

The School District of Palm Beach County

Gardens School Of Technology Arts Inc School



2023-24

Schoolwide Improvement Plan (SIP)

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Gardens School Of Technology Arts Inc

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<http://www.mysota.net/>

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/13/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Gardens School of Technology Arts is to prepare young innovators, one student at a time, with the 21st century skills they need to succeed and to nurture big thinkers and problem solvers who are positive members of the community and demonstrate high level thinking by excelling on FLDOE state assessments.

Provide the school's vision statement.

Our vision incorporates a learning environment designed to foster innovation and creativity, with the goal of developing an inclusive community that nurtures the gifts, talents and individual strengths of each one of our students. Placing the highest value on integrity, we seek to develop responsible K-8 students who are self-disciplined, self-motivated and socially responsible.

At GSOTA our instructional philosophy is to facilitate deeper learning for our students by introducing project based learning, encouraging class discussion & analysis, and setting creative educational goals for our students. With the help of our creative technology arts program and our culture of kindness and cooperation we hope to inspire a generation of hungry learners who are mindful of one another.

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
Augustin, Danika	Assistant Principal	As assistant Principal, Ms. Augustin supports professional learning and collaboration amongst teachers and resource staff and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Ms. Augustin supports the principal in building a culture of pride, trust, and respect. She monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Benz, Jeannie	Other	As the Director of Operations, Mrs. Benz manages charter programs and supervises operations at the campus level. She provides leadership to ensure high standards of instructional service, student safety and positive culture. Mrs. Benz ensures legal compliance with all state and federal laws, oversees financial/fiduciary tasks, marketing, and quality management and program integrity to ensure excellence in execution of the charter's mission.
Ramos, Maegan	School Counselor	The School Counselor provides teachers with instructional leadership and support for the continuous academic improvement of all students. Ms. Ramos 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 School Counselor uses existing behavior/social data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction and behavioral intervention 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.
Manalo, Malia	Math Coach	As the Math Coach, Ms. Manalo assists with the coordination and implementation of the Board approved Savvas Math curriculum, which follows the state's BEST standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. She provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Ms. Manalo assists administration and the classroom teachers in the interpretation of student assessment data. She 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 Math Coach provides support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP

Name	Position Title	Job Duties and Responsibilities
		goals are met for Math. She also leads standards-based planning and follow the FCIM coaching cycle.
Quigley, Nicole	Reading Coach	As the Reading Coach, Mrs. Quigley assists with the coordination and implementation of the Board approved Benchmark ELA curriculum, which follows the state's BEST standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. She provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Mrs. Quigley assists administration and the classroom teachers in the interpretation of student assessment data. She 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 provides support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA (Reading/Writing). She also leads standards-based planning and follow the FCIM coaching cycle.
Lawrence, Celia	Principal	The Principal will monitor and work will all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. Mrs. Lawrence will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Mrs. Lawrence must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.

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.

? Through Parent Trainings, conferences, and newsletters, Gardens School of Technology Arts supports families with educational workshops facilitated by our school counselors, reading and math coaches, ESOL, ESE, teachers, and the Administrative Team.

? Our ESOL Coordinator works in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

? A District Migrant Liaison works with our Principal to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.

? A school safety 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 application in our school-wide assemblies, through visual reminders, and morning announcements. The concierge pad application is used to sign parents/visitors before they can go to a classroom, or school event on campus.

? The school Counselor works in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator works in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

SIP Monitoring

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

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at Gardens School of Technology Arts. The SIP is updated throughout the year to ensure proper documentation of the continuous improvement 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, IXL Diagnostics, Midterms, Semester exams, FAST Progress Monitoring, 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 for ELA and Math. The FAST assessments will occur one to two times a year in Algebra I and Geometry. The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data. Additionally, in K- Grade 2 students are measured by the Early Literacy/Star Reading, Star Math and Foundations.

The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and

Professional Learning Communities occur every other 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 lessons. 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 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.

o 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, thus increasing student achievement.

