

The School District of Palm Beach County

Glades Academy, Inc School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	12
III. Planning for Improvement	17
IV. ATSI, TSI and CSI Resource Review	22
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	23
VII. Budget to Support Areas of Focus	0

Glades Academy, Inc

7368 STATE ROAD 15 BLDG 15, Pahokee, FL 33476

www.gladesacademy.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/15/2023.

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.

Glades Academy is designed to provide a thorough and efficient education for elementary and middle school students in Western Palm Beach County. Through the cooperation of teachers, staff, parents and the community for which we serve, Glades Academy will create a learning environment that will provide students with the best opportunities for academic achievement. It is our mission to increase student achievement in all academic areas. Our primary goal is to provide rigorous, systematic, and intense instructional programs for English Language Arts and Math.

Provide the school's vision statement.

Glades Academy provides a safe and nurturing school setting that will promote emotional and social growth while developing self confidence and academic advancements, needed to become active and productive members of society. Glades Academy is a racially and culturally diverse community of students, parents, and staff dedicated to creating an environment where:

1. Students collaboratively solve problems and reflect on their experiences.
2. Learning is driven by challenging, open-ended problems.
3. Students take responsibility for their learning and work in small, collaborative groups.
4. Teachers facilitate learning to enhance content-knowledge and foster the development of communication, problem solving, and self-directed learning.
5. Parents are committed to a home-school relationship built on communication and mutual respect.
6. Each student is empowered to reach his or her full academic and personal 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
Jones, Vinnisha	Principal	<ol style="list-style-type: none"> 1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. 2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. 3. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. 11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. 12. Creates school-wide and team norms and expectations for collective

Name	Position Title	Job Duties and Responsibilities
		<p>responsibility for student success.</p> <p>13. Develops staff's capacity to collaborate effectively about standards and effective instruction.</p> <p>14. Celebrates success as well as opportunities for growth.</p> <p>15. Eliminates barriers and distractions that interfere with effective teaching and learning.</p> <p>16. Provides a clean, safe and nurturing school environment.</p> <p>17. Builds a culture of pride, trust, and respect.</p> <p>18. Implements and monitors an effective approach to bullying prevention.</p> <p>19. Aligns new and existing community and parent partnerships</p>
Salas, Roman	Assistant Principal	Roman Salas oversees academic teachers, ensuring that the SIP is implemented and students are challenged with a rigorous curriculum in all of their courses. He monitors student achievement. He is also the ESP leader, ensuring a nurturing and supportive environment for our new teachers
Spicer Larson, Melissa	Teacher, ESE	<p>As the ESE coordinator, Melissa Spicer Larson is responsible for tracking support for all students with IEPs and/or 504s to ensure all accommodations are met. She ensures IEPs & 504s are up-to-date. She meets with every student and parent to ensure each child is successful regardless of their circumstances.</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.

An open invitation is extended to any individual interested in becoming a member. Flyers are sent to homes with all students to ask for volunteers to be a part of the committee and the information is also shared on the school's website and Facebook page. The school is careful to select individuals representing all areas including but not limited to: Parents, students, teachers, local community leaders etc. Stakeholders will have the opportunity to provide ideas and feedback during meetings when developing the Schoolwide Plan. Notes and surveys will be provided to stakeholders to include their thoughts, ideas, and feedback. This information will be reviewed by the Title I Department at the school and highly considered and/or included when developing the SWP. Stakeholders will participate in meetings bi-monthly to review data and information included in the CNA/SWP/PFEP. Meeting will include stakeholders and any other individuals wishing to attend meetings (i.e teachers, students,

parents etc). Meetings will be held both in-person during the months of October 2023 and February 2024.

SIP Monitoring

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

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

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

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ & USA, NGSQ&, Midterms, Semester exams, I-Ready Diagnostics, Achieve 3000, Math Nation, FAST Progress Monitoring, Florida Standard Assessments, End of Course assessments, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year in English Language Arts, and Math. The FAST assessments will occur one to two times a year in Algebra I. 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. The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students; proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. 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 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, Faculty meetings, and School Advisory Council meetings. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8

Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 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	9	11	13	8	4	11	24	16	6	102	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	7	7	2	16	
Course failure in Math	0	0	0	0	0	0	11	5	3	19	
Level 1 on statewide ELA assessment	0	0	0	10	7	10	23	11	6	67	
Level 1 on statewide Math assessment	0	0	0	9	5	18	14	3	1	50	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	8	9	20	8	11	21	17	12	114	
	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	3	4	7	13	10	15	23	10	4	89

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

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

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	

The number of students identified retained:

