below the 41% threshold as an ESSA-identified subgroup. The school will increase this rate by at least 3%, raising it to 39% for our SWD students by June 2024.

Monitoring:

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

At Diamond View, we strategically plan for a variety of monitoring techniques such as those listed below;

1. PLCS and PD participation and attendance
2. Review of Lesson Plans and student work samples
3. Frequent Data Analysis with Pupil Progression Meetings 3x's a year

Person responsible for monitoring outcome:

Caitlin Watson (caitlin.watson@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.)

PLC/PD will allow teachers and leaders an opportunity to collaborate, analyze data, and make decisions to improve student achievement and academic growth.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PLC/PD will allow teachers and leaders an opportunity to collaborate, analyze data, and make decisions to improve student achievement and academic growth. Provide Specified training to support students with district-provided resources to help close achievement gaps in ELA, marking accommodations needed during lessons, etc. Provide District training as needed to support our SWD students with teacher professional development in strategies being used in the classroom. Coaching teachers in need of support will also help to close achievement gaps not only for our SWD students but all student in need of differentiated instruction.

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.

PLC/PD is a time for teachers to collaborate and use their individual and grade-level data to make instructional decisions and share best practices. During this time, The PLC facilitator will allow ESE PLCs to schedule to support our SIP and look at ways to increase proficiency among the school's SWD populations. Joint planning occurs to unpack standards and discuss how to progress monitor the mastery of these skills while supporting the student's individual IEP goals. Another opportunity is to have a specialized PD to support our ESE population and the teachers who instruct them to ensure that individualized strategies to support these students are embedded in the lesson plans. Our ESE contact will also support the school with training to help build communication skills with parents in our ESE/ASD clusters and units. District training/support will be scheduled as needed.

Person Responsible: Caitlin Watson (caitlin.watson@palmbeachschools.org)

By When: Monitored al year during PD/PLC calendar monthly attendance and sign-in for participation. ESE supports will attend grade level PLCS biweekly and additional specific PLCs will be offered throughout the year.

Lesson Plans and student work samples will be reviewed during PD, PLC, and Collegial planning meetings. The Team and ESE teachers and support will look at this as evidence to see if students have mastered specific skills to determine if reteaching is needed or additional support is needed. Lesson plan will be encouraged to be submitted on the school's Google Drive and during formal observations as well. Standards-based practices will be monitored to identify areas of weakness for targeted remediation. Utilizing high-quality standards-based instruction will increase student achievement, this will be noted in sections of teacher lesson plans.

Person Responsible: Yanny Diaz (yanny.diaz@palmbeachschools.org)

By When: By May 2024, all lesson plans will be submitted to Administration as evidence of the year's teachings. Periodically lesson plans will be reviewed throughout the year.

Frequent Data Analysis with at least three formal sessions throughout the year. During the School year, many opportunities will occur for data to be reviewed to decide the next steps for lesson and student report to monitor the progress of standards-based instruction for ESE students and all other students. The SSCC and SBT Lead will communicate frequently with the PLC Facilitator and ESE contact to discuss support needs based on data monitored through the Decision Tree. ESE students identified as needing additional support in ELA will be placed in intervention groups to be given researched-based interventions as required and those that the District has approved. The Math Coach will also look at data regarding standards mastered to decide how to help and support our SWD students and modify instructional practices being used with the support of the District.

Person Responsible: Kaitlyn Mauro (kaitlyn.byrne@palmbeachschools.org)

By When: By September 2023 ESE students will be placed as they fall on the Decision Tree to identify needs and in February 2024. Pupil Progression will occur January 2024/May 2024.

#3. 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.

