Equestrian Trails Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Equestrian Trails Elementary

9720 STRIBLING WAY, Wellington, FL 33414

https://etes.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.

It is our mission at ETES that all stakeholders will work together as an innovative, professional learning community to provide our students with an exceptional STEM Education, while supporting their academic, social and emotional well- being.

Provide the school's vision statement.

In a safe and positive learning environment, our vision at Equestrian Trails Elementary is to instill in every child the importance of working together through collaboration, communication, creativity and critical thinking in order
to solve real world problems and compete in a global society.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Chorniewy, Michele	Principal	Provide strategic direction within the school by providing access to curriculum, implementing research based strategies, monitoring student achievement, encouraging parent involvement and teacher collaboration and maintaining a safe learning environment.
D'Aqui, Antonietta	Assistant Principal	School Leader to help support strategic direction within the school by providing access to curriculum, implementing research based strategies, monitoring student achievement, encouraging parent involvement and teacher collaboration and maintaining a safe learning environment.
Kuznik, Dana	Teacher, K-12	Lead Teacher who provides guidance and mentorship to other teachers in their grade level or subject. Their duties include writing lesson plans, ensuring students are given a variety of opprortunties for learning through the use of research-based strategies, managing classroom behavior and providing after-school tutoring.
Lasseter, Eden	Teacher, K-12	Lead Teacher who provides guidance and mentorship to other teachers in their grade level or subject. Their duties include writing lesson plans, ensuring students are given a variety of opprortunties for learning through the use of research-based strategies, managing classroom behavior and providing after-school tutoring.
Tolley, Tamara	Teacher, K-12	Lead Teacher who provides guidance and mentorship to other teachers in their grade level or subject. Their duties include writing lesson plans, ensuring students are given a variety of opprortunties for learning through the use of research-based strategies, managing classroom behavior and providing after-school tutoring.
Esopakis, Maria	Teacher, K-12	Lead Teacher who provides guidance and mentorship to other teachers in their grade level or subject. Their duties include writing lesson plans, ensuring students are given a variety of opprortunties for learning through the use of research-based strategies, managing classroom behavior and providing after-school tutoring.
Richards, Elizabeth	Teacher, K-12	Lead Teacher who provides guidance and mentorship to other teachers in their grade level or subject. Their duties include writing lesson plans, ensuring students are given a variety of opprortunties for learning through the use of research-based strategies, managing classroom behavior and providing after-school tutoring.
Asch, Liza	Teacher, K-12	Lead Teacher who provides guidance and mentorship to other teachers in their grade level or subject. Their duties include writing lesson plans, ensuring students are given a variety of opprortunties for learning through the use of research-based strategies, managing classroom behavior and providing after-school tutoring.

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.

All community members including local ETES business partners, families and village council members are
invited to the SAC meeting and are given the opportunity to participate in discussion about the SIP, give their input, provide feedback in the development of the SIP and the direct impact it has on their children and all students. The school leadership team, teachers and school staff who joined as members were all welcomed and provided opportunities to be a part of decision making process for SIP. Staff are all invited to the faculty meeting to review the prior years SIP, look at the mid year review and eview schoolwide assessment data. Staff is then given the opportunity to discuss in small groups their analysis and root causes and factors that may or may not of contributed to the results. Input is then summarized and shared with team leaders who support the development of the new FY SIP.

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 regularly monitored for effective implementation throughout the year. We will monitor mastery of grade level benchmarks through the use of Informal assessments, USA's, iReady, iStation, FAST and STAR. The FAST and STAR assessments will occur three times a year PM 1, 2,3 in English Language Arts and Math. The annual WIDA test will be used to monitor the impact on increasing the achievement of ELL students in meeting the State standards especially those students that have the greatest achievement gaps. The FSAA will be an annual assessment used to monitor the impact on increasing the achievement of ESE students meeting the state standards. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender ensuring that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. PLC's occur weekly to analyze all leading data to create action steps to move
forward to meet the SIP goals and close achievement gaps. Team leader meetings, Admin meetings, faculty meetings and SAC meetings will consistently review the data, determine action steps to revise to ensure continuous improvement of all students. At ETES we conduct weekly instructional walkthroughs and
share and discuss the grows needed to increase the achievement of students. The admin team reviews lesson plans, attendance, discipline, social emotional learning concerns, informal and formal observations. SLL lessons are implemented within our FA to ensure we are meeting the needs of all learners.