At Gardens School of Technology Arts, we strategically plan for a variety of monitoring techniques:

- ? Review of Lesson Plans,
- ? Data Analysis,
- ? Classroom walks,
- ? Student attendance,
- ? Data Chats,
- ? Formal Observations,
- ? Professional Learning Communities attendance/participation,
- ? Formative/Summative Assessments and Technology.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	79%
2022-23 Economically Disadvantaged (FRL) Rate	69%
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: B 2019-20: B 2018-19: B 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	6	3	5	3	6	0	1	0	25	
One or more suspensions	1	0	1	0	0	0	1	3	1	7	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	2	0	2	
Level 1 on statewide ELA assessment	0	0	0	6	6	10	6	10	7	45	
Level 1 on statewide Math assessment	0	0	0	5	7	12	14	2	4	44	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	7	6	0	0	0	0	0	0	14	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	4	5	8	5	5	3	30

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	1	2	0	0	0	0	1	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	1	0	1

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	4	6	1	2	7	4	0	0	1	25	
One or more suspensions	0	0	1	0	0	1	1	0	0	3	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	5	7	3	15	
Course failure in Math	0	0	0	0	0	0	9	5	1	15	
Level 1 on statewide FSA ELA assessment	0	0	0	11	8	13	6	8	13	59	
Level 1 on statewide FSA Math assessment	0	0	0	11	5	10	5	9	3	43	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	13	14	0	0	0	0	0	0	37	

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	6	3	7	7	9	3	35

The number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	2	2	0	3	0	0	0	0	0	7	
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*	52	49	53	52	52	55	52		
ELA Learning Gains				57			46		
ELA Lowest 25th Percentile				39			32		
Math Achievement*	54	51	55	55	45	42	48		
Math Learning Gains				66			49		
Math Lowest 25th Percentile				71			47		
Science Achievement*	43	46	52	44	48	54	40		
Social Studies Achievement*	66	63	68	79	57	59	88		
Middle School Acceleration	63	68	70	73	51	51	67		
Graduation Rate		73	74		38	50			
College and Career Acceleration		39	53		62	70			
ELP Progress	71	53	55		64	70	55		

** 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	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	396
Total Components for the Federal Index	7

2021-22 ESSA Federal Index

Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	536
Total Components for the Federal Index	9
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	49			
ELL	39	Yes	4	
AMI				
ASN				
BLK	44			
HSP	51			
MUL	68			
PAC				
WHT	63			
FRL	49			

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	45			
ELL	26	Yes	3	1
AMI				
ASN				
BLK	45			
HSP	63			
MUL	68			
PAC				
WHT	74			
FRL	54			

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	52			54			43	66	63			71
SWD	52			45							2	
ELL	23			23							3	71
AMI												
ASN												
BLK	50			43			41	65			5	
HSP	39			57			32	50			6	80
MUL	79			57							2	
PAC												
WHT	65			67			50	70			4	
FRL	47			47			30	68	44		7	67

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	52	57	39	55	66	71	44	79	73			
SWD	38	56	42	42	54	50	33					
ELL	17	27		25	36							
AMI												
ASN												
BLK	44	53	32	38	55	68	23					
HSP	45	53		62	82			73				
MUL	69	82		53	67							
PAC												
WHT	68	67		71	68		65	82	100			
FRL	44	50	39	48	61	70	36	75	67			

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	52	46	32	48	49	47	40	88	67			55
SWD	21	47		33	40							
ELL	20			30								50
AMI												
ASN												
BLK	37	39	35	33	43	53	10	80				
HSP	56	45		44	41		54					
MUL	67	45		67	45							
PAC												
WHT	64	49		68	60		61	100	72			
FRL	46	46	35	39	45	50	27	81	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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	53%	56%	-3%	54%	-1%
07	2023 - Spring	55%	48%	7%	47%	8%
08	2023 - Spring	44%	47%	-3%	47%	-3%
04	2023 - Spring	58%	58%	0%	58%	0%
06	2023 - Spring	56%	45%	11%	47%	9%
03	2023 - Spring	50%	48%	2%	50%	0%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	54%	54%	0%	54%	0%
07	2023 - Spring	40%	36%	4%	48%	-8%
03	2023 - Spring	44%	57%	-13%	59%	-15%
04	2023 - Spring	72%	52%	20%	61%	11%
08	2023 - Spring	77%	65%	12%	55%	22%
05	2023 - Spring	49%	56%	-7%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	41%	46%	-5%	44%	-3%
05	2023 - Spring	42%	51%	-9%	51%	-9%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	90%	48%	42%	50%	40%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	66%	65%	1%	66%	0%

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.

When looking at the FAST ELA data throughout the FY23 school year we see a several low performing categories. ELL students and SWD subgroups have consistently under performed as compared to their counterparts. In ELA ELLs' achievement was 35 points below the school average, SWD were 14 points below the school average.

