

The School District of Palm Beach County

# Barton Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Barton Elementary School

1700 BARTON RD, Lake Worth, FL 33460

<https://brte.palmbeachschools.org>

### School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

### SIP Authority

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

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

#### Additional Target Support and Improvement (ATSI)

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

#### Targeted Support and Improvement (TSI)

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

#### Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

## **Purpose and Outline of the SIP**

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

## I. School Information

### School Mission and Vision

**Provide the school's mission statement.**

Barton Elementary School is committed to ensuring all learners reach their highest potential through an excellent and equitable collaborative community that prepares for college and career readiness.

**Provide the school's vision statement.**

Students will be given quality and purposeful instruction, driven by the standards that will result in student proficiency and growth.

### 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
Sanon, Denise	Principal	As principal of Barton Elementary, Mrs. Sanon manages and supervises all aspects of the school. She is the instructional leader and is responsible for ensuring that all students receive equitable instruction. Focus on the goal to increase student academic achievement in all content areas in addition to closing the achievement gap for all students. Building teacher capacity in meeting the needs of all students while building relationships with the community, parents, and business partners to support all of Barton's initiatives.
De La Cruz, Karla	Assistant Principal	Focus on the goal to increase student academic achievement in all content areas in addition to closing the achievement gap for all students. Building teacher capacity in meeting the needs of all students while building relationships with the community, parents, and business partners to support all of Barton's initiatives. In addition, providing, a safe, equitable learning environment for all students.
Vilmont, Valerie	Assistant Principal	Focus on the goal to increase student academic achievement in all content areas in addition to closing the achievement gap for all students. Building teacher capacity in meeting the needs of all students while building relationships with the community, parents, and business partners to support all of Barton's initiatives. In addition, providing, a safe, equitable learning environment for all students.
allen, chelsea	Administrative Support	Single School Culture Coordinator-Focus on student academic achievement in all content areas in addition to closing the achievement gaps for all subgroups. Building teacher capacity in meeting the needs of all students.
Harrell, Jodi	Administrative Support	Single School Culture Coordinator-Focus on student academic achievement in ELA, in addition to closing the achievement gaps for all subgroups. Building teacher capacity in meeting the needs of all students.
Eugene, Feky	Instructional Coach	Build teacher capacity in math instruction through the coaching cycle and professional development in addition to working with students to close the achievement gap in math. Math coach will also work with grade level teams to curriculum plan and plan for reteaching and enriching. He will work specifically with math teachers in grades K-5.
Arango, Gloria	Instructional Coach	Dual Language coach will support the implementation of the the dual language program in its second year at Barton Elementary. She will work with teachers, admin, and district support to meet goals including raising the literacy rate in the primary grades. She will coach, plan, and mentor teachers.

Name	Position Title	Job Duties and Responsibilities
Hermele, Adam	Instructional Coach	Build teacher capacity in science instruction through the coaching cycle and professional development in addition to working with students to close the achievement gap in science. He will support teachers in curriculum planning. In addition, he will be pushing into classes to provide hands on lab experiences.
Jeanty, Johanne	Other	Ms. Jeanty will work to ensure compliance for ELLs. She will also support by working closely with both ELL and classroom teachers to ensure that teachers are using ESOL strategies that benefit our students. She will actively participate in Collegial Planning, PLCs and grade level meetings and common planning sessions to integrate best practices when planning lessons. She will build teacher capacity in differentiating for ESOL students.
Orelus, Patrick	Other	Mr. Orelus will work to ensure compliance for ELLs. He will also support by working closely with both ELL and classroom teachers to ensure that teachers are using ESOL strategies that benefit our students. He will actively participate in Collegial Planning, PLCs and grade level meetings and common planning sessions to integrate best practices when planning lessons. He will build teacher capacity in differentiating for ESOL students.
Wright, Jaimie	Other	Ms. Wright will work to ensure compliance for ESE students. She will also support by working closely with both ESE and classroom teachers to ensure that teachers are using strategies that benefit our students. She will actively participate in Collegial Planning, PLCs and grade level meetings and common planning sessions to integrate best practices when planning lessons. He will build teacher capacity in differentiating for ESE students.

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders are welcomed and are involved in the development of the SIP. The school leadership team including but not limited to our ESOL Coordinator, ESE Coordinator, and ESOL School Counselor work 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, ESE students and to ensure the implementation with fidelity of programs.

Supporting mental health for all, the School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.

Parent Trainings are conducted throughout the year where we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team. Parents learn about how they can support the home school connection and what resources the



school has to support the students both at home and in school.

A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and

community support services for families of migrant students. These supports are supplemental to school-wide

supports for students and families.

The SBT Team Leader and guidance counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families.

### **SIP Monitoring**

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

The School Improvement Plan (SIP) is a living document that 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: FSQs USAs, NGSQs, iReady data, FAST Progress Monitoring, and Florida Standard Assessments The FAST assessments will occur three times a year.

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL 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 Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and

Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, 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.

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.

