

The School District of Palm Beach County

Greenacres Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Greenacres Elementary School

405 JACKSON AVE, Greenacres, FL 33463

<https://grne.palmbeachschools.org>

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.

Greenacres Elementary will educate, affirm, and inspire each student in an equity-embedded school system.

Provide the school's vision statement.

We envision...

Greenacres Elementary School is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish.

Greenacres Elementary School will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.

A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued, and their physical, emotional, academic, and social needs are met.

...WE SEE YOU.

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
McNichols, Deborah	Principal	<p>The Principal will monitor and work with all staff to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success 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, the principal will reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Harnois, Debbie	Assistant Principal	<p>The Assistant Principal supports professional learning and collaboration amongst teachers and resource staff and facilitates 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. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Bare, Elizabeth	Other	<p>The SSCC provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally she guides teachers in effectively using data to adjust</p>

Name	Position Title	Job Duties and Responsibilities
		<p>instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</p>
<p>Denis, Lauren</p>	<p>Instructional Coach</p>	<p>The Math Coach assists with the coordination and implementation of the District approved Math curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the Math Coach will provide support to classroom teachers in assisting with the progress monitoring process and ensure SIP goals are met for Math. She will also lead standards based planning and follow the coaching cycle.</p>
<p>Wagner, Annabel</p>	<p>Instructional Coach</p>	<p>The Dual Language Coach assists with the coordination and implementation of the District approved ELA and Math curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the Dual Language Coach will provide support to classroom teachers in assisting with the progress monitoring process and ensure SIP goals are met for ELA (Reading/Writing) and Math. She will also lead standards based planning and follow the coaching cycle.</p>
<p>Rivera, Shirley</p>	<p>ELL Compliance Specialist</p>	<p>The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teaches in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student</p>

Name	Position Title	Job Duties and Responsibilities
		<p>assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.</p>
Green, Robin	Teacher, ESE	<p>The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.</p>
Pardue, Lindsey	Other	<p>The Learning Team Facilitator will work with the Math Coach and Single School Coordinator with the coordination and implementation of the District approved Math and ELA curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the LTF will provide support to classroom teachers in assisting with the progress monitoring process and ensure SIP goals are met for Math and ELA. She will also lead standards based planning and follow the coaching cycle.</p>

Stakeholder Involvement and SIP Development

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

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

The 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. Through Parent Trainings we support families with educational workshops facilitated by our ESOL, ESE, and Single School Culture Coordinator and the Administrative Team. Our ESOL 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. A school district 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 tool. The Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus. 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. Our ESE Contact works in conjunction with the District ESE Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our Students With Disabilities. Our School Advisory Committee participates in the development, improvement, and monitoring of the School Improvement Plan. The SAC meets frequently to discuss school events, data, and student achievement.

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. Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur as scheduled by the Scope and Sequence for each subject area. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year. Student assessments include the new Progress Monitoring which occur 3 times per year. In VPK- Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students for proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data. Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every

week per grade level. Grade level 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.

Teachers follow the scope and sequence as outlined on the Instructional Calendars developed by each team. 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, and Formative/Summative Assessments and Technology.

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, and Supporting professional learning and improvement

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	93%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	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	30	31	29	21	21	22	0	0	0	154
One or more suspensions	1	0	3	0	7	4	0	0	0	15
Course failure in English Language Arts (ELA)	43	49	65	73	30	39	0	0	0	299
Course failure in Math	28	36	46	45	29	40	0	0	0	224
Level 1 on statewide ELA assessment	0	0	0	28	36	37	0	0	0	101
Level 1 on statewide Math assessment	0	0	0	17	18	28	0	0	0	63
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	31	32	44	56	37	41	0	0	0	241

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	31	32	44	56	37	41	0	0	0	241

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	8	0	0	0	0	0	8
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	39	29	27	20	30	0	0	0	145
One or more suspensions	0	1	0	1	1	4	0	0	0	7
Course failure in ELA	0	37	33	56	36	57	0	0	0	219
Course failure in Math	0	15	22	25	22	45	0	0	0	129
Level 1 on statewide ELA assessment	0	0	0	5	25	35	0	0	0	65
Level 1 on statewide Math assessment	0	0	0	0	3	33	0	0	0	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	13	14	12	15	0	0	0	64

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	24	25	32	28	57	0	0	0	166

The number of students identified retained:

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

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	39	29	27	20	30	0	0	0	145
One or more suspensions	0	1	0	1	1	4	0	0	0	7
Course failure in ELA	0	37	33	56	36	57	0	0	0	219
Course failure in Math	0	15	22	25	22	45	0	0	0	129
Level 1 on statewide ELA assessment	0	0	0	5	25	35	0	0	0	65
Level 1 on statewide Math assessment	0	0	0	0	3	33	0	0	0	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	13	14	12	15	0	0	0	64

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	24	25	32	28	57	0	0	0	166

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	5	0	0	0	0	0	5
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.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	50			42			48		
ELA Learning Gains	72			62			61		
ELA Lowest 25th Percentile	63			70			55		
Math Achievement*	62			50			67		
Math Learning Gains	70			34			65		
Math Lowest 25th Percentile	67			48			60		
Science Achievement*	39			45			51		
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	50			46			59		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	473
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	44			
ELL	56			
AMI				
ASN				
BLK	58			
HSP	58			
MUL				
PAC				
WHT	77			
FRL	59			

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)

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	50	72	63	62	70	67	39					50
SWD	23	61	58	44	57	45	20					43
ELL	43	67	60	60	69	68	33					50
AMI												
ASN												
BLK	47	71		63	77		36					53
HSP	49	70	64	62	68	68	36					48
MUL												
PAC												
WHT	65	82		67	94							
FRL	50	71	63	61	70	66	38					50

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	42	62	70	50	34	48	45					46
SWD	21	58	71	40	62	67	25					31
ELL	36	57	60	47	27	40	40					46
AMI												
ASN												
BLK	40	46		60	31		43					27
HSP	41	64	78	48	35	50	47					47
MUL												
PAC												
WHT	48			57								
FRL	42	62	70	50	35	48	44					46

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	48	61	55	67	65	60	51					59
SWD	25	48	58	51	63	67	33					47
ELL	41	57	51	62	66	63	36					59
AMI												
ASN												
BLK	50	60	50	73	63		53					50
HSP	47	61	56	66	65	61	52					59
MUL												
PAC												
WHT	52	59		74	71							
FRL	47	61	55	66	65	59	50					59

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.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

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

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

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:

ELA FY22 Learning Gains FY23 PM3

Grade 3 52% 43%

Grade 4 54% 50%

Grade 5 45% 46%

ELLs 32% 27%

SWDs 22% 32%

Blacks 39% 55%

Math FY22 Learning Gains FY23 PM3

Grade 3 67% 76%

Grade 4 71% 51%

Grade 5 47% 70%

ELLs 46% 55%

SWDs 40% 46%

Blacks 51% 67%

Science FY22 FY23 PM3

Grade 5 39% 61%

ELLs 24% 42%

SWDs 22% 55%

Blacks 33% 54%

FY23 FAST PM1 VS FY23 FAST PM3 results shows:

ELA: +37 pts in Gr 3 (6% to 43%); +28 pts in Gr 4 (22% to 50%); +27 pts in Gr 5 (19% to 46%)

Math: +76 pts in Gr 3 (0% to 76%); +51 pts in Gr 4 (0% to 51%); +63 pts in Gr 5 (7% to 70%)

Science FY22-FY23: +22 pts (39% to 61%)

FY23 FAST PM3 Data shows:

ELA: 43% proficiency in Gr. 3 (52% FY22); 50% proficiency in Gr. 4 (54% FY22); 46% proficiency in Gr. 5 (45% FY22)

Math: 76% proficiency in Gr. 3 (67% FY22); 51% proficiency in Gr. 4 (71% FY22); 70% proficiency in Gr. 5 (47% FY22)

Note: Learning gains could not be calculated this school year since this was the first year of PM administration.

Based on the data, ELA proficiency in grades 3 through 5 is the lowest performing, with 3rd grade demonstrating the lowest performance at 43% proficiency. Factors contributing to the low performance could be the change in ELA standards from FY22 to FY23, the integration of computer based testing, and the continued impact from the pandemic.

The trends we see from the data shows us that our SWD and our ELLs continue to be the lowest performing subgroups in ELA, which means we need to continue standards based small group literacy

instruction, with a continued emphasis on phonics instruction in the primary grades and an increase in vocabulary instruction across all grade levels, especially for our ELL students who decreased in proficiency from FY22 to FY23 (-5%). It must be noted that our SWD did increase in proficiency by 10% from FY22 to FY23.