The school will focus on increasing attendance to support a Positive Culture and Environment. This area of focus aligns with the Strategic Plan of Academic Excellence and Growth to ensure all students receive an equitable education to support their individual learning paths. Additionally, the area of focus aligns with Instructional Priority #3; Use trends in student data and work samples to identify learning needs to adjust instruction. In the 2022-2023 school year, our Attendance Team worked closely with the District through Safe Schools to identify students who were at Risk for Truancy. Notifying parents of the attendance policy with training for teachers on the proper steps needed to decrease the number of absences will help the school reach its goal. Students who are absent in class miss crucial exposure to grade-level standards that prepare them for class and state assessments. The lack of attendance also impacts the student's social well-being by not having them attend school daily. In the past year, we have closely monitored 13 truancy cases with the District and observed 83 additional cases with formal SBT submissions. The teachers have also contacted other students' families with concerns. Attendance letters were sent home to all students who was showing they were missing more than 10% of school. Overall 21% of the school had more than 10% absences for the school year. Many absences usually occur in Kindergarten families unaware of the District and State policies. The team works hard to explain this to parents and guardians of school-aged students. After Covid, the school identified significant absences and it was an area of concern. The team worked hard to implement an effective system in the 2021-2022 school year. Improvements and communication regarding policies among all school stakeholders have benefited in reducing our attendance concerns.

Measurable Outcome:

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

Reducing the number of students that have a less than 90% attendance rate will ensure all students receive an equitable and high-quality education. 21% of the student in grades K-5th had a less than 90% attendance rate for the school year.

Student Practice Outcome:

The school will decrease the absent rate by 1% having students with a less than 90% attendance rate to 20% by February 2022

The school will decrease the absent rate by 2% having students with a less than 90% attendance rate May 2024 students across all grade levels to take us from a 20% rate to an 18% rate.

Teacher Practice Outcomes:

By December 2023, 80% of our teachers will positively reinforce attendance and follow the District Policy.

By March 2024, 100% of our teachers will positively reinforce attendance and follow the District Policy.

Monitoring:

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

Monitoring of student attendance will take a proactive route of first making sure that all teachers families and stake holder understand and are aware of the Districts' attendance policy to help are school decrease its' attendance rate. The Monitoring of attendance will occur throughout the year.

Attendance plan with teacher trainings using attendance logs to ensure the understanding of the District's attendance policy and responsibilities of classroom teachers when monitoring attendance.

Scheduled pulling of attendance report for PBIS meetings

Parent Involvement with Training on Attendance with participation and sign-in sheets.

Ensuring the required lessons from 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), and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels.

Person responsible for monitoring outcome:

Samantha Ball (samantha.ball@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 intervention to improve attendance at the school site is to have a clear attendance plan created for the school that outlines the district's policy. Engaging teachers, parents, and the community and helping to relay the information on the plan to support the progress of ensuring students attend school and do not fall risk for truancy. Developing poor attendance habits early on can have a negative impact a child's future and academic success. Everyone must be aware of the attendance policy to ensure students are successful in the education system both socially and academically. The school will use data to monitor attendance at the school and train teachers on the policy and parents. Furthermore, as attendance improves, students will be present for the material, like Policy 2.09 and the standards they should learn for each grade level, avoiding widening learning gaps across grade levels.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A Schoolwide Attendance Plan- The attendance rate is important because students are more likely to succeed academically when attending school consistently. It is difficult for the teacher and the class to build their skills and progress if many students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students in school on time.

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.

A Schoolwide Attendance Plan, the teachers will be updated on any District policy plans regarding attendance monitoring. The school counselors will provide resources and a flow chart to support teachers in the step-by-step systems that need to occur from Fall to Spring to ensure that all students are accounted for and have enough school. Frequent emails and communication with staff during faculty meetings, SBT meetings, and IEP meetings will occur to continue to monitor the students each month and their attendance. The school continues to improve communication with having clear systems and steps in place to monitor the Attendance Plan. The new hires will also be trained and supported through the process. Teachers and the attendance team will also know how to complete a mandatory referral for students who miss more than the maximum number of days within 90-day days.

Person Responsible: Samantha Ball (samantha.ball@palmbeachschools.org)

By When: The faculty will be trained again in the attendance plan/policy in beginning of the school year with reminders during PLCS, Emails, and Faculty meetings.