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	96%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	CSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	Yes
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Native American Students (AMI) Black/African American Students (BLK) Hispanic Students (HSP)* White Students (WHT)* Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### 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	60	51	41	51	40	39	0	0	0	282	
One or more suspensions	3	1	11	10	27	41	0	0	0	93	
Course failure in English Language Arts (ELA)	89	91	114	178	86	60	0	0	0	618	
Course failure in Math	46	79	100	89	70	65	0	0	0	449	
Level 1 on statewide ELA assessment	0	0	0	144	77	72	0	0	0	293	
Level 1 on statewide Math assessment	0	0	0	103	54	89	0	0	0	246	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	17	45	144	77	72	0	0	0	358	

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	54	75	145	103	93	0	0	0	470

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	0	0	47	1	0	0	0	0	49
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	48	48	64	33	34	0	0	0	227	
One or more suspensions	0	2	3	12	4	12	0	0	0	33	
Course failure in ELA	0	24	55	136	73	68	0	0	0	356	
Course failure in Math	0	17	24	101	18	55	0	0	0	215	
Level 1 on statewide ELA assessment	0	0	0	71	44	74	0	0	0	189	
Level 1 on statewide Math assessment	0	0	0	0	26	62	0	0	0	88	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	12	71	44	74	0	0	0	203	

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	20	35	130	56	85	0	0	0	326

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	71	0	0	0	0	0	72
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	48	48	64	33	34	0	0	0	227	
One or more suspensions	0	2	3	12	4	12	0	0	0	33	
Course failure in ELA	0	24	55	136	73	68	0	0	0	356	
Course failure in Math	0	17	24	101	18	55	0	0	0	215	
Level 1 on statewide ELA assessment	0	0	0	71	44	74	0	0	0	189	
Level 1 on statewide Math assessment	0	0	0	0	26	62	0	0	0	88	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	12	71	44	74	0	0	0	203	

**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	20	35	130	56	85	0	0	0	326

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	47	1	0	0	0	0	49
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*	20	53	53	25	59	56	21		
ELA Learning Gains				50			39		
ELA Lowest 25th Percentile				44			50		
Math Achievement*	35	57	59	30	53	50	28		
Math Learning Gains				52			32		
Math Lowest 25th Percentile				48			38		
Science Achievement*	18	54	54	19	59	59	13		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	46	56	59	56			41		

\* 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)	CSI
OVERALL Federal Index – All Students	26
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	7
Total Points Earned for the Federal Index	132
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	41

**2021-22 ESSA Federal Index**

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	324
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

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

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	14	Yes	4	1
ELL	23	Yes	2	1
AMI	22	Yes	1	1
ASN				
BLK	37	Yes	1	
HSP	22	Yes	2	1
MUL				
PAC				
WHT	35	Yes	2	
FRL	26	Yes	1	1

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	33	Yes	3	
ELL	36	Yes	1	
AMI	41			
ASN				
BLK	47			
HSP	37	Yes	1	

**2021-22 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	31	Yes	1	1
FRL	41			

**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	20			35			18					46
SWD	9			18			8				5	25
ELL	15			31			16				5	46
AMI	11			32							4	43
ASN												
BLK	32			44			32				5	50
HSP	15			31			12				5	44
MUL												
PAC												
WHT	16			30							3	59
FRL	21			36			16				5	43

**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	25	50	44	30	52	48	19					56
SWD	12	39	46	18	51	41	8					45
ELL	19	47	39	25	48	42	14					56
AMI	31	65		31	46		16					55
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	34	59	58	38	55	58	25					48
HSP	21	43	37	27	49	41	17					58
MUL												
PAC												
WHT	15			23								54
FRL	25	50	44	30	52	48	19					56

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	21	39	50	28	32	38	13					41
SWD	11	35	50	20	38	41	9					26
ELL	20	39	48	27	36	41	10					41
AMI	34	43		28	14							32
ASN												
BLK	24	47	60	32	36	36	27					41
HSP	19	35	37	26	31	41	8					41
MUL												
PAC												
WHT	8			25								53
FRL	22	39	50	28	32	38	13					41

### 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	22%	56%	-34%	54%	-32%
04	2023 - Spring	31%	58%	-27%	58%	-27%



ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	10%	48%	-38%	50%	-40%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	33%	57%	-24%	59%	-26%
04	2023 - Spring	46%	52%	-6%	61%	-15%
05	2023 - Spring	22%	56%	-34%	55%	-33%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	17%	51%	-34%	51%	-34%

### 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.**

After reviewing the data, overall ELA PM3 FAST data is the lowest performance with 20% of the school being on track. Specifically, 3rd grade was at 10%, 4th grade at 31%, and 5th grade 22%.

Overall state data for each of the following content areas and subgroups is as follows:

ELA FY19 FY22 FSA FY23 FAST PM3

Overall 33% 24% 20%

ELA Learning Gains 51% 50% N/A

ELA L25% 54% 44% N/A

SWD 7% 12% Female-5% Male-3%

ELL 32% 19% Female-8% Male-13%

Hispanic 36% 21% Female-15% Male-17%

White 35% 15% Female-25% Male-8%

Specifically, the grade level that showed the lowest performance was third grade ELA.

According to ELA FY23 "Overall Proficiency" FAST Data is as follows:

Grade Level PM1 PM2 PM3

Grade 3 1% 5% 10%

Grade 4 13 % 24% 31%

Grade 5 10% 11% 22%

Contributing factors to low ELA data is student attendance with 78% of students being absent more than 5 days and 30% of students being absent 15 or more days . In addition, students have not mastered the foundational skills needed to become proficient readers. Last year, we started providing professional development to teachers in grades 3-5 in teaching foundational skills with support from state personnel. Previously, teachers in grades 3-5 did not know how to teach foundational skills to struggling readers. Teacher capacity in literacy instruction is also limited.

Finally, teachers need to know how to scaffold instruction for struggling readers and how to scaffold instruction for the large population of ELLs. Teachers needed to teach the foundational skills while still teaching at grade level and support students who are learning the English language.

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

The data that had the greatest decline was also ELA. According to FY22 state data, ELA was at 24% proficient and FY23 came in at 20%.

