

The School District of Palm Beach County

Palm Beach Maritime Academy Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Palm Beach Maritime Academy Elementary

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www.palmbeachmairitmeacademy.org/pbma/

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/25/2023.

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.

Palm Beach Maritime Academy (PBMA), strives to provide innovative learning experiences in a culturally diverse environment. PBMA challenges all students to develop an awareness and understanding of the world's marine environment, to embrace their responsibility for learning, and to be global stewards.

Provide the school's vision statement.

Palm Beach Maritime Academy (PBMA) pledges to improve and increase learning opportunities for all students through the use of diverse learning methods. These include a cooperative learning environment, differentiated instruction, technologically enhanced lessons, field trips, and interaction with our local communities and stakeholders. PBMA proudly embraces a culturally diverse learning environment while helping students meet and exceed the Florida State Standards.

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
Rupp, Chelsea	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning.</p>
Perry, Dionte	Assistant Principal	<p>As assistant Principal, Mr. Perry supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. He demonstrates through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. He also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Ward, Deborah	Other	<p>The ESOL Coordinator assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teachers in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.</p>
Pujals, Kisha	Other	<p>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 best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.</p>

Name	Position Title	Job Duties and Responsibilities
Nuelle, Jenee	Instructional Coach	<p>The STEM Coach assists with the coordination and implementation of the State approved Science curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the STEM Coach will provide support to classroom teachers and lead standards-based planning .</p>
Flammia, Wendy	Instructional Coach	<p>The Literacy Coach assists with the coordination and implementation of the State approved ELA curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the Literacy Coach will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA (Reading/ Writing). She will also lead standards-based planning.</p>
Castello, Laura	Other	<p>The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (Rti) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school –wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</p>

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 Mental Health Counselor supports the mental health of students and works along with the school counselor. Through Parent Trainings we support families with educational workshops facilitated by our school counselors, instructional coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team. Our ESOL Coordinator works to ensure the fidelity of implementation of programs

and services designed to improve the outcomes of English Language Learners. A District Migrant Liaison works with our ESOL Coordinator to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families. A safe school officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus. A school Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families.

SIP Monitoring

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

The School Improvement Plan (SIP) is a living document that outlines the continuous improvement work we do at our school. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, and Diagnostics: i-Ready, Study Island, Core curriculum unit assessments, FAST/STAR Progress Monitoring, and Teacher made assessments. Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts, and Math). The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, and Faculty meetings. Teachers follow the scope and sequence as outlined by our curriculum. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Employing frequent monitoring will allow us to adjust the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students. We strategically plan for a variety of monitoring techniques:

- Review of Lesson Plans
- Data Analysis
- Classroom walks-throughs
- Student attendance
- Data Chats
- Formal Observations

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 KG-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	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* 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: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	37	42	26	38	19	33	0	0	0	195
One or more suspensions	7	13	2	16	5	17	0	0	0	60
Course failure in English Language Arts (ELA)	19	25	16	32	3	4	0	0	0	99
Course failure in Math	9	20	18	29	1	20	0	0	0	97
Level 1 on statewide ELA assessment	0	0	0	50	20	28	0	0	0	98
Level 1 on statewide Math assessment	0	0	0	40	24	47	0	0	0	111
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	37	24	44	17	24	0	0	0	161

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	2	7	24	46	21	41	0	0	0	141

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	2	4	1	21	0	0	0	0	0	28
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
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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 school days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	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*	37	53	53	33	59	56	30		
ELA Learning Gains				45			36		
ELA Lowest 25th Percentile				42			33		
Math Achievement*	41	57	59	33	53	50	21		
Math Learning Gains				52			20		
Math Lowest 25th Percentile				59			23		
Science Achievement*	24	54	54	25	59	59	20		
Social Studies Achievement*				60	66	64	38		
Middle School Acceleration				16	54	52	52		
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	64	56	59	47			40		

* 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	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	203
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	41

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	10
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	22	Yes	4	2
ELL	27	Yes	4	1
AMI				
ASN				
BLK	42			
HSP	35	Yes	2	
MUL				
PAC				
WHT	53			
FRL	41			

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	31	Yes	3	1
ELL	37	Yes	3	
AMI				
ASN				
BLK	37	Yes	1	
HSP	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	37	Yes	1	
PAC				
WHT	49			
FRL	40	Yes	1	