There are positive trends across the subgroups in mathematics, all increasing in proficiency, and our overall proficiency from FY22 to FY23 did increase by 4% points from 62% to 66%. It should also be noted that our ELL, SWD, and Black subgroups all increased significantly from FY22 to FY23 (ELL 46% to 55%; SWD 40% to 46%; and Black 51% to 67%).

A positive trend is noticed in 5th grade Science for our subgroups, each increasing substantially with the greatest increase with our SWDs at 33%. This may be due to the increase in hands on activities in our 5th grade classrooms.

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

Based on the ELA data from FY22, grade 3 ELA decreased by 9%. While grades 3 through 5 all were introduced to a new assessment, grade 3 students took a statewide assessment for the first time, and it was computer based. Students in grades 4 and 5 have been exposed to computer based assessments prior to this school year. The continued impact from the pandemic remains a constant factor.

While the decrease in grade 3 ELA achievement was minimally significant, the greatest decline from FY22 was seen in Mathematics proficiency in grade 4. This decline may be contributed to the change in mathematics standards from FY22 to FY23, which also makes it difficult to accurately compare the data for these years. Another contributing factor could be related to the addition of AMP or accelerated mathematics in grade 4. Our highest achieving math students (35 out of 109) completed the FAST PM for grade 5 instead of grade 4. The also may account for the increase in grade 5 mathematics scores from FY22 to FY23 (47% to 70%).

Also contributing to this decline was the limited resources available for instruction, specifically differentiation.

We were limited to the small amount of resources available by the District. Teachers were also trying to understand the new standards and the best ways to instruct these standards.

Finally, many students lacked math fact fluency in multiplication, which was a necessary prerequisite to mastering many of the core skills for 4th grade.

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

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

ELA Achievement

Grade 3: (State 50%) (School 43%) -7 difference

Grade 4: (State 58%) (School 50%) -8 difference

Grade 5: (State 54%) (School 46%) -8 difference

Math Achievement

Grade 3: (State 59%) (School 76%) +17 difference

Grade 4: (State 61%) (School 51%) -10 difference

Grade 5: (State 55%) (School 70%) +15 difference

The largest gap between the state and school was our 4th Grade Math students. We showed a -10% difference from the state in this reporting category. The biggest contributing factor to this was that FY23 was the first year of implementation of the Accelerated Math Plan (AMP) for our 4th Graders. 35 out of 109 fourth grade students were enrolled in the AMP course for Fy23 and were the highest achieving students on the 3rd Grade Math FSA in FY22. These 4th grade AMP students completed the Grade 5 math FAST assessment instead of the Grade 4 Math FAST, which positively impacted our proficiency on the Grade 5 FAST assessment for FY23.

Another contributing factor was implementation of the new B.E.S.T standards for math. Since the

standards were new, our teachers and students were faced with many challenges. Some of the challenges our students were faced with were gaps in standards and necessary prerequisite knowledge, and the inability to veer away from the district provided resources to teach/remediate and differentiate. Our 4th grade students that took the 4th grade Math FAST also lacked the knowledge of multiplication and division fact fluency which limited their ability to complete more complex math standards.

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

Based on the data, our school showed the greatest improvement in science from 39% to 51%. In addition to inviting our students to science boot camp afterschool, we had resource teachers push in during the school day to work with students in small group intensive instruction. Additionally, teachers planned multiple hands on activities for each standard to immerse into the content focus areas. Also, after digging into data of previous years science assessments, we determined that physical science and earth and space science were the biggest reporting categories on the assessment, accounting for nearly 60% of the content. We created a science secondary standards calendar and all teachers implemented a daily spiral back review. Each day, students would complete a quiz on google forms for immediate feedback. Teachers and students tracked the data from these spiral reviews daily, and identified areas requiring remediation and enrichment. Finally, we created a mock science diagnostic that all students completed. Teachers analyzed data to determine areas in need of remediation. Targeted lessons and intensive small group instruction was implemented. Additional tutorial sessions for science were added for specific students requiring additional support.

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 need for growth and achievement. When looking at our early warning system indicators, our two potential concerns are:

1. Course failure in ELA
2. Reading deficiency

Our greatest early warning indicator (291 students) is course failure in English Language Arts (ELA). Due to our high ELL population, our students struggle with English Language Arts. Based on our FY23 data, only 27% of our ELL population demonstrated proficiency in English Language Arts. Based on our FY23 data, only 32% of our SWD population demonstrated proficiency in English Language Arts.