In addition, all female subgroups showed decline when comparing FY22 state data and FY23 state data:

FY22 FSA FY23 FAST PM3

White Female 29% 25%

Black Female 39% 33%

Hispanic Female 26% 15%

ELL Female 18% 8%

As mentioned previously, students have not mastered foundational literacy skills and teachers need to narrow the gap between struggling readers and proficient readers. Teachers need to know how to scaffold instruction so that students who are below grade level can complete at grade level tasks while increasing their foundational literacy skills.

Teacher turnover rate has also been a contributing factor to the decline. New teachers need to receive training on how to explicitly teach literacy and scaffold instruction. School, regional, and district support assists teachers in planning for literacy instruction and provide coaching support as well.

**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 greatest gap when compared to the state average is ELA 2023 FAST scores:

Barton State Difference

Grade 3 10% 50% -40%

Grade 4 31% 58% -27%

Grade 5 22% 54% -32%

Below is a breakdown on student performance on each of the PMs:

ELA FY22 FSA FY23 FAST PM1 FY23 FAST PM2 FY23 FAST PM3

Overall 24% 27% 25% 20%

White Female 29% 30% 40% 25%

Hispanic Female 26% 27% 23% 15%

ELL Female 18% 14% 11% 8%

SWD Female 12% 9% 14% 5%

White Male 13% 9% 0% 8%

Hispanic Male 15% 21% 23% 17%

ELL Male 9% 18% 18% 13%

SWD Male 4% 8% 7% 3%

Contributing factors to this data is students not having mastered foundational literacy skills and intermediate teachers struggling to bridge the literacy gap for students who need to read and comprehend text while still reading significantly below grade level and learning the English language. Barton's ELL population is near 70% and teachers need to scaffold.

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

The data that showed the most improvement was Math. According to FY22 FSA data, math overall proficiency from 28% but increased to 34% according to FAST MP3 data.

The breakdown by grade level:

Third Grade-33%

Fourth Grade-46%

Fifth Grade-22%

Overall state data for each of the following content areas and subgroups is as follows:

Math FY19 FY22 FSA FY23 FAST PM3

Overall 48% 28% 34%

Math Learning Gains 62% 52% N/A

Math L25% 53% 48% N/A

SWD 21% 18% Female-15% Male-11%

ELL 45% 25% Female-21% Male-28%

Hispanic 51% 27% Female-31% Male-31%

White 47% 23% Female-20% Male-38%

New actions that improved math was standards driven PLCs where there was a focus on the standards and how to teach them. In addition, there was follow up support in the classroom with immediate actionable feedback. Additional planning days were also created to support teachers with the teaching of the standards and scaffolding for struggling learners. Finally, weaknesses were identified during PLCs and common planning using data, followed by targeted instruction.

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

After reflecting on EWS data, two potential areas of concern are ELA and attendance. Specifically with ELA, there are 293 students scoring a Level 1 on statewide ELA assessments and 358 students with a substantial reading deficiency. Another area was attendance with 282 students being absent 10% or more days.

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer 3 Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan.

These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

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

(g) History of the Holocaust

(h) History of Africans and African Americans

(i) History of Asian Americans & Pacific Islanders

- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor Recipients

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

1. Increase overall ELA proficiency, ELA learning gains, and third grade ELA proficiency.
2. Ensure learning gains and progress for ESSA categorized subgroups (SWD, ELL, Hispanic and White). State data shows that these students are underperforming when compared to other subgroups.
3. Strengthen core instruction while providing scaffolds to improve academic achievement for all students. If core instruction is effective in all grade levels, the need to remediate will be lower and students in all grade levels will be better prepared to achieve.
4. Standards aligned instruction and task alignment
5. Systems and planning in PLC

#### **Area of Focus**

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

**#1. Instructional Practice specifically relating to Benchmark-aligned Instruction****Area of Focus Description and Rationale:**

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

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

If we focus on benchmark-aligned instruction to increase schoolwide performance in ELA, Math, and Science then we will increase student achievement and ensure alignment to 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. Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift.

In addition, there must be a focus on low performing subgroups (ESE, ELL, Hispanic, White)

Overall state data for each of the following content areas is as follows:

ELA FY22 FSA FY23 FAST PM1 FY23 FAST PM2 FY23 FAST PM3

Overall 24% 27% 25% 20%

White Female 29% 30% 40% 25%

Hispanic Female 26% 27% 23% 15%

ELL Female 18% 14% 11% 8%

SWD Female 12% 9% 14% 5%

White Male 13% 9% 0% 8%

Hispanic Male 15% 21% 23% 17%

ELL Male 9% 18% 18% 13%

SWD Male 4% 8% 7% 3%

Overall state data for each of the following content areas is as follows:

Math FY22 FSA FY23 FAST PM1 FY23 FAST PM2 FY23 FAST PM3

Overall 28% 32% 37% 34%

White Female 26% 10% 22% 20%

Hispanic Female 23% 28% 29% 31%

ELL Female 20% 20% 25% 21%

SWD Female 12% 14% 18% 15%

White Male 24% 33% 42% 38%

Hispanic Male 25% 31% 23% 17%

ELL Male 9% 18% 40% 31%

SWD Male 14% 17% 18% 11%

Science FY22 SSA District Diagnostics FY23 SSA

Overall 18% 16% 17%

**Measurable Outcome:**

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

By January 2024, overall ELA will increase to 25% as measured by progress monitoring #2.

By January 2024, overall Math will increase to 39% as measured by progress monitoring #2.

By January 2024, overall Science will increase to 25% as measured by the science Winter Diagnostic.

By January 2024, 80% of classroom teachers will implement effective explicit instruction practices and scaffolding strategies as measured by classroom walkthroughs, informal and formal observations, and

actionable feedback.