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	37			41			24					64
SWD	11			19			7				5	58
ELL	17			27			8				5	64
AMI												
ASN												
BLK	41			44			10				5	75
HSP	29			36			24				5	59
MUL												
PAC												
WHT	51			51			53				4	
FRL	37			42			26				5	64

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	33	45	42	33	52	59	25	60	16			47
SWD	11	35	33	14	46	55	10	43				34
ELL	21	42	42	22	48	57	13	43				47
AMI												
ASN												

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
BLK	29	48	46	25	47	53	20	61	0			41
HSP	32	44	38	32	53	62	28	56	8			51
MUL	48	33		33	33							
PAC												
WHT	39	48	38	51	66	73	25	64	38			
FRL	31	44	41	31	51	59	25	58	13			48

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	30	36	33	21	20	23	20	38	52			40
SWD	5	24	29	8	17	15	6	19				26
ELL	23	43	37	14	20	26	18	27				40
AMI												
ASN	50			30								
BLK	26	29	26	13	19	25	6	35	50			37
HSP	32	40	37	23	19	13	24	38	42			42
MUL	25	42		15	25							
PAC												
WHT	36	34		34	23	36	31	46	65			
FRL	30	36	33	20	19	22	18	38	49			40

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.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	56%	-21%	54%	-19%
04	2023 - Spring	42%	58%	-16%	58%	-16%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	32%	48%	-16%	50%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	46%	57%	-11%	59%	-13%
04	2023 - Spring	47%	52%	-5%	61%	-14%
05	2023 - Spring	31%	56%	-25%	55%	-24%

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

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA data shows the lowest performance:
 PM3 Proficiency Scores
 3-33% Overall, 13%-ELL, 14%-SWD, 36%-Black, 23% Hispanic, 35%-FRL
 4-43% Overall, 19%-ELL, 20%-SWD, 37%-Black, 42% Hispanic, 42%-FRL
 5-35% Overall, 5%-ELL, 7%-SWD, 45%-Black, 24% Hispanic, 37%-FRL

While these scores are all overall increases from FY21, it is our lowest performing data component. In grade 3 we have a 4% increase from FY21. In grade 4 we have a 19% increase from FY 21. In grade 5 we have a 3% increase from FY21. The majority of our ESSA identified subgroups also show increases from FY21. The subgroup of multiracial students is less than 10 so that data is suppressed. SWDs, FRL, and black students increased in all grade levels. Students with disabilities in grade 3 increased by 3%, grade 4 increased by 16%, and grade 5 increased by 7%. Black students showed a 1% increase in grade 3, a 14% increase in grade 4, and a 21% increase in grade 5. Our economically disadvantaged students increased 7% in grade 3, 18% in grade 4, and 6% in grade 5. Our hispanic students increased 14% in grade 4 but decreased 7% in grade 3 and 5. This trend continues to our ELL students who also show a decline in grades 3 and 5, but an increase in grade 4. ELL students in grade 3 decreased by 3%, grade 4 increased by 16%, and grade 5 decreased by 9%.

We feel the decline in our ELLs is a trend that we need to focus additional support on. We also need to

ensure we continue to support our SWDs, black students, and FRLs with strategic interventions. We also need to focus on ensuring students in need of supplemental and intensive support are receiving individualized, differentiated support in targeted areas.

We attribute these declines to the lack of ELL personnel to support ELL students, new resource teachers supporting ELL students, as well as teacher turnover and vacancies, and teacher and student attendance. We need to implement a stronger coaching and mentoring program to help develop and support new teachers to the profession. Our goal is to work closely with the ESE and Multicultural department to further ensure our teachers are receiving all the support they need to ensure student growth and achievement. Lastly, we will ensure Professional Learning Communities are focused and aligned on the review of data and best practices. We will foster collaboration and data-focused conversations to monitor student progress. By focusing on standards-based instruction in PLC's we can ensure that all students receive rigorous instruction and small group support to meet their needs. ELA teachers will engage in standards-based instruction cycle during the collaborative planning. Teachers will analyze standards and test item specification during the planning process and use data to drive instruction.

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

Grade 5 science shows the greatest decline from the prior year, we decreased from 25% to 23%. The contributing factors to the decline were teacher turnover and new teachers. Other contributing factors were teacher and student absences, lack of hands on learning, and teacher capacity in using technology to impact student achievement.