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	No
2022-23 Minority Rate	56%
2022-23 Economically Disadvantaged (FRL) Rate	33%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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) 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: A 2019-20: A 2018-19: A 2017-18: A
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	16	15	19	15	13	0	0	0	78
One or more suspensions	0	4	3	4	4	4	0	0	0	19
Course failure in English Language Arts (ELA)	0	7	24	11	25	5	0	0	0	72
Course failure in Math	0	2	7	2	16	7	0	0	0	34
Level 1 on statewide ELA assessment	0	0	0	0	12	9	0	0	0	21
Level 1 on statewide Math assessment	0	0	0	0	5	10	0	0	0	15
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	8	1	12	9	0	0	0	31
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	10	3	20	8	12	0	0	0	59

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	4	5	2	2	0	0	0	14
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	12	11	9	6	13	51	0	0	102
One or more suspensions	0	1	1	3	3	2	0	0	0	10
Course failure in ELA	0	4	24	6	14	6	0	0	0	54
Course failure in Math	0	0	2	2	5	3	0	0	0	12
Level 1 on statewide ELA assessment	0	0	0	0	3	8	0	0	0	11
Level 1 on statewide Math assessment	0	0	0	0	0	10	0	0	0	10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	6	10	6	14	6	0	0	0	43

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	0	7	3	5	9	0	0	0	24

The number of students identified retained:

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

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	12	11	9	6	13	51	0	0	102
One or more suspensions	0	1	1	3	3	2	0	0	0	10
Course failure in ELA	0	4	24	6	14	6	0	0	0	54
Course failure in Math	0	0	2	2	5	3	0	0	0	12
Level 1 on statewide ELA assessment	0	0	0	0	3	8	0	0	0	11
Level 1 on statewide Math assessment	0	0	0	0	0	10	0	0	0	10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	6	10	6	14	6	0	0	0	43

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	0	7	3	5	9	0	0	0	24

The number of students identified retained:

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

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*	80	53	53	88	59	56	84		
ELA Learning Gains				81			81		
ELA Lowest 25th Percentile				76			65		
Math Achievement*	85	57	59	91	53	50	85		
Math Learning Gains				83			72		
Math Lowest 25th Percentile				78			61		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	84	54	54	84	59	59	74		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	68	56	59	68			79		

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

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	80
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	402
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	81
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	649
Total Components for the Federal Index	8
Percent Tested	100
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	57			
ELL	71			
AMI				
ASN	86			
BLK	73			
HSP	74			
MUL	70			
PAC				
WHT	89			
FRL	70			

	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	61			
ELL	85			
AMI				
ASN	93			
BLK	66			
HSP	84			
MUL	81			
PAC				
WHT	86			
FRL	77			

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	80			85			84					68
SWD	46			67			50				4	
ELL	71			82			71				5	68
AMI												
ASN	87			90			88				4	
BLK	71			73			67				4	
HSP	79			83			82				5	50
MUL	70			70							2	
PAC												
WHT	82			90			90				4	
FRL	69			80			73				5	58

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	88	81	76	91	83	78	84					68
SWD	62	50	47	72	71	62	60					
ELL	92	81		95	85		90					68
AMI												
ASN	97	88		100	86		95					
BLK	76	67	44	75	72	50	80					
HSP	87	87	83	88	86	83	79					75
MUL	76	90		88	70							
PAC												
WHT	89	78	83	95	86	91	83					
FRL	82	78	68	86	85	68	76					73

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	84	81	65	85	72	61	74					79
SWD	59	67		58	50		21					
ELL	76			86								79

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN	90	74		95	70		83					
BLK	72	87		68	52		67					
HSP	81	84	64	83	68	58	61					94
MUL	80			80								
PAC												
WHT	89	79		90	85	70	84					
FRL	80	84	77	78	67	54	64					

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	77%	56%	21%	54%	23%
04	2023 - Spring	85%	58%	27%	58%	27%
03	2023 - Spring	80%	48%	32%	50%	30%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	91%	57%	34%	59%	32%
04	2023 - Spring	73%	52%	21%	61%	12%
05	2023 - Spring	87%	56%	31%	55%	32%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	84%	51%	33%	51%	33%

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.