By May 2024, overall ELA will increase to 35% as measured by the state assessment.

By May 2024, overall Math will increase to 45% as measured by the state assessment.

By May 2024, overall Science will increase to 35% as measured by the state assessment.

By May 2024, 80% of classroom teachers will implement effective explicit instruction practices and scaffolding strategies as measured by classroom walkthroughs, informal and formal observations, and actionable feedback.

### **Monitoring:**

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

Monitoring is key to student success and school improvement. Data is then used to make instructional adjustments and ensure that we are on track to meeting our goals. Monitoring will happen through:

Data Analysis

Classroom Walkthroughs

Review of Lesson Plans

Student work samples

Student attendance

Data chats with academic coaches, teachers, and students

Formal Observations

Informal observations

### **Person responsible for monitoring outcome:**

Denise Sanon (denise.sanon@palmbeachschools.org)

### **Evidence-based Intervention:**

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

1. Effective Core Instruction and focus on the literacy block-Teachers will learn how to teach to the full extent of the standard and understand the components of the literacy block to help students read on grade level.
2. Effective PLCs/Collegial Planning focusing on ELA, Math, and Science. This will ensure teachers collaborate to discuss best practices while scaffolding instruction for struggling readers.
3. Double Down Instruction during the ELA, Math and Science block. Incorporating double down, small group instruction to support students learning at their ability with a variety of grade-level tasks.
4. Tutorial-Tutoring programs to ensure learning is supplemented with additional resources and instructional time.

### **Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

1. Effective Core Instruction/Building Teacher Capacity- If core instruction is effective, there will be a decrease in the need to reteach which will increase student proficiency. A focus on the literacy block will also reduce the need for intervention if students are receiving this effective instruction.
2. Effective PLCs/Collegial Planning-Through collaboration and planning for standards-based instruction with a focus on scaffolding and differentiation, teachers will provide effective core instruction to students.
3. Double Down Instruction- Double down instruction will allow that all students receive strategic, small group instruction that is differentiated to meet their specific needs. During the core ELA, Math and Science block, if double down instruction is in place students are guaranteed to receive more small group, differentiated instruction.
4. Tutorial-Students will receive additional learning opportunities to increase proficiency and growth.

### **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. Building Teacher Capacity

- a. Leadership and coaches observe teachers to determine needs (data analysis) Funds have been used for a math coach to support teachers in grades 2-3 to support teachers.
- b. Coaches will develop a tiered support service for teachers
- c. Plan for standards-based instruction through Collegial Planning.
- d. Funds have also been used for trainings such as AVID, Math Bold Leadership, NABE, and BSI summer institute to train faculty, leadership team, and administration to better support teacher growth.

In addition to building teacher capacity in explicit instruction (Gradual Release)

- a. Implementation of scaffolds to address all learners.
- b. Effective student differentiation (scaffold).
- c. Monitoring will occur through lesson plan reviews, classroom walk throughs, student data analysis, and data chats

**Person Responsible:** Karla De La Cruz (karla.delacruz@palmbeachschools.org)

**By When:** August 2023-May 2024

## 2. Effective PLCs/Collegial Planning

- a. Plan for aligning instruction to the full extent of the standards at PLCs/Collegial Planning.
- b. Plan for data-driven instruction and action planning at PLCs/Collegial Planning.
- c. Provide professional development to teachers in how to differentiate and scaffold instruction to meet the needs of all students.
- d. Monitoring will occur through lesson plan reviews, classroom walk-throughs, student data analysis, and data chats.

**Person Responsible:** Valerie Vilmont (valerie.vilmont@palmbeachschools.org)

**By When:** August 2023-May 2024

## 3. Double Down Instruction-increase academic support by utilizing resource teachers (organize schedule)

- a. Double down teacher will follow a schedule to ensure students receive additional small group instruction.
- b. Double down teacher will provide targeted standards-based instruction to students based on students' strengths/weaknesses.
- c. Monitoring will occur through lesson plan reviews, classroom walk-through, student data analysis, and data chats.
- e. Funds will be used for additional positions where a paraprofessional and a resource teachers will support push in instruction during small group focusing on targeted instruction.

**Person Responsible:** Jodi Harrell (jodi.harrell@palmbeachschools.org)

**By When:** September 2023-May 2024

## 4. Tutorial

- a. Students needing remediation and enrichment will be identified to receive additional instruction outside of the school day.
- b. Students will receive standards-based instruction to meet their academic goals and increase academic achievement.
- c. Monitoring will occur through attendance, lesson plan reviews, and student data analysis.

d. Additional opportunities for students to learn such as Cox Science Center coming on campus to teach standards based lessons to students and families.

**Person Responsible:** chelsea allen (chelsea.allen@palmbeachschools.org)

**By When:** November 2023-May 2024



## #2. Positive Culture and Environment specifically relating to Other

### Area of Focus Description and Rationale:

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

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

In alignment to the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority in student data to identify needs in order to support students increasing their attendance rate and increasing teacher retention and recruitment.

Attendance Data for FY23 is as follows:

Student Absences 5+ 11+ 15+

Total 78.3% 45.8% 30.3%

White Female 90% 45% 20%

Hispanic Female 79.5% 44.7% 31.4%

ELL Female 74.6% 39.9% 27.2%

SWD Female 83.3% 43.3% 26.7%

White Male 83.3% 66.7% 53.3%

Hispanic Male 83.2% 52.4% 35.3%

ELL Male 79.4% 47.2% 30.1%

SWD Male 73.3% 56.7% 35%

### Measurable Outcome:

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

Student outcome:

By January 2024, the number of students who are absent 11 or more days of school will decrease to 10% as measured on student attendance data.