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

When looking at the FAST Progress Monitoring data for Window 3 we see the following data.

ELA PBMA State Difference

05 35% 54% -19%

04 42% 58% -16%

03 32% 48% -16%

Math

03 46% 59% -13%

04 47% 61% -14%

05 31% 55% -24%

SCIENCE

05 23% 51% -28%

The data shows grade 5 science has the greatest gap when compared to the state average by 28%. Grade 5 math is the next data component with a 24% difference. ELA for grades 3, 4, and 5 show the next greatest gap in data. This aligns with the issues we have seen with our ESSA identified subgroups - ELLs and SWDs. The contributing factors were teacher turnover and new teachers who were unfamiliar with the rigor of the standards. Other contributing factors were teacher and student absences and teacher capacity in using technology to impact student achievement.

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

While PBMA increased in both ELA and Math. Our most improvement was in math. From FY 21 to FY 23 grade 3 math achievement increased 30%, grade 4 increased 21%, and grade 5 increased 11%. Math coaching and PLCs contributed to this increase. Other factors were teachers being more engaged in daily monitoring of student achievement, breaking down standards, and implementing targeted differentiated instruction through small groups.

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
- Level 1 State Assessments ELA & Math

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

Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students.

Continue intervention groups in all ELA/Math classrooms focusing on the needs of our ESSA identified subgroups.

Continue push in model for ELA and Math block for SWDs.

Continue ELL intervention groups with Resource teachers.

Achievement Growth for ESSA subgroups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students. In addition, we will thoroughly review ELL student data and provide support as needed.

We plan to ensure that teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction, ongoing professional development in reading, math, and science in grades 3-5, ongoing professional development using iReady Diagnostic Results and progress monitoring to create fluid instructional groups, and aligning resources to provide intervention to targeted students.

Develop a collaborative culture of learning and improvement to provide support at an appropriate level of transparency. Learn from one another and give constructive feedback that can move the work forward.

Collaboratively examine data with an equity lens—from improvement cycles, formative assessments, or other relevant data that can inform practice. Communicate with and gather input from stakeholders on school improvement.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to 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.

Student Attendance has been identified as a significant area of focus due to the amount of students who were absent 10% or more days in FY23.

K-37
1st-42
2nd-26
3rd-38
4th-19
5th-33

Measurable Outcome:

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

Midyear students absent 10% or more days will decrease by 2%.
At the end of the year students absent more than 10% or more days will decrease by 5%.

Monitoring:

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

Scheduled pulling of attendance data.

Person responsible for monitoring outcome:

Laura Castello (lcastello@pbmalantana.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.)

Schoolwide attendance plan

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.

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.

Share school wide attendance plan with stakeholders
Incorporate importance of being in school on time and ready to learn in daily morning announcements.
Pull attendance data monthly.

Monthly incentive award for students with perfect attendance each month.

Parent conferences for students at 5% of days missed

Refer students frequently absent to School Based Team and monitor attendance daily.

#7. Policy 2.09 and Required Instruction Florida State Statute 1003.42

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

1003.42

(g) History of Holocaust

(h) History of Africans and African Americans

(i) History of Asian Americans & Pacific Islanders

(o) Health Education, Life Skills & Social Media

(q) Hispanic Contributions

(r) Women's Contributions

(t) Civic & Character Education

(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

Person Responsible: Laura Castello (lcastello@pbmalantana.org)

By When: Attendance monitoring will begin in September and continue throughout the year.

#2. 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.

Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark by implementing data driven differentiated small group instruction. While ELA scores are overall increases from FY21, it is our lowest performing data component next to grade 5 science. In grade 3 we have a 4% increase from FY21. In grade 4 we have a 19% increase from FY 21. In grade 5 we have a 3% increase from FY21. Our ESSA identified subgroups SWDs, FRL, Black and hispanic have showed growth from FY21 and we want to ensure this growth continues. Our ELL and Hispanic students however show a decline in grades 3 and 5, but an increase in grade 4. ELL students in grade 3 decreased by 3%, grade 4 increased by 16%, and grade 5 decreased by 9%. Although we are showing increases our overall achievement scores need improvement. Our PM3 scores achievement scores last year are as follows:

3rd-33%

4th-43%

5th-35%

By providing small group instruction teachers will be able to provide targeted instruction to students in the area of need to accelerate student achievement. Prioritizing ESSA identified subgroups for intervention groups will be a priority. We will continue a push in model for SWDs in both reading in math. SAI and Resource teachers will provide intervention in small groups to ELLs and low performing students identified by assessment data.