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer 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.

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

Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students. We will continue double down model in all ELA/Math classrooms focusing on the needs of our ESSA identified subgroups.

We will continue push in model for ELA and Math block for SWDs and ELLs ELA Achievement Growth for SWD & ELL 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 and SWD 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 iReady 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:

1. Work together to develop trust, build common understanding and language, to support an appropriate level of transparency.
2. Learn from one another and give constructive feedback through a safe protocol that can move the work forward.
3. Collaboratively examine data with an equity lens—from improvement cycles, formative assessments, or other relevant data that can inform practice.
4. 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. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

Our area of focus is ensuring progress towards student achievement in ELA to support the expectations of the District's Strategic Theme A: Academic Excellence and Growth. In reviewing our data, ELA is the lowest performing achievement area at our school. This area focus aligns with the District's Strategic Theme A to ensure all students engage in teaching and learning that results in academic excellence and accelerates student learning using innovative and differentiated approaches. Our instructional priority is to ensure instructional practices 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. 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. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard. Ensuring teachers receive the adequate training and supports towards great instruction will lead towards positive learning gains and improvements school wide. A 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. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.

Measurable Outcome:

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

By May 2024, we will increase the overall percentage of proficient students on the ELA Progress Monitoring by 5% bringing us from 46% to 51%. Our ELL population demonstrated 27% proficiency. By May 2024, our goal is to increase the overall percentage by 5%, bringing us to a total of 32% proficiency. Our SWD population demonstrated 32% proficiency. By May 2024, our goal is to increase the overall percentage by 5%, bringing us to a total of 37% proficiency.

Teacher Practice Outcomes:

By May 2024, 90% of teachers will implement explicit and systematic instructional strategies learned in PLCs.

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. Monitoring of student achievement will occur through data review and data chats. Data for all programs utilized will be monitored for usage, passing rates, diagnostic scores, and formative assessments. Monitoring of instruction will occur through lesson plan review, classroom walks, formal observations, and discussions with teachers. Additional monitoring components will focus on attendance, PLC attendance and participation, SBT attendance and participation, and implementation of IEP and ELL plans.

Person responsible for monitoring outcome:

Deborah McNichols (deborah.mcnichols@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. Students will be remediated and enriched through digital and blended learning opportunities using adaptive technology; iReady, Istation, Imagine Learning, IXL, and Reflex Math.
2. Teachers will implement standards-based instruction based on data analysis in both the whole and small group setting.
3. Teachers will implement SEL and AVID strategies throughout the instructional day.
4. Teachers will engage in effective planning cycles for standards based instruction during collaborative planning and PLCs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Computer-based learning programs are designed to provide individualized support based on diagnostic assessment results. Growth Monitoring allows teachers to track student data towards goals.
2. Implementation of standards-based instruction based on data analysis ensures standard alignment leading to student mastery. Implementation of small group differentiated instruction ensures standard alignment based on individual and small group needs leading to student learning gains and mastery.
3. SEL and AVID lead to self- awareness, self-management, social awareness, relationship skills, and decision making. These skills are imperative to increasing student achievement.
4. Effective planning cycles for standards based instruction during collaborative planning and PLCs will align student talk, tasks, and instructional texts to the demands of the standards and ensure instruction is tightly aligned to the demands of the standards and student growth towards the goal.

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. Technology will be offered within all classrooms at 1:1 ratio. Students will be monitored towards reaching a minimum of 45 min for all computer based programs. Students will be monitored towards reaching a pass rate of 75% or higher for weekly completed lessons. Students will be monitored on Diagnostic assessment results.

Person Responsible: Lindsey Pardue (lindsey.pardue@palmbeachschools.org)

By When: Technology usage will be fully rolled out by the 3rd week of school.

2. & 4. Teachers will meet on a consistent basis through use of a weekly rotation for PLCs and scheduled common planning each trimester to review upcoming standards, analyze data, and determine next steps for instruction. Teachers will be provided push-in support from resource teachers and coaches to provide consistent small group differentiated instruction.

Teachers will collaboratively plan with the resource teachers and coaches during PLCs and collaborative planning. Teachers will purposefully plan and utilize strategies to actively engage ELL and ESE students. Additionally, academic tutors will provide push-in or pull-out intervention support to facilitate intervention support.