The lowest performing categories were science, both in 5th and 8th grade with a 42% and 41% proficiency respectively. Math also had low performing categories, 5th grade with an overall proficiency of 49% and 3rd grade with a 44% proficiency. Within those subject areas, SWD, ELLs, students on FRL and Black students were the lowest performing subgroups in those categories.

The decline in our SWDs and ELLs is a trend and we need to focus additional support for these subgroups. We also need to ensure we continue to support our ELLs with strategic interventions. We attribute these declines to the lack of teacher training in ESE and ELL strategies. Also, the demographics of the school took a shift when a neighboring school shut down and caused an influx of new students in the middle of the school year without any proper time to prepare teachers for the new students with unique needs.

There were also positions that were difficult to fill and turnover during the school year that caused an interruption in instruction. These are trends that have contributed to the decline of our ELL, SWD, FRL populations. Positions are difficult to fill and there is insufficient time to develop new hires as thoroughly as they should. We need to implement a stronger coaching and mentoring program to help develop and support new teachers to the professions. Our goal is to work closely with the ESE and Multicultural department at the district 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 PLCs 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 (1) What do students need to know and understand. (Plan); (2) How do we teach effectively to ensure all students are learning (Do); (3) How do we know students are learning (Reflect); (4) What do we do when students are not learning or reaching mastery before expectation (Revise). Teachers will analyze standards and test item specification during the planning process.

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

The data components with the greatest decline from the prior year were ELA L25%, overall science achievement, and overall achievement for black, SWD, ELLs and Hispanic students. The contributing factors to the decline was having fully staffed teaching positions and insufficient training for new teachers on how to work with students with different needs. Participation in after-school tutorials also dropped due to the lack of tutors available for tutorials. Small group instruction was interrupted due to a lack of teacher preparation to conduct small groups.

The contributing factors were that while we were focused on our ELL and SWD students we needed to address their specific needs sooner than we did. Instead of waiting until the end of fall to begin closing gaps we needed to start right after returning to school. In addition, we needed to find a different way to allow for quality, standards-enriched intervention and small groups. Identification of students needs to happen earlier in the year and consistent monitoring must take place throughout the year.

ELA L25% -21
 Science -24
 SWD ELA -24
 Black ELA -11
 Hispanic ELA -10

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

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

School State
 ELA Achievement 57% 55%
 ELA Learning Gains 61% 58%
 ELA Lowest 25th Percentile 39% 46%
 Math Achievement 55% 55%
 Math Learning Gains 66% 60%
 Math Lowest 25th Percentile 71% 56%

The data shows we have outperformed the state in ELA achievement, and Learning Gains, and Math Learning Gains and Math L25% which indicates we are moving in the right directions. Math achievement matches the state, and the only remaining category is the performance of the ELA L25%. This is in alignment with the gaps that exist with our ESSA identified subgroups our ELLs and SWDs. Contributing factors were there were many new teachers to the grade levels and they were inexperienced with the rigor of the standards. In addition, these teachers had difficulty managing their time appropriately to incorporate all aspects of the gradual release model of instruction. Also data shows they were unclear of the use of best practices and the proper accommodations for the subgroups.

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

The data components that showed the most improvement are Math learning gains, Math L25%, and middle school acceleration.

The were:

Math LG + 14
 Math L25% +30
 Middle School Acceleration +19

This is contributed to the teachers being more aggressive in their daily monitoring of the student's achievement of IXL and Savvas Math. Teachers created incentives and competitions in math that helped our school have double digits increase in multiple math categories.

Addressing improvement

Students had access to adaptive technology that tailored lessons to the needs. These lessons either remediated loss of learning or accelerated other standards as needed by students. Teachers created engaging competitions and set personal goals for students to monitor, achieve and then revise.

Students needed opportunities to experience mathematics to learn mathematics by building, drawing,

writing, talking, and thinking mathematically. Teachers received PD opportunities to learn best practices of teaching mathematics conceptually and not just procedurally through a consultant that promoted collaborative learning. The math interventionist also provided PD for teachers to interact with the math core and supplementary curriculum.

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

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

Options are below (choose two)

- 10% or more Absence
 - Suspensions
 - Level 1 State Assessments ELA & MATH
 - Reading Deficiency
- Course failure in ELA and 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 ELLS, SWD and Black students.