ELA PM1 PM2 PM3
3 78 83 80
4 86 83 85
5 79 84 77
SWD 59 57 48
ELL 57 65 50

Math PM1 PM2 PM3
3 79 73 91
4 69 63 73
5 87 88 87
6 100 100 100
SWD 68 65 71
ELL 86 68 75

FSAScience 2021 2022 2023

5 75 84 84

Our lowest performance is seen in fifth grade ELA, the contributing factor was that we had a very high population of students who were not familiar with the rigor of the standards.

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

ELA PM1 PM2 PM3
5 79 84 77
SWD 59 57 48
ELL 57 65 50

Math PM1 PM2 PM3
4 69 63 73

Our decline is seen in fifth grade ELA, the contributing factor was that we had a very high population of students who were with the rigor of the standards.
Also, in 4th grade we developed three AMP classes, which left only 70 students taking the regular 4th grade FAST. It is very difficult to show proficiency with such a low number of students representing a grade. Since last year was the first year takiing FAST, we did niot have the opportunity to show learning gains.

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.

ELA PM1 State PM2 State PM3 State
3 78 22 83 35 80 50

4 86 32 83 44 85 58
5 79 34 84 41 77 54

Math PM1 State PM2 State PM3 State
3 79 9 73 30 91 59
4 69 10 63 28 73 61
5 87 15 88 31 87 55

FSAScience 2021 2022 2023

5 75 84 84
STATE
47 48 51

We outperoformed the state in all content areas and in every single assessment window. This is contributed to teachers working diligently together in PLC's to discuss assessments and plan for small group and differentiated instruction.

We also offer during and after school tutorial for reading to help struggling students reach competency.

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

Math PM1 PM2 PM3
3 79 73 91
4 69 63 73
5 87 88 87
6 100 100 100
SWD 68 65 71

This is contributed to teachers working diligently together in PLC's to discuss assessments and plan for small group and differentiated instruction. We also offer during and after school tutorial for reading to help struggling students reach competency. Our teachers support student learning with research based strategies and ensure differentiation throughout all content areas. All of our teachers are effective or highly effective.

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

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

? 10% or more Absence

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

Standards Based Instruction will be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds and tutorials will be put in place to support students who are not yet performing at their grade level. Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance in order to positively ensure:

1. ELA Achievement Growth for Fifth and SWD - Ensuring learning gains & progress for ESSA sub groups: Students who fall within our ESSA Subgroups will specifically be monitored for progress.
2. Science Achievement will be supported and reinforced through STEM.
3. Attendance especially for struggling students - Our focus is to increase student engagement.
We have School Based Teams to review data and provide progress monitoring for all student to have potential to be successful.
4. Math Achievement Growth for Fifth and ELLs- Ensuring learning gains & progress for ESSA sub groups: Students who fall within our ESSA Subgroups will specifically be monitored for progress.

As an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary (VPK) Program supplemented for ESE based on goals and services as written on the IEP .This programis is supported by the Dept. of Early Childnood Education and Exceptional Student Education and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance sstandards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

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 Differentiation

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.

ELA PM1 PM2 PM3
3 78 83 80
4 86 83 85
5 79 84 77
SWD 59 57 48
ELL 57 65 50

Math PM1 PM2 PM3
3 79 73 91
4 69 63 73
5 87 88 87
6 100 100 100
SWD 68 65 71
ELL 86 68 75

FSAScience 2021 2022 2023

5 75 84 84

This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

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

February 24 May 24
Student Learning Outcomes ELA 90% 91%
Student Learning Gains ELA 83% 85%
Student Learning Gains ELA Low 25 78% 80%

By February of 2024 75% of the teachers will effectively implement the content and curriculum of the new BEST standards through small group differentiated instruction.
By May of 2024 95% of the teachers will effectively implement the content and curriculum of the new BEST standards through small group differentiated instruction.