Scheduled Attendance Data Reports pulled for PBIS Meetings. The PBIS Lead and school counselors will monitor attendance reports sent by the district monthly while pulling attendance reports and data to share PBIS meetings each Trimester. At the monthly PBIS meetings, the team will use the data to drive conversations about implementing a positive reward system for school-wide attendance for individual classes and grade levels. Our Ron Clark House system implemented at our school and discussed at the PBIS meeting positively impacts student attendance by helping to create a sense of community and engagement during school hours. House meetings encourage our students to come to school on time during these scheduled days, which is a very positive outcome.

Person Responsible: Samantha Ball (samantha.ball@palmbeachschools.org)

By When: The School Counselors for primary and secondary, K-5th, will monitor monthly attendance reports and update teachers through the year. Ms. Ball pulls attendance data each Trimester for PBIS.

Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school. Communication with families will also support this goal through parent conferences, phone calls, and documentation. Both school counselors will carry out the implementation of the Attendance Plan. A parent training in the fall will occur to ensure families are aware of the District's attendance policy and its impact on student learning. The attendance initiative will be enforced throughout the school year, and a reminder will be scheduled through SAC meetings, Parent Nights, SBT meetings, and IEP meetings. Involving the parents in the process and ensuring they understand the policy will help improve the attendance rate while encouraging more families to attend parent night at school.

Person Responsible: Kaitlyn Mauro (kaitlyn.byrne@palmbeachschools.org)

By When: Parent Training will be planed with at least 1 formal meeting in the fall and attendance reminders will be through Parent Trainings, SAC Meetings, and Parent conferences during the year.

If students are in attendance to receive instruction they will not miss out on crucial information and required standards taught such as those listed in Policy 2.09. Teacher will teach the required lessons while monitoring school attendance.

Policy 2.09 and Required Instruction Florida State Statute 1003.42-

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

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

Person Responsible: Yanny Diaz (yanny.diaz@palmbeachschools.org)

By When: This will occur throughout the school year and be completed by the District Deadlines and all lessons will be completed by May 2024.

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).

A School-wide Improvement Plan (S.I.P.) was created for our school and aligned to the District's 5-Year Strategic Plan in the Continuous Improvement Management System. Our school has been identified as an Additional Targeted Support and Improvement (A.T.S.I.) school for our SWD population, below the 41% threshold for proficiency on state assessments. The school improvement funding ensures resources are allocated based on needs at the school site to support our goals in helping to improve achievement levels across subject areas. An intentional focus will be put on monitoring and supporting the SWD population at our school to help increase our proficiency score across different subject areas, Kindergarten through Fifth grade.

1. Resource teachers (ESOL, Literacy, and ESE), support during Small Group Instruction. A full-time ESE resource teacher with many years of experience was secured at our school site.

2. Literacy Team and Resource Teachers: Funding was allocated to hire a Literacy Team to support the school's goal of increasing ELA proficiency scores which consists of 2 SAI resource teachers PLC and Literacy Resource teacher, intermediate Writing and ELA support, and a Reading Endorsed Media Specialist. Our Primary SAI teachers will also serve as Literacy coaches/support to help ensure Kindergarten through Second-grade teachers are trained in a District Approved Systematic phonics program aligned to ELA BEST Standards. Magnetic letters and materials were purchased to support phonics instruction and other researched intervention programs.

3. Professional Development: Teachers and support staff will attend ongoing professional development to engage in deep, focused, collaborative planning to support and strengthen data analysis and small-group planning and implementation. One of the first PDs this year, our Back to School Meeting, provided teachers with PD on engagement.

4. Professional Learning Community (PLC) will continue to be implemented to ensure teachers collaboratively focus on best practices during common planning. Additionally, the District provides professional development to our school based on needs.

5. Instructional Coaches will provide teachers with various levels of support to ensure teacher development and growth in Math and Reading.

6. Our school utilizes the Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed by the SBT Lead and Grade-level Liaisons.