By May 2024, the number of students absent 11 or more days of school will decrease to 30% as measured on student attendance data.

### Monitoring:

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

Data will be monitored by scheduled pulling of attendance data, scheduled pulling of tutorial data, student formative assessments and scheduled pulling of suspension data. Monitoring will be reviewed at our monthly faculty meetings.

### Person responsible for monitoring outcome:

Denise Sanon (denise.sanon@palmbeachschools.org)

### Evidence-based Intervention:

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

1. Schoolwide Attendance Plan
2. Parent Involvement

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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 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.
2. Parent Involvement: Parent Involvement in schools improves attendance, social skills, and behavior. It helps children adapt better in school.

### **Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement**

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

Schoolwide Attendance Plan

- a. Systematic monitoring of student attendance
- b. Incentives for students who attend school regularly and those with the most improved attendance
- c. Ongoing communication with parents and teachers about the importance of attendance and attendance rate

**Person Responsible:** Valerie Vilmont (valerie.vilmont@palmbeachschools.org)

**By When:** August 2023- May 2024

2. Parent Involvement

- a. Identify community partnerships that can contribute to school's goals.
- b. Organize parent events that support attendance, social, and academic goals.
- c. Monitor parental involvement as measured by parent events and parent/teacher conferences.

**Person Responsible:** Karla De La Cruz (karla.delacruz@palmbeachschools.org)

**By When:** August 2023-May 2024

**#3. 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.

If we focus on benchmark-aligned instruction to increase schoolwide performance in ELA, Math, and Science then we will increase student achievement and ensure alignment to 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. Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift.

In addition, there must be a focus on low performing subgroups (ESE, ELL, Hispanic, White)

Overall state data for each of the following content areas is as follows:

ELA FY22 FSA FY23 FAST PM1 FY23 FAST PM2 FY23 FAST PM3

ELL Female 18% 14% 11% 8%

SWD Female 12% 9% 14% 5%

ELL Male 9% 18% 18% 13%

SWD Male 4% 8% 7% 3%

Overall state data for each of the following content areas is as follows:

Math FY22 FSA FY23 FAST PM1 FY23 FAST PM2 FY23 FAST PM3

ELL Female 20% 20% 25% 21%

SWD Female 12% 14% 18% 15%

ELL Male 9% 18% 40% 31%

SWD Male 14% 17% 18% 11%

**Measurable Outcome:**

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

ELA

January 2024(PM#2) May 2024(PM#3)

ESOL Subgroup 25% 35%

ESE Subgroup 20% 30%

Math

January 2023(PM#2) May 2024(PM#3)

ESOL Subgroup 39% 45%

ESE Subgroup 30% 40%

**Monitoring:**

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

Monitoring is key to student success and school improvement. Data is then used to make instructional adjustments and ensure that we are on track to meeting our goals. Monitoring will happen through:

Data Analysis

Classroom Walkthroughs

Review of Lesson Plans

Student work samples

Student attendance

Data chats with academic coaches, teachers, and students  
 Formal Observations  
 Informal observations

**Person responsible for monitoring outcome:**

Denise Sanon (denise.sanon@palmbeachschools.org)

**Evidence-based Intervention:**

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

1. Effective Core Instruction and focus on the literacy block- Teachers will learn how to teach to the full extent of the standard and understand the components of the literacy block to help students read on grade level. Resource teachers (ESOL/ESE) will work closely during the content area blocks to ensure students are equitably supported.
2. Effective PLCs/Collegial Planning focusing on how to plan for students receiving ESE and ESOL support in ELA, Math, and Science. ESE and ESOL teachers will participate in grade level PLCs to collaborate with the classroom teacher and will have their own PLC to focus on building their capacity and scaffolding for students.
3. Double Down Instruction during content area blocks. During this time, small group instruction with students receiving ESE/ESOL support and will focus on the benchmark with the integration of strategies scaffolded strategies
4. Tutorial-Tutoring programs equitably providing opportunities for ESE/ESOL students.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

1. Effective Core Instruction- If core instruction is effective, there will be a decrease in the need to reteach which will increase student proficiency.
2. Effective PLCs/Collegial Planning-Through collaboration and planning for standards-based instruction with a focus on scaffolding and differentiation, teachers will provide effective core instruction to students.
3. Double Down Instruction- Double down instruction will allow that all students receive strategic, small group instruction that is differentiated to meet their specific needs. During the core ELA, Math and Science block, if double down instruction is in place students are guaranteed to receive more small group, differentiated instruction.
4. Tutorial-Students will receive additional learning opportunities to increase proficiency and growth.

**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. Building Teacher Capacity through the coaching cycle
  - a. Targeted coaching for ESOL/ESE teachers in order for them to differentiate when they are servicing their students
  - b. Leadership and coaches observe teachers to determine needs (data analysis)
  - c. Coaches/district support will develop a tiered support service for teachers

In addition to building teacher capacity in explicit instruction (Gradual Release)

- a. Implementation of scaffolds to address ESOL/ESE learners.
- b. Effective student differentiation (scaffold).
- c. Monitoring will occur through lesson plan reviews, classroom walk throughs, student data analysis, and data chats

**Person Responsible:** Karla De La Cruz (karla.delacruz@palmbeachschools.org)

**By When:** August 2023-May 2024

2. Effective PLCs/Collegial Planning

- a. Targeted PLCs specific for ESOL and ESE teachers
- b. Plan for aligning instruction to the full extent of the standards at PLCs/Collegial Planning.
- c. Plan for data-driven instruction and action planning at PLCs/Collegial Planning
- d. Provide professional development to teachers in how to differentiate and scaffold instruction to meet the needs of all students.
- e. Monitoring will occur through lesson plan reviews, classroom walk-throughs, student data analysis, and data chats.