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

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*		49	53	24	52	55	32		
ELA Learning Gains				42			46		
ELA Lowest 25th Percentile				63			61		
Math Achievement*		51	55	48	45	42	54		
Math Learning Gains				62			60		
Math Lowest 25th Percentile				76			74		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*		46	52	12	48	54	21		
Social Studies Achievement*		63	68	86	57	59	70		
Middle School Acceleration		68	70		51	51			
Graduation Rate		73	74		38	50			
College and Career Acceleration		39	53		62	70			
ELP Progress		53	55	80	64	70			

* 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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	493
Total Components for the Federal Index	9
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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

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	30	Yes	2	2
ELL	32	Yes	3	
AMI				
ASN				
BLK	53			
HSP	53			
MUL				
PAC				
WHT				
FRL	55			

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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	24	42	63	48	62	76	12	86				80
SWD	7	20		41	52							
ELL	16	26		37	47							
AMI												
ASN												
BLK	23	47	67	50	62	79	13	83				
HSP	28	33		50	64			91				
MUL												
PAC												
WHT												
FRL	24	42	63	48	63	76	12	86				80

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	32	46	61	54	60	74	21	70				
SWD	0	44		45	72	80						
ELL	23	50		46	60							

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												
BLK	36	46	63	54	62	73	11	64				
HSP	22	46	55	58	57	73	33					
MUL												
PAC												
WHT												
FRL	32	46	61	54	60	74	21	70				

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	24%	56%	-32%	54%	-30%
07	2023 - Spring	17%	48%	-31%	47%	-30%
08	2023 - Spring	39%	47%	-8%	47%	-8%
04	2023 - Spring	13%	58%	-45%	58%	-45%
06	2023 - Spring	16%	45%	-29%	47%	-31%
03	2023 - Spring	10%	48%	-38%	50%	-40%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	44%	54%	-10%	54%	-10%
07	2023 - Spring	40%	36%	4%	48%	-8%
03	2023 - Spring	13%	57%	-44%	59%	-46%
04	2023 - Spring	33%	52%	-19%	61%	-28%
08	2023 - Spring	80%	65%	15%	55%	25%
05	2023 - Spring	24%	56%	-32%	55%	-31%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	68%	46%	22%	44%	24%
05	2023 - Spring	52%	51%	1%	51%	1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	48%	52%	50%	50%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	65%	8%	66%	7%

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.

The component that showed the lowest performance last year was our 3rd grade ELA students only 10% of our students were proficient on the ELA PM3 assessment. Attendance was a factor for some of our students. We started implementing Differentiated instruction towards the second part of the school year and if we would have started out the school year doing differentiated instruction then I believe our scores would have reflected that. We lost our academic coach halfway through the school year last year. We weren't implementing our I-ready program with fidelity at the beginning of the school year. Tier 2 and Tier 3 interventions were also put in place late in the first semester.

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

The data component that showed the greatest decline was our ELA overall proficiency the previous year we had a 24% proficiency and last year we had a 19% overall proficiency as a school. We had some attendance issues with some of our students. We had a total of 102 students who had less than 90% of attendance last year. We started implementing Differentiated instruction towards the second part of the school year and if we would have started out the school year doing differentiated instruction then I believe our scores would have reflected that. We lost our academic coach halfway through the school year last year. We weren't implementing our I-ready program with fidelity at the beginning of the school year. Tier 2 and Tier 3 interventions were also put in place late in the first semester.

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.

The data component with the greatest gap was our 3rd grade Math proficiency. We had a total of 13% and the state was at 59% for third grade. Lack of planning and utilizing research base strategies to teach our students is what led to our gap being so large. Differentiated instruction wasn't being used with fidelity and our students weren't receiving the interventions need to maximize their potential. Adaptive technology wasn't used with fidelity to monitor students progress throughout the school year.

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

Our Science component was the area where the greatest improvement took place. We went from 12% proficiency to a 60% proficiency. We hired a new science and math teacher in our primary grades and our Secondary teacher really worked hard to prep students throughout the school year. Using adaptive technology and the FSQ'S and USA'S to progress monitor students and also to drive instruction.

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

Attendance is an area of concern. The second area of concern would be making sure our two subgroups that fell under the 41% mark get back up to par. That is our SWD and our ELLS.

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

Increasing our proficiency levels in all testing components. Focus on our SWD and our ELL subgroups to provide them with the interventions the need to become proficient on their PM 3 assessments. Attendance would be our third area for improvement.

Area of Focus

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

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our focus is to increase our achievement outcomes for our subgroups: Students with disabilities and our ELL students. Our SWD had a federal index of 30% and our ELL students had a federal index of 32%. This two subgroups have been underperforming for two year in a row. Our focus on standard-based instruction to increase learning in both Reading and Math. With our focus being on those two subgroups we are wanting to see increases in their learning gains as well as their proficiency levels' will align with the District's Strategic Plan to directly impact student achievement.