7. The Regional and Instructional Superintendents monitor the implementation of strategies at our school and provide district support in areas of need as requested and Leadership coaching.

8. Curriculum Resources: resources to enhance ELA, Science, and Math skills that support student mastery of the Florida's B.E.S.T. standards.

9. We have partnerships with multiple community and business partners. The schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness and academic achievement, such as Bridges, CINFINS, CARD, and Chrysalis Counseling, to name a few.

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

Focusing on Standards-based instruction to increase overall K-2 proficiency school-wide in ELA, we will improve student proficiency in 3rd grade and ensure alignment with the District's Strategic Plan, Theme 1

Academic Excellence and Growth. As a school, our instructional priority will focus on Standards-based instruction to increase overall 3rd-5th to help improve proficiency scores school-wide in ELA. To increase student proficiency in ELA by focusing on Implementing Instructional Priority#1, delivering content, concepts, or skills aligned to the benchmark and intended learning. According to data, our students must enter third grade prepared for the standards and state assessment rigors. Standard-based instruction will also occur in the primary elementary grades to support reteaching and enriching students with their individual needs.

ELA Data-

SY23 Individual Grade Levels, EARLY LIT/STAR for K-2nd for ELA Scores from Fall to Spring-

K: 42% (+12%), 1st:43% (+5%) 2nd: 45% (+11%)

SY23 Individual Grade Levels, iReady Comparative EOY Data Fall to Spring on Grade Level: K 53% (+28%), 1st 35% (+24%), and 2nd 45% (+35).

According to iReady FY 23 data, when drilling down, student mastery in Phonics at the end of the year was at K-53%, 1st- 44%, and 2nd 43%. Indicating that less than 60% of our students leaving 2nd grade are prepared for 3rd grade when looking at Phonics Mastery. In other areas like High-Frequency Words, students in K were 55%, 1st 57%, and 2nd 66% proficient. More students are entering 3rd grade with this skill mastered by identifying High-Frequency words. For the subcomponent vocabulary, the score declines with K at 51%, 1st at 24%, and 2nd at 26%. Students need to be proficient in this skill to ensure further comprehension development. As with proficiency scores with the Literature component in the iReady assessment, K at 51%, 1st at 27%, and 2nd at 33%. Additionally, with Nonfiction reading skills, K is 55%, 1st grade is 22%, and 2nd grade is 26% proficient. Having more students proficient with Phonics before entering 3rd grade will help increase our overall proficiency scores in ELA. Furthermore, in the upper-grade levels in 3rd-5th, closing achievement gaps with these primary phonics skills helps prepare students in the upper elementary grades with comprehension skills on grade-level text.

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

Our second Instructional Priority is to ensure instructional practice will focus on supporting a teacher's

ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift within small groups. This area of focus aligns directly with our District Strategic Plan, Theme D-Goal 2, to ensure all employees are committed to effective practices and performance expectations centered on students. Teachers will use small group instruction to meet the needs of all students.

Reflecting on Statewide assessments over the past few years, specifically with ELA Comparison Data: FSA 3rd: SY19 39% -SY22 44%, (+5); 4th: FY19 47%-FY22 60% (+13) 5th: FY19 47%-SY22 30% (-17) to now with the new state assessments; SY23 FAST Assessment- 3rd: 44% (+35%), 4th: 58% (+29%), and 5th:55% (+31%). The end-of-the-year data results for ELA students show that less than 60% of our students prepared for grade-level standards in ELA.

Providing our students with intentional small-group instruction planned with the student's individual needs in mind will help us improve our scores in ELA across all grade levels. Additionally, having small-group instruction allows teachers to support the students in reaching individual and grade-level goals in school. Students must be given opportunities throughout the day to work on identified areas of need for their learning. Additionally, with small group instruction, teachers can reteach standards that have yet to be mastered by individuals or enrich those in need.

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

Increase Kindergarten on iReady ELA proficiency by 1%, from 53% to 54% by February 2024.
Increase Kindergarten on iReady ELA proficiency by 2%, from 54% to 56% by June 2024.