Person Responsible: Elizabeth Bare (elizabeth.bare@palmbeachschools.org)

By When: PLCs will begin by the 2nd week of school and will occur on a weekly basis. Data chats will begin after Beginning of the Year Diagnostics and Progress Monitoring.

3. Teachers will utilize AVID "WICOR" strategies to help increase student engagement and achievement. Teachers will implement Morning Meetings, Optimistic Closings, and other best practices in SEL to support student mental health and well being with in the classroom setting.

Person Responsible: Debbie Harnois (debbie.harnois@palmbeachschools.org)

By When: Full implementation of AVID "WICOR" strategies and SEL routines will be in place by the 3rd week of school.

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

Area of Focus Description and Rationale:

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

The attendance rate is important because students are more likely to succeed in academics when attending school consistently. In addition to falling behind in academics, lack of attendance negatively affects their social and emotional growth. We will be targeting students with excessive absenteeism through SBT and will implement initiatives and set up plans for students identified as needing support with attendance. Student engagement is also a priority in increasing attendance. It is our hope that students take ownership and foster independence through engagement in their daily lessons and want to be in school. AVID strategies and an increased focus on SLL will assist with this endeavor. Classroom communities and classroom management will be key to building classes students want to be present in.

Measurable Outcome:

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

By May 2024, we will decrease the overall percentage of students with incurring 11+ absences by 5% as compared to FY22 (27%).

Monitoring:

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

Attendance will be monitored through SBT with cooperation with the Guidance and Mental Health teams. Attendance reports will be pulled weekly, and using the school and District attendance plans, the SBT Attendance team will reach out to parents and follow the proper steps outlined in the plan.

Person responsible for monitoring outcome:

Lindsey Pardue (lindsey.pardue@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. AVID, SLL, and PBS
2. Schoolwide Attendance Plan
3. Parent Involvement
4. Required Instruction Florida State Statute 1003.42 and Policy 2.09

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. AVID, SLL, and PBS aims to develop inquiring, knowledgeable, and cooperative students who are motivated to attend school and plan for their future. By ensuring students feel safe, seen, and valued.
2. The attendance plan ensures all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.
3. Parent Involvement in schools improves student attendance, social skills, and behavior. Activities will be developed and presented to parents to ensure parents can be involved in different way.
4. Required Instruction 1003.42 and Policy 2.09: A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Stakeholders play a key role in school performance and addressing equity.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. The AVID curriculum is imbedded in the daily curriculum and planed for in PLCs. The SLL and Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation will be implemented with fidelity. CHAMPS/ PBS

2. Provide teachers with professional development to understand PBS ensures all expectations are clearly explained and understood, develops a peer support system of experienced and new teachers to ensure proper mentoring and coaching, ensure the school has postings of the PBS expectations in all common areas and in classrooms and monitors executions and implementation with fidelity.

Person Responsible: Debbie Harnois (debbie.harnois@palmbeachschools.org)

By When: Full implementation of AVID, SLL, and PBS curriculum will be in place by the 3rd week of school.

3. Targeting students with excessive absenteeism through SBT for Attendance with assistance from the Guidance and Mental Health Teams. SBT will implement initiatives and set up plans for students identified as needing support with attendance. Home visits, parent conferences, SBT meetings, and additional assistance from Safe Schools will occur on a case by case basis. Parent education on the importance of attendance will occur through a variety of ways depending on demonstrated needs.

Person Responsible: Lindsey Pardue (lindsey.pardue@palmbeachschools.org)

By When: Full implementation will be in place by the 2nd week of school.

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

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women’s Contributions
- (t) Civic and Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

Person Responsible: Debbie Harnois (debbie.harnois@palmbeachschools.org)

By When: Implementation will begin by the 3rd week of school and continue throughout the year.

3. Efforts are in place to strengthen reading skills in K-2 so that achievement gaps in reading are closed prior to entering grade 3. These efforts must be supported through parent involvement initiatives. Leadership will provide workshops on proven strategies that can be replicated at home and will assist with the sharing of best practices between school and home.

Person Responsible: Elizabeth Bare (elizabeth.bare@palmbeachschools.org)

By When: Implementation will be in place beginning in September.

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. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) 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, 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 & 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.
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

In Grades K-2, our focus is on phonics and phonological awareness to help address reading deficiencies.

We are committed to use a comprehensive literacy program designed to improve reading and writing skills, particularly focusing on phonics and phonological awareness. The program likely includes structured lessons, activities, and resources to help students understand the relationships between letters and sounds, which is crucial for reading and spelling.