Measurable Outcome:

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

For school year 2023-2024 our school goal is to improve our ELA achievement by 10% in both of our subgroups SWD and our ELL's by the end of the year. We will monitor these numbers throughout the school year after every PM assessment that is given.

Monitoring:

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

Within our PLC process we are focusing on standards based planning and data chats that drive intentional grouping. The leadership team will support the ELA and reading teachers by completing monthly visits where we will discuss standards based planning and high yield instructional strategies. Assessments will be focused and aligned based on Florida BEST standards We will use the FSQ'S AND USA'S provided by the district to progress monitor our students in both subgroups. PLC's will be monitoring data from I-Ready assessments and classroom assessments to inform instructional grouping and remediation.

Person responsible for monitoring outcome:

Roman Salas (roman.salas@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, processes, and products. The teacher will provide tutorials and utilize a variety of platforms to support student achievement in small groups.
2. Professional Learning Community: Teachers will have ongoing professional development from the district as well as in-house to strengthen standards-based learning.
3. Math and Reading teachers will incorporate the use of technology-based programs including I-ready, Achieve 3000, and IXL.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Through consistent interventions by each teacher in both subjects the unique needs of each student will be addressed, through tutorials and direct support by utilizing the following strategies:

1. By incorporating small group instruction based on all progress monitoring data to identify areas of weakness in standard-based instruction.
2. Teachers that participate in PLCs will have the opportunity to provide valuable resources, and exemplars to students, build a collaborative network, and make informed

decisions to improve student performance.

3. By unitizing I-ready, IXL, and the USA'S AND FSQ'S that the district provides will provide a significant aid in increasing student achievement when the programs are used with fidelity.

4. Will provide support to the teacher throughout the school year.

5. Provide students with descriptive feedback to ensure content is being enriched, retaught, and reflected.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Incorporate Small group instruction:

a. Students will be assessed using USA's and FSQ's in both Math and ELA. The teacher will utilize Differentiated Instruction strategies and small group instruction in all courses.

b. Teachers will analyze student data to determine strengths and weaknesses in the content area.

c. Teachers will create all small group rotational cycles to ensure all students are supported at their abilities.

d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

e. Teachers develop ongoing formative assessments to track student learning and make adjustments to instruction.

Person Responsible: Roman Salas (roman.salas@pbcharterschools.org)

By When: We will track both of our subgroups throughout the school year. Progress monitoring will be conducted after each FSQ,USA, I-Ready diagnostic, and PM.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

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

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

The component that showed the lowest performance last year was our 3rd grade ELA students only 10% of our students were proficient on the ELA PM3 assessment. Attendance was a factor for some of our students. We started implementing Differentiated instruction towards the second part of the school year and if we would have started out the school year doing differentiated instruction then I believe our scores would have reflected that. We lost our academic coach halfway through the school year last year. We weren't implementing our I-ready program with fidelity at the beginning of the school year. Tier 2 and Tier 3 interventions were also put in place late in the first semester. Our Two subgroups that our main focus is on this year is our SWD and our ELL students. These two subgroups have been under performing for the last three years.

Measurable Outcome:

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

For school year 2023-2024 our school goal is to improve our ELA achievement by 10% in both of our subgroups SWD and our ELL's by the end of the year. We will monitor these numbers throughout the school year after every PM assessment that is given.

Monitoring:

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

Classroom observation
 Scheduled pulling of Tutorial data (attendance)
 Scheduled pulling of Attendance data
 Scheduled pulling of Suspension data
 Student Formative Assessment results

Person responsible for monitoring outcome:

Roman Salas (roman.salas@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. Schoolwide Discipline Plan
2. Schoolwide Attendance Plan
3. CHAMPS
4. Parent Involvement
5. 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. Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be.
2. Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It is difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.

3. CHAMPS: is a classroom management program that aims to improve student behavior plus strengthen learner engagement through a strategic system of clearly defined expectations.

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.

We will monitor our discipline data as well as our attendance data to ensure that our students from both of our subgroups are in school and are behaving when in attendance. We will run monthly reports and address our student needs as necessary.

Person Responsible: Roman Salas (roman.salas@pbcharterschools.org)

By When: Monthly data checks for both attendance and discipline will be conducted. We will also monitor academic data to ensure that are students are improving throughout the school year and making progress towards their academic goals.

CSI, TSI and ATSI Resource Review

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

SDPBC requires schools to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Since our schools was identified as Additional Targeted Support & Improvement (ATSI), we are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Board and the Office of School Improvement.

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
5. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support

student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.

6. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

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