Increase 1st grade on iReady ELA proficiency by 1%, from 53% to 54% by February 2024.
Increase 1st grade on iReady ELA proficiency by 2%, from 54% to 56% by June 2024.

Increase 2nd grade on iReady ELA proficiency by 2%, from 35% to 37% by February 2024.
Increase 2nd grade on iReady ELA proficiency by 2% from 35% to 39% by June 2024.

Grades 3-5 Measurable Outcomes

Increase 3rd-grade ELA proficiency on the FAST by 1% from 44% to 45% by February 2024.
Increase 3rd-grade ELA proficiency on the FAST by 2%, from 45% to 47%, by June 2024.

Increase 4th-grade ELA proficiency on the FAST by 1%, from 57% to 58%, by February 2024.
Increase 4th-grade ELA proficiency on the FAST by 2%, from 58% to 60%, by June 2024.

Increase 5th-grade ELA proficiency on the FAST by 1%, from 55% to 56%, by February 2024.
 Increase 5th-grade ELA proficiency on the FAST by 2%, from 56% to 58%, by June 2024.

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.

Across all grade levels, our school will monitor assessments and student progress frequently through the following activities: PLCs, Leadership Meetings, and teacher/student-led data chats to help us ensure progress is made toward school goals in ELA. As a school, we will identify continuous improvement and instructional areas needed to support student learning in these collaborative meeting opportunities. Additionally, during Collegial planning, Team meetings and grade levels will track the growth standards mastered. We will also review Lesson Plans, Classroom walks, Student work, Student attendance, Data Chats, Formal Observations, PLC attendance/participation, and all Formative/Summative Assessments to plan for continuous improvement and monitor progress toward our schoolwide goals in increasing our overall proficiency scores in ELA.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Diaz, Yanny , yanny.diaz@palmbeachschools.org

Evidence-based Practices/Programs

Description:

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

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

1. Small group instruction: Teachers and supplemental support teachers will provide strategically differentiated instructional support for all learners. Small Group as an evidence-based program is strong and will give standard-based practice opportunities for teachers to individualize their students' learning.

2. Professional Development: Teachers and support staff will attend ongoing professional development to engage in deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation. In addition to having schoolwide professional development opportunities, teachers will have coaching opportunities where other staff and district individuals support teachers in their professional growth. Professional Development and Coach is a strong evidence program/strategy.

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. The PLCs is a solid evidence-based practice that will help teachers learn, understand the planning process, and how to teach the BEST standards.

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 by utilizing iReady subgroup needs and other assessment data to meet the student's need for foundational skill practice and to identify areas of weakness for targeted remediation. Monitoring of standards through classroom and formal assessments. Small group intentional instruction will allow

teachers to give students individualized instruction to support their various needs. Furthermore, this will enable teachers the time to provide remediation and enrichment instruction and support to their students. Providing students with constructive feedback during small group instruction will also improve student outcomes as the school monitors their goal of increasing proficiency in ELA. Specifically, our school will also provide students with individualized iReady support and activities to help close achievement gaps in ELA. Furthermore, supplemental and intensive support will be offered to students needing Triple iii in ELA with small-group instruction using district-approved research-based interventions.

2. Teachers will receive ongoing PD to help them plan, organize, and implement consistent and differentiated learning for all students. All staff that support Literacy initiatives and schoolwide goals, including leadership, will attend District and state professional development opportunities to help our school increase our overall ELA proficiency scores and the individual grade level goals in this subject area. MTSS support and Literacy SBT liaisons will also support our schoolwide initiatives in closing achievement gaps in literacy. The School Based Team member is an excellent resource for our teacher in providing the students with additional support in the classroom and during intervention blocks. Additionally, support and PD will be offered to help the teachers plan for differentiating instruction and support for other subgroups needing specific instructional practices.