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

Monitoring will occur through administrative walk-throughs, lesson plan reviews and data analysis of reading running records, i-Ready, SuccessMaker, FSQ's, USA's and Winter Diagnostics. During PLC's teachers will collaborate and discuss best practices and strategies to ensure all students are leaning in an equal and equitable manner.

Person responsible for monitoring outcome:

Michele Chorniewy (michele.chorniewy@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.)

Differentiated Instruction - Supporting all students with the use of small groups/guided reading led by classroom and/or resource teachers.
LLI - Is used as an in school tutorial during iii to support our most needy population.
In School and After School totorials
Tutorials offered during and after school

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

By differentiating instruction based on data, student's individual needs will be addressed.
Guided reading will ensure students are grouped based on looking at data on standards based assessments and monitored for progress.
LLI is a research based program and will be used after student's levels are identified to fill in the gaps missing for ELA achievement.
Tutorial programs will ensure students have additional support working on the understanding of the standards during the day and after school.

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.

Differentiated Instruction -
1.) Identify SWDs and ELLs who need addtional support
2.) Look at all student data to determine student needs.
3.) Review assessments to establish targets for small group and differentiated instruction.
4.) Teachers will be scheduling to ensure that there is a rotation model daily to incorporate small groups and monitor progress through PLC's.
5.) Teachers will plan for small group instruction in PLC's utilizing a variety of resources and strategies to ensure differentiation with task, process and product.
6.) Through classroom walks, review of student data and administration participation in team meetings.

Person Responsible: Michele Chorniewy (michele.chorniewy@palmbeachschools.org)

By When: August 2023-May 2024

LLI -
1.) Struggling students are identified.
2.) A teacher is hired through grant funding to pull small LLI groups daily focusing reading interventions and deficits.
3.) Data is continually reviewed to determine students' needs and progress.

Person Responsible: Michele Chorniewy (michele.chorniewy@palmbeachschools.org)

By When: August 2023-May 2024

Tutorials
1.) Meet in PLC's to discuss and select students through data analysis
2.) Choose teachers to support students after school.

3.) Administration supports teachers through tutorial observations and analyzing data in PLC's.
4) Establish in-school tutorial schedule for ELA during the day and for Math after school

Person Responsible: Michele Chorniewy (michele.chorniewy@palmbeachschools.org)

By When: August 2023-May 2024

#2. Positive Culture and Environment specifically relating to Other

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.

Attendance is a concern

FY22-23 FY21-22 FY20-21
k 16 15
1 15 15 13
2 13 19 11
3 17 15 8
4 16 13 15
5 12 15 18

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

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

We will focus on decereasing attendance issues by 10% in each grade level for FY24.

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

Monthly attendance reports will be monitored by Admin and reviewed with parents, teachers, and students.

Person responsible for monitoring outcome:

Michele Chorniewy (michele.chorniewy@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. Attendance incentives
2. Parent communications
3. School District referrals
4. Required Instruction Florida State Statute 1003.42 and Policy 2.09

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

1. Providing students with incentives can support the development of self-esteem, responsibility, and accountability.
2. Maintaining parent communication supports collaboration and the importance of students needing every instructional minute.
3. Allows for the District support to ensure parents and guardians are accountable for students coming to school.
4. Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning
conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust,
respect and high expectations. Stakeholders play a key role in school performance and addressing equity.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. Student assemblies to review the incentive program
2. Parent information night to review the expectations.
3. Monitoring and establish an open communicatioon to ensure all stakeholders are supporting student attendance.

Person Responsible: Michele Chorniewy (michele.chorniewy@palmbeachschools.org)

By When: August 2023-May 2024

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

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for
authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
3. Our school highlights multicultural diversity within the curriculum and the arts.

Person Responsible: Michele Chorniewy (michele.chorniewy@palmbeachschools.org)

By When: August 2023-May 2024