We are also implementing a phonological awareness initiative specifically designed for developing phonological awareness skills. It typically involves short daily lessons that target various phonological skills like rhyming, blending, segmenting, and manipulating sounds in words. The program often uses a scripted approach with a sequence of activities to progressively build phonological awareness skills. Consistent and regular practice with phonological awareness can help students become more adept at recognizing and manipulating sounds in words, which contributes to their overall reading readiness.

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

Based on FY23 data, student not demonstrating proficiency in English Language Arts (ELA) were as follows:

- Grade 3: 61%
- Grade 4: 51%
- Grade 5: 56%

In response, a comprehensive approach to instructional practice has been formulated for 3rd, 4th, and 5th graders, encompassing what has been coined as "double downs." This innovative strategy involves the pairing of two educators within each classroom, denoted as Teacher A and Teacher B, and sometimes Teacher C. This collaborative model empowers all educators to leverage their unique strengths for the benefit of the students.

Teacher A focuses on delivering in-depth, standards-based instruction. This approach ensures that every student is exposed to rigorous content that aligns seamlessly with established educational standards. Concurrently, Teacher B provides differentiated instruction, specific to individual students' needs. This differentiation is planned using data from formative and diagnostic assessments. By using these assessments, Teacher B plans a personalized lesson for each student, addressing their unique learning styles, strengths, and areas requiring growth.

A important component of this approach is ongoing progress monitoring. This is achieved through weekly mastery assessments. These assessments are based on standards taught by both teachers. Results are analyzed and data is used to drive instruction.

Teachers also focus on word morphology, phonics, fluency, and vocabulary to building reading comprehension. Students are taught intricate roots, prefixes, and suffixes that compose our language. Weekly assessments are administered to ensure mastery of these foundational elements.

Teacher A and Teacher B, and sometimes Teacher C, are committed to standards-based instruction and differentiation. Further, the integration of word morphology adds an additional layer of depth, enhancing phonics, fluency, vocabulary, and thus reading comprehension. This comprehensive strategy not only addresses the gaps in ELA proficiency but also builds literate learners.

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

Our objective is to increase ELA proficiency by 5% from FAST PM1 to FAST PM3. This measurable outcome signifies Greenacres commitment to enhancing the academic performance of our K-2nd grade students. With targeted efforts and effective teaching strategies, students in grades K-2 can achieve significant growth in English Language Arts. The 5% increase in proficiency is a pivotal benchmark. It not only sets high expectations for students but also demonstrates the dedication to delivering quality education. This goal aims to ensure that K-2nd grade students not only meet but exceed the academic standards set for their grade level.

This outcome serves as an essential tool for assessing and evaluating the effectiveness of the school's educational practices. It provides a concrete metric against which the progress of our K-2nd grade students that can be measured. This data-driven approach is crucial in identifying areas that may require additional attention and resources to support student success.

Ultimately, this measurable outcome represents more than just a statistic; it represents a commitment to the holistic development of students. It highlights the institution's mission to provide the best possible education and create an environment where every K-2nd grade student can thrive academically. By setting and striving for this goal, we will empower our K-2nd grade students with the knowledge and skills they need to succeed not only in their current academic year but also as they progress through their educational journey.

Grades 3-5 Measurable Outcomes

Greenacres has set a series of measurable outcomes for different grade levels, all aimed at enhancing overall proficiency and academic performance by the end of the FY24 school year. We have a goal to increase its overall proficiency by 5%, from 46% to 51%. This overarching objective reflects on our commitment to advancing academic excellence across all grades and subjects.

Our FY24 Goals for English Language Arts by grade level are as follows:

Grade 3 - 49%
 Grade 4 - 48%
 Grade 5 - 55%

These measurable outcomes collectively underscore the institution's dedication to data-driven decision-making and accountability. They provide clear benchmarks against which the institution can evaluate its progress and the effectiveness of its teaching strategies. By setting these goals, the institution is not only fostering a culture of excellence but also ensuring that students receive the best possible education.

In conclusion, these measurable outcomes represent a comprehensive approach to improving educational outcomes at various grade levels. They encapsulate our commitment to academic growth and excellence, serving as a roadmap to guide its efforts in the pursuit of superior educational outcomes for all students.

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.