**Person Responsible:** Valerie Vilmont (valerie.vilmont@palmbeachschools.org)

**By When:** August 2023-May 2024

3. Double Down Instruction-increase academic support by

utilizing resource teachers (organize schedule) specific to ESOL/ESE students.

- a. ESOL/ESE double down teacher will follow a schedule to ensure students receive additional small group instruction.
- b. ESOL/ESE double down teacher will provide targeted standards-based instruction to students based on students' strengths/weaknesses.
- c. Monitoring will occur through lesson plan reviews, classroom walk-through, student data analysis, and data chats.

**Person Responsible:** Jodi Harrell (jodi.harrell@palmbeachschools.org)

**By When:** September 2023-May 2024

4. Tutorial

- a. Identified ESOL and ESE students will be provided with additional opportunities for tutorial.
- b. Monitoring will occur through attendance and performance.

**Person Responsible:** chelsea allen (chelsea.allen@palmbeachschools.org)

**By When:** November 2023-May 2024

### CSI, TSI and ATSI Resource Review

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

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Support from the the district is provided in a 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, the Regional Superintendent's Office, 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 Advisory Council (SAC), the Regional Office team, 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. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.
8. The District Reading Collaboration team provides professional development to schools based on needs.
9. Curriculum Resources: Curriculum resources to enhance ELA, Science, and Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning and Life (SLL) Resource Center to promote character education.
10. 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.

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

If we focus on Standards-based instruction to increase overall k-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to Spring iReady FY 23 End of Year View data 22% of our incoming third grade students are reading at an on-grade level data. iReady also shows that our overall primary grades proficiency is low.

Kindergarten- 52% Proficient  
First Grade- 36% Proficient  
Second Grade- 22% Proficient

It also gives us data to support a lack of proficiency in foundational skills  
Phonological awareness- 80% Proficient  
Phonics- 50% Proficient  
High-Frequency Words- 70% Proficient  
Vocabulary- 16% Proficient

Due to a lack of foundational skills, students overall reading comprehension proficiency is 24% for Literature Text and 21% for Nonfiction Text.

According to STAR Early Literacy, 37% of Kindergarteners were on grade level.  
According to STAR Reading, 38% of First graders were on grade level and 22% of Second graders were on grade level.

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

If we focus on standards-based instruction to increase learning gains in school-wide ELA then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

Our FY23 PM #1 data showed our third-grade students were only 25% proficient. The winter iReady diagnostic also stated that 24% of students were predicted to be proficient by the FY 23 PM3. This proves that students are entering third grade unprepared for the rigor of the state assessment and standards. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement.

After reviewing the data, overall ELA PM3 FAST data only 20% of the school was on track. Specifically, 3rd grade was at 10%, 4th grade at 31%, and 5th grade 22%.

Overall state data for each of the following content areas and subgroups is as follows:

ELA FY19 FY22 FSA FY23 FAST PM3  
Overall 33% 24% 20%  
ELA Learning Gains 51% 50% N/A  
ELA L25% 54% 44% N/A  
SWD 7% 12% Female-5% Male-3%  
ELL 32% 19% Female-8% Male-13%



Hispanic 36% 21% Female-15% Male-17%  
 White 35% 15% Female-25% Male-8%

Specifically, the grade level that showed the lowest performance was third grade ELA.  
 According to ELA FY23 "Percent on Track" FAST Data is as follows:

Grade Level PM1 PM2 PM3  
 Grade 3 25% 21% 10%  
 Grade 4 31% 31% 31%  
 Grade 5 23% 23% 22%

### Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2 Measurable Outcomes

The measurable outcomes for 2024 (proficiency) according to State Progress Monitoring are:

January 2024 May 2024  
 Kindergarten 40% 50%  
 First Grade 40% 50%  
 Second Grade 40% 50%

Measurable outcomes for iReady Diagnostics in each of the categories:

Kindergarten-Second Grade January 2024 May 2024  
 Phonological awareness 50% 80%  
 Phonics 50% 80%  
 High-Frequency Words 50% 80%  
 Vocabulary 50% 80%  
 Comprehension: Literature 50% 80%  
 Comprehension: Informational Text 50% 80%

### Grades 3-5 Measurable Outcomes

Overall ELA Measurable Outcomes

By January 2024, overall ELA will increase to 25% as measured by progress monitoring #2.

By May 2024, overall ELA will increase to 35% as measured by the state assessment, progress monitoring #3.

### Monitoring



**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring is key to student success and school improvement. Data is then used to make instructional adjustments and ensure that we are on track to meeting our goals. Monitoring will happen through:

- Data Analysis (Benchmark Assessments, iReady Diagnostics, Progress Monitoring Assessments)
- Classroom Walkthroughs
- Review of Lesson Plans
- Student work samples
- Student attendance
- Data chats with academic coaches, teachers, and students
- Formal Observations
- Informal observations

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Sanon, Denise, [denise.sanon@palmbeachschools.org](mailto:denise.sanon@palmbeachschools.org)

**Evidence-based Practices/Programs****Description:**

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

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

1. Effective Core Instruction and focus on the literacy block-Teachers will learn how to teach to the full extent of the standard and understand the components of the literacy block to help students read on grade level.
2. Effective PLCs/Collegial Planning focusing on B.E.S.T. ELA Standards. This will ensure teachers collaborate to discuss best practices while scaffolding instruction for struggling readers.
3. Incorporating small group instruction to support students learning at their ability with a variety of grade-level tasks.
4. Tutorial-Tutoring programs to ensure learning is supplemented with additional resources and instructional time.

### Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

1. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD.
2. PLC's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies.
3. Incorporate small group instruction utilizing iReady and Benchmark resources to target and scaffold instruction for students.
4. Tutorial will provide extra opportunities for students.

### Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>1. Building Teacher Capacity through the coaching cycle</p> <p>a. Leadership and coaches observe teachers to determine needs (data analysis)</p> <p>b. Coaches will develop a tiered support service for teachers</p> <p>c. Plan for standards-based instruction through Collegial Planning.</p> <p>In addition, building teacher capacity in explicit instruction (Gradual Release)</p> <p>a. Implementation of scaffolds to address all learners.</p> <p>b. Effective student differentiation (scaffold).</p> <p>c. Monitoring will occur through lesson plan reviews, classroom walk-throughs, student data analysis, and data chats</p>	<p>De La Cruz, Karla, karla.delacruz@palmbeachschools.org</p>
<p>2. Effective PLCs/Collegial Planning</p> <p>a. Plan for aligning instruction to the full extent of the standards at PLCs/ Collegial Planning.</p> <p>b. Plan for data-driven instruction and action planning at PLCs/Collegial Planning.</p> <p>c. Provide professional development to teachers in how to differentiate and scaffold instruction to meet the needs of all students.</p> <p>d. Monitoring will occur through lesson plan reviews, classroom walk-throughs, student data analysis, and data chats.</p>	<p>Vilmont, Valerie, valerie.vilmont@palmbeachschools.org</p>

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage\* where the SIP is made publicly available.

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

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

N/A

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

N/A

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

**The approved budget does not reflect any amendments submitted for this project.**

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$482,386.25
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0741 - Barton Elementary School	UniSIG	0.5	\$28,900.00

			<i>Notes: Salary for 0.5 Math Resource Teacher - Push in and pull out support for students in Math grades 2-3. 0.5 FTE x \$57,800 = \$28,900.</i>			
	5100	200	0741 - Barton Elementary School	UniSIG		\$10,693.00
			<i>Notes: Benefits for 0.5 Math Resource Teacher - 23.85% + \$7,600 per FTE = \$10,693. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - \$7,600 per FTE, Work Comp/Unemployment - 1.70%</i>			
	6400	130	0741 - Barton Elementary School	UniSIG	0.5	\$35,854.00
			<i>Notes: Salary for 0.5 Math Coach to provide coaching support to all 2-3 grade mathematics teachers by: observing instructional practices and providing teacher feedback, instructional support, and coaching. 0.5 FTE x \$71,707 = \$35,854.</i>			
	6400	200	0741 - Barton Elementary School	UniSIG		\$12,351.00
			<i>Notes: Benefits for 0.5 Math Coach - 23.85% + \$7,600 per FTE = \$12,351. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - \$7,600 per FTE, Work Comp/Unemployment - 1.70%</i>			
	5100	120	0741 - Barton Elementary School	UniSIG	1.0	\$57,800.00
			<i>Notes: Salary for 1.0 Math Resource Teacher to provide additional opportunities for students to participate in hands-on math lessons in a math lab class during the fine arts rotation for students in grades K-5. 1.0 FTE x \$57,800 = \$57,800.</i>			
	5100	200	0741 - Barton Elementary School	UniSIG		\$21,385.00
			<i>Notes: Benefits for 1.0 Math Lab Resource Teacher - 23.85% + \$7,600 per FTE = \$21,385. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - \$7,600 per FTE, Work Comp/Unemployment - 1.70%</i>			
	5100	150	0741 - Barton Elementary School	UniSIG	1.0	\$18,302.00
			<i>Notes: Salary for Paraprofessional to push in to grades K-5 classrooms to provide small group instructional support for students in ELA, Math, and Science. 6 hour para @ \$18,302.</i>			
	5100	200	0741 - Barton Elementary School	UniSIG		\$11,965.00
			<i>Notes: Benefits for Paraprofessional - 23.85% + \$7,600 per FTE = \$11,965. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - \$7,600 per FTE, Work Comp/Unemployment - 1.70%</i>			
	5100	510	0741 - Barton Elementary School	UniSIG		\$85,027.48
			<i>Notes: Instructional Materials - Benchmark decodables and passages English and Spanish, K-5 classroom sets (\$19,240); iReady magnetic books, 550 (\$8,250); SPIRE intervention kit (\$5,126); McCarthy Math BEST standards workbooks for 3rd - 5th grade students (\$8,455.91); K-5 classroom math center materials, various quantities of gridded easel pads, markers, student response boards, base ten sets, math flash cards, pattern blocks, card stock and construction paper to make fraction tiles (\$10,743.32); ELL teaching materials 60 sets of sentence strips, sentence frames, sight word cards, pocket charts, sound centers (\$2,807.30); K-5 reading, listening, and writing center materials, various quantities of composition books and rings, card stock and hole punches for vocabulary ring making (\$2,450.72); interactive science notebook materials, various quantities of science journals, tape, tape, staplers, colored pencils, sharpeners, glue sticks (\$4,080.27); AVID student supplies - binders, filler paper pencils, pens, highlighters, dividers, poly folders (\$12,786.71); teacher instructional materials - chart paper, easel pads, copy paper (\$9,943.35).</i>			
	5100	519	0741 - Barton Elementary School	UniSIG		\$15,213.60