3. PLCs allow teachers and leadership to collaborate, analyze data, and make decisions to improve student achievement toward the school's goals. PLCS is a collaborative space for professionals to share their expertise and knowledge on various topics to enhance student learning. The school will ensure PLCs are reflective and allow teachers and administration to analyze classroom and grade-level data. Furthermore, teachers can voice their professional development needs, which will help them reach their goals for the school year.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>The school has developed a Literacy Leadership Team. A Literacy Leadership Team will consist, in part, of a School Administrator, Reading coach, Media Specialist, ESE Teacher, ELL contact, and other Literacy Lead teachers across grade levels. The Literacy team will help to develop a plan to monitor the implementation to ensure compliance with the reading plan. Walkthroughs to weekly monitor and support reading instruction intervention. School Leaders have a process to identify areas of strengths and next steps by utilizing and analyzing data. The Literacy Lead team will ensure that initiatives are implemented to support our schoolwide goals in increasing ELA proficiency scores. The team will also reflect on how standards-based instruction occurs in ELA small groups in grades K-5th. Additionally, the Literacy team will provide suggestions and support in providing parents with training and help with reading at home.</p> <ol style="list-style-type: none"> 1. Develop a Literacy Team to support our school-wide initiative to increase reading proficiency across all grade levels. 2. Walkthroughs to monitor support in reading instruction in areas of Phonics, interventions, small groups, and other ELA instructional practices. 3. Lessons will be standards-based and provide additional support to individualize student needs. 4. Assessments will be used to monitor student learning, and teams and teachers will reflect on the data gathered to plan accordingly for the next steps. 	<p>Mauro, Kaitlyn, kaitlyn.byrne@palmbeachschools.org</p>
<p>Literacy Coaching/Professional Development (Professional Learning/Literacy Coaching)</p> <p>The leadership team will ensure PD sessions consist of both mandatory and voluntary sessions. Teachers will attend focused on supporting our SIP Goals in ELA. The leadership team will participate in different RAISE seminars and trainings from the state and district. After the Walkthrough and observations, the Literacy Team and support will coach teachers in need, supporting their instructional work during the ELA blocks. Walkthrough tools/Look Fors and Post Conferences will be used to monitor progress and support in coaching. Grade-level teams will work together when planning to share best practices and collaborate on instructional practices to support the needs of their students. Teachers will receive ongoing observations from the principal and assistant principal with feedback.</p> <ol style="list-style-type: none"> 1. The School Leadership Team and Literacy Team will attend training to support our ELA initiatives and ways to keep the progress monitoring of students needing support and those needing Tier 2 and Tier 3 interventions. 2. School initiatives and plans regarding literacy instruction are shared with staff and school stakeholders. 3. The Principal and Literacy support staff conduct walkthroughs to ensure plans for literacy are implemented. 4. Regular data chats and Pupil Progression meetings help to review data and monitor the school's progress and potential areas of continuous improvement. 	<p>Diaz, Yanny , yanny.diaz@palmbeachschools.org</p>

Action Step	Person Responsible for Monitoring
<p>Professional Learning CommunitiesPLC: (Professional Learning Communities)</p> <p>PLC will take place at the school site biweekly and will be scheduled by the PLC Leader. The development of a PLC schedule to include all content area teachers and resource teachers. The PLC sessions will focus on data analysis and effective instruction based on students' needs and teachers' instructional practices. The PLC planning will help support school-wide goals focused on building effective small groups for ELA instruction and support strategies for differentiated instruction. Teachers will also work collaboratively to plan and develop lessons on strategies aligned with the standards.</p> <ol style="list-style-type: none"> 1. The PLC schedule is developed by the PLC Lead to help support and organize Biweekly meetings for all grade levels and support staff. 2. The PLC lead will meet the Literacy team and coaches to implement training and support regarding ELA training. 3. Teachers will collaborate to plan and align lessons to standards while including individual support and resources for all students in need. 4. Analyze data and review assessment results in ELA to plan for the next steps for improvement and celebrate progress. 	<p>Watson, Caitlin, caitlin.watson@palmbeachschools.org</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

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

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