Measurable Outcome:

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

By February 2024, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 5%. We will increase the low 25% learning gains by 5%. We increase students scoring a level 3 or higher by 2%.

By May 2024, we will increase the overall percentage of students making learning gains on the ELA Progress Monitoring by 7%. We will increase the low 25% learning gains by 7%. We increase students scoring a level 3 or higher by 5%. ESSA identified subgroups (SWDs, ELLs, FRL, Black & hispanic) will show a 5% increase in learning gains.

Monitoring:

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

Monitoring is a key detail in achieving an increase in student achievement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact. At PBMA we strategically plan for a variety of monitoring techniques:

Review of Lesson Plans, Data Analysis, Classroom walk thoughts, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, Formative/Summative Assessments, and Technology

Person responsible for monitoring outcome:

Chelsea Rupp (c.rupp@pbcharterschools.org)

Evidence-based Intervention:

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

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. Strategically group students for intervention and implement evidence based interventions with fidelity.

3. After school tutoring programs to ensure learning supplemented with additional resources and teacher support.
4. Incorporate the use of technology-based programs including i-Ready and Study Island to enhance students' ability to integrate knowledge.
5. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Incorporate small group instruction utilizing progress monitoring and diagnostic data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation, which has proven to be successful for achievement in FSA and FAST. Students who participate in the after school tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments. Both i-Ready and Study Island have aided in significantly increasing student achievement when the programs are used with fidelity. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Students will be assessed using unit assessments, growth checks, and progress monitoring. Teachers will utilize differentiated instruction strategies and small group instruction. Teachers will analyze student data to determine strengths and weaknesses in content area. Teachers will create all small group rotational cycles to ensure all students supported at their abilities prioritizing ESSA identified subgroups. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. Teachers will utilize ongoing formative assessments to track student learning and adjust instruction.

Person Responsible: Dionte Perry (dperry@pbmalantana.org)

By When: Small group instruction will begin within the first 4 weeks of school. Grouping is fluid and flexible and will be updated based on data throughout the year.

Analyze student data to determine students for tutorial groups and the support necessary. Choose research-based supplemental materials and resources to utilize. Analyze teacher classroom data to determine who will be tutors. Provide tutors with training to understand expectations and how to utilize resources effectively. Students will be selected and grouped for tutorials afterschool based on the results from FAST Progress Monitoring, i-Ready, unit assessments, and ESSA identified subgroups: Black, ELL, FRL, Hispanic, and SWD.

Person Responsible: Chelsea Rupp (c.rupp@pbcharterschools.org)

By When: Tutorials will begin November. Students will be chosen based on data. They will be grouped based on need and separated by content. Tutorials will continue through May of 2024.

Development of a PLC schedule to include all content area teachers, resource teachers, and Fine Arts. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs. Instructional coaches will develop and implement the coaching cycle to build teachers capacity with the

gradual release model, small group instruction, and differentiated instruction.

4. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.

5. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.

Person Responsible: Wendy Flammia (wflammia@pbmalantana.org)

By When: PLCs will begin September. PLCs will focus on student achievement data analysis, and best practices. PLC's and PD will continue throughout the school year.

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

Person Responsible: Jenee Nuelle (jnuelle@pbmalantana.org)

By When: Technology will begin within the second week of school. Students will participate in formative assessments using adaptive technology. The programs will be used and monitored throughout the school year.

Employ two instructional coaches. Instructional coaches will develop and implement the coaching cycle to build teachers capacity focusing small group and differentiated instruction. Coaches will review data and conduct classroom walks to tier the teachers to support them based on need. Instructional coaches will assist with standards-based planning to build teachers capacity. Coaching will be monitored by Administration.

Person Responsible: Chelsea Rupp (c.rupp@pbcharterschools.org)

By When: Coaching will begin August and will continue throughout the school year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Resources and allocations are focused on:

1. Resource teachers support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. Curriculum Resources: Curriculum resources to enhance ELA, Science, and Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotional growth to promote character education.

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