			<i>Notes: Technology supplies to support reading, listening, writing centers and use of supplemental instructional programs - Mice (\$7,213.60) and headphones (\$8,000). SDPBC Code 510.</i>			
	5100	369	0741 - Barton Elementary School	UniSIG		\$3,295.00
			<i>Notes: Reflex Math online subscription for supplemental math instruction - \$3,295 for 1 school wide license. SDPBC Code 360.</i>			
	5100	390	0741 - Barton Elementary School	UniSIG		\$500.00
			<i>Notes: Other Purchased Services (not a sub-agreement) - Enrichment in science will be provided by the Cox Science Center. Cox will present an in school enrichment program to 5th grade science students. 1 presentation @ \$500.</i>			
	5100	120	0741 - Barton Elementary School	UniSIG	1.23	\$71,040.00
			<i>Notes: Teachers will provide tutorial services in ELA, Math and Science for students in grades K-5 before/after school, holidays, weekends, or summer beginning in October. Certified teacher salaries - 12 teachers x 4 day per week x 2 hours x 20 weeks x \$37 per hour = \$71,040. SDPBC Code 180.</i>			
	5100	200	0741 - Barton Elementary School	UniSIG		\$23,337.00
			<i>Notes: Benefits for teacher tutors - \$71,040 x \$32.85% = \$23,337. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%</i>			
	6400	330	0741 - Barton Elementary School	UniSIG		\$4,872.00
			<i>Notes: Staff will attend the National Association of Bilingual Educators Conference in New Orleans, LA, March 28-30, to learn best practices to ensure academic excellence for bilingual and multilingual learners. Out of State Travel: \$800 registration + \$420 transportation + \$1,036 lodging + \$180 per diem = \$2,436 x 2 attendees = \$4,872.</i>			
	6400	330	0741 - Barton Elementary School	UniSIG		\$7,605.00
			<i>Notes: Staff will attend the The National Council of Supervisors of Mathematics' Bold Leadership in Math Education Conference in Washington, DC, October 28-31, to support school leaders' work in inspiring high-quality mathematics teaching and learning every day for each and every learner. Out of State Travel: \$545 registration + \$420 transportation + \$1,390 lodging + \$180 per diem = \$2,535 x 3 attendees = \$7,605.</i>			
	6400	330	0741 - Barton Elementary School	UniSIG		\$4,404.00
			<i>Notes: Staff will attend the BSI summer Institute to build capacity in School Improvement. Out of County Travel: \$180 transportation + \$777.00 lodging + \$144 per diem = \$1,101 x 4 attendees = \$4,404.</i>			
	6400	330	0741 - Barton Elementary School	UniSIG		\$10,500.00
			<i>Notes: Staff will attend the AVID summer Institute to build capacity to effectively implement AVID's WICOR strategies across classrooms. Out of County Travel: \$999 registration + \$180 transportation + \$777.00 lodging + \$144 per diem = \$2,100 x 5 attendees = \$10,500.</i>			
	6400	120	0741 - Barton Elementary School	UniSIG	0.49	\$28,500.00
			<i>Notes: Teacher salaries for collaborative planning - unit planning and data analysis in ELA, Math and Science. Summer Salaries: 20 teachers x 3 days per week x 4 hours per day x 1 week x \$25 per hour = \$6,000. School year Salaries: 30 teachers x 2 day per week x 15 weeks x \$25 per hour = \$22,500. Total = \$28,500. SDPBC Code 180.</i>			

	6400	200	0741 - Barton Elementary School	UniSIG		\$9,362.00
			Notes: Benefits for collaborative planning: \$28,500 x 32.85% = \$9,362. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%			
	6400	750	0741 - Barton Elementary School	UniSIG		\$2,926.00
			Notes: Other personnel services - substitutes for teachers to engage in professional learning (content-focused) during the school days. 22 sub days x 7 hours per day x \$19 per hour = \$2,926.			
	6400	200	0741 - Barton Elementary School	UniSIG		\$92.00
			Notes: Benefits for professional development subs: \$2,926 x 3.15% = \$92. Medicare - 1.45%, Work Comp/Unemployment - 1.70%			
	6400	519	0741 - Barton Elementary School	UniSIG		\$1,480.00
			Notes: Technology supplies - ink and toner for Single School Culture Coordinators and Coaches to print data and resources for PLCs and collaborative planning. 37 x \$40 = \$1,480. SDPBC Code 510.			
	6400	510	0741 - Barton Elementary School	UniSIG		\$254.25
			Notes: Supplies to support PLCs, on campus PD, and collaborative planning - chart paper in various sizes. \$254.25.			
	6400	120	0741 - Barton Elementary School	UniSIG		\$4,875.00
			Notes: Stipends for K-5 teachers to attend professional learning on SBT Intervention Training, SBT, collecting data for progress monitoring. 30 teachers x 1 day training x 6.5 hours per day x \$25 per hour = \$4,875. SDPBC Code 180.			
	6400	200	0741 - Barton Elementary School	UniSIG		\$1,601.00
			Notes: Benefits for stipends: \$4,875 x 32.85% = \$1,601. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%			
	6150	510	0741 - Barton Elementary School	UniSIG		\$9,751.92
			Notes: Parents will be engaged in their children's education through improved two-way communication and parent trainings that build parents' capacity to use impactful academic strategies at home with their student. Supplies: folders, chart paper, markers, card stock, flash cards, copy paper, take home books, baggies, magnetic letters, decodables, science manipulatives = \$9,751.92.			
	6150	390	0741 - Barton Elementary School	UniSIG		\$500.00
			Notes: Other Purchased Services (not a sub-agreement) - Cox Science Center will provide enrichment program for parents with guidance on reinforcing BEST Science and Math standards with their students at home. 1 in school presentation for whole school = \$500.			
2	III.B.	Area of Focus: Positive Culture and Environment: Other				\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
Total:						\$482,386.25

## Budget Approval

**Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.**

No