Continue double down model 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 and ELLs

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

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

Develop a collaborative culture of learning and improvement. Engaging multiple stakeholders in the continuous improvement process can generate a sense of ownership and empowerment. With a focus on:

- Work together to develop trust, build common understanding and language, to support an appropriate level of transparency
- Learn from one another and give constructive feedback through a safe protocol that can move the work forward
- Collaboratively examine data with an equity lens—from improvement cycles, formative assessments, or other relevant data that can inform practice
- Communicate with and gather input from students, parents, and community partners about reform efforts

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

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

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

1- Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It is challenging 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.

2- Implementation of a solid SwPBS Plan. School-Wide Positive Behavior Support (SWPBS) is a research-based, highly effective, approach to teaching and reinforcing students' social, emotional, and academic learning skills. It improves and sustains academic achievement and the mental and emotional wellbeing of all students.

Measurable Outcome:

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

1- The number of students absent 10% or more days will decrease from 25 to 20 by the end of May, 2024.

2- By implementing a SwPBS, we will decrease Office Discipline Referrals, and demerits for minor infractions student removals from class. Each outcome is to be decreased by 10% as measured by Jupiter Ed data.

Monitoring:

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

1- The school counselor and principal will be monitoring attendance on a weekly basis to keep track of students who accumulate high number of absences. A truancy plan will be created and followed. Parents will be contacted via phone, Jupiter Ed app, in writing, certified mail and students who do not respond to the intervention will be referred to SBT.

2- The Assistant Principal will monitor the discipline data on a weekly basis, noting trends and taking action to intervene and prevent repetitive behaviors from escalating.

Person responsible for monitoring outcome:

Maegan Ramos (maegan.ramos@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- Referral to SBT, check-in, monitoring with fidelity, supporting families with strategies to increase school attendance (such as setting an alarm clock, creating bedtime routines).

2- SwPBS

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1- This is a proven strategy that helps families understand the important of school attendance.

2- 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. SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Creation of an attendance/truancy plan

Person Responsible: Celia Lawrence (celia.lawrence@pbcharterschools.org)

By When: by December 2023

Attendance reports need to be pulled and reviewed on a weekly basis to monitor truancy. Phone calls home will be made after 3 consecutive absences, once a students has 4 or more absences in one quarter, or a total of 6 absences. Additionally, attendance reminders will be included in every school newsletter, and written documentation will be sent home once students reach 6 unexcused absences for the school year. Perfect attendance certificates will be awarded during quarterly award ceremonies and students will be entered into a raffle to win a big prize for perfect attendance.

Person Responsible: Maegan Ramos (maegan.ramos@pbcharterschools.org)

By When: ongoing, minimum weekly

Implementation of SwPBS- create a matrix of behavior expectations, consequences, rewards, and incentives

Person Responsible: Danika Augustin (danika.augustin@pbcharterschools.org)

By When: August 2023

PBS Framework Professional Development- train all staff members in PBS, to support them in the creation of classroom rules, procedures and routines that encompass the positive behavior belief

Person Responsible: Celia Lawrence (celia.lawrence@pbcharterschools.org)

By When: ongoing, on monthly basis to scaffold learning, culminate in May 2024

#2. Instructional Practice specifically relating to English Language Learners**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.

Academic performance of English Language Learners.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will

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

Measurable Outcome:

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

The ELA Achievement of English Language Learners will increase by 10 points (from 20 to 30) as measured by the 2024 PM3.

Monitoring:

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

The performance of ELLs will be monitored on weekly basis by instructional coaches and administrators, analyzing their data for: IXL math/ELA, Benchmark assessments, and SBT probes if they are in Tier 2 or 3.

Person responsible for monitoring outcome:

Celia Lawrence (celia.lawrence@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:
 1. Students will be assessed using IXL, benchmark, and ORRs. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA courses.
 2. Teachers will analyze student data to determine strengths and weaknesses in content area.
 3. Teachers will create all small group rotational cycles to ensure all students supported at their abilities
 4. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
 5. Teachers develop ongoing formative assessments to track student learning and adjust instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Incorporate small group instruction utilizing various sources of data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both IXL and benchmark have proven successful in preparing students for the PM assessments.

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.

Professional development for instructional personell to better serve ELL populations with ELL strategies

Person Responsible: Celia Lawrence (celia.lawrence@pbcharterschools.org)

By When: ongoing on a quarterly basis

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 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.