The administration of the school has outlined a proactive approach to monitor and improve the fidelity of small group instruction. To achieve this, they have planned a series of classroom walkthroughs scheduled throughout the week. These walkthroughs serve as a crucial component of their strategy to ensure the effectiveness of small group teaching methods. During these walkthroughs, the administration will utilize a classroom walkthrough tool. This tool is designed to provide real-time data on the implementation and fidelity of small group instruction. By using this tool, administrators can gather immediate insights into how well these instructional techniques are being carried out in practice. This live data collection offers a dynamic and responsive approach to assessing teaching methods.

Moreover, administrators will not solely rely on the walkthrough tool. They will also reference a range of formative assessments to complement their monitoring efforts. These assessments include USAs (Unit Summative Assessments), iReady assessments, PMs (Progress Monitoring), mastery assessments, and vocabulary data. This multifaceted approach ensures a comprehensive evaluation of student progress and the effectiveness of the "double down" instruction strategy. By analyzing the data collected from both classroom walkthroughs and formative assessments, administrators can identify trends and patterns. These trends may reveal areas of strength or areas that require adjustment within the small group instruction framework. Importantly, this data-driven decision-making process allows administrators to tailor their support and interventions to the specific needs of students and teachers.

Our administration's plan is a proactive and data-centered approach to improving small group instruction. It emphasizes ongoing monitoring and adjustment, ensuring that teaching strategies are not only faithfully implemented but also yielding positive outcomes for student learning. This commitment to continuous improvement reflects the school's dedication to providing the best possible education and supporting the professional development of its educators.

In conclusion, the administration's strategy combines classroom walkthroughs, a dedicated tool, and a variety of formative assessments to holistically evaluate the fidelity and effectiveness of small group instruction. This multifaceted approach enables them to make informed decisions, adapt instruction as needed, and ultimately enhance the quality of education provided to students.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

McNichols, Deborah, deborah.mcnichols@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?

At Greenacres Elementary, we use Benchmark, Advance, and Benchmark Adelante as our main ELA program. Other programs like FlyLeaf, Heggerty, and Morphology Orton Gillingham are used as supplemental instruction to provide differentiated instruction to our students in K-5. The resources provide students with strong foundational skills in English Language Arts (ELA). These programs are aligned with the science of reading, which emphasizes the importance of systematically teaching phonemic awareness, phonics, vocabulary, fluency, and comprehension skills to build a solid foundation for literacy. By focusing on these key areas, these programs adhere to evidence based practices that have shown statistically significant effects in improving student outcomes. These programs directly align with the district's Comprehensive Evidence-based Reading Plan, contributing to a comprehensive and cohesive approach to literacy instruction across all grades. Furthermore, these evidence-based programs are fully in line with Florida's B.E.S.T. ELA Standards. These evidence-based programs integrate well with the district's reading plan by incorporating systematic and explicit phonics instruction throughout their curriculum. They adhere to the science of reading principles, which emphasize the importance of teaching phonics in a structured and incremental manner.

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?

These programs are all research-based instructional approaches or programs designed to support literacy development. They have been developed based on educational research and best practices in the field of literacy instruction, and they aim to provide effective strategies and approaches to enhance students' language and literacy skills.

Benchmark Advance is a research-based literacy program designed to provide standards-based instruction in English Language Arts. It aligns with the science of reading principles and incorporates evidence-based practices to support students' reading, writing, and language skills development. Adelante is also a research-based literacy program that provides bilingual instruction for English

learners. It integrates evidence-based practices to support language development, literacy skills, and academic success for students developing proficiency in English and their native language.

Orton Gillingham: Orton Gillingham is a well-established and research-based approach for teaching reading, spelling, and writing to individuals with dyslexia or other language difficulties. It is grounded in decades of research and clinical experience and focuses on explicit, systematic, and multisensory instruction to help students with language-based learning differences. UFLI is a literacy program specifically designed to address the needs of English learners. It combines research-based strategies to enhance language development vocabulary.

Heggerty is a phonemic awareness program designed to help students develop crucial pre-reading skills. Phonemic awareness, the ability to hear and manipulate individual sounds in spoken words, is a foundational skill for reading. The program is structured and systematic, incorporating evidence-based practices for phonemic awareness instruction. The program's approach aligns with research findings highlighting the importance of explicit and structured phonemic awareness instruction in early literacy development.

i-Ready provides instruction and assessment in reading. It offers personalized learning experiences based on individual student performance. i-Ready's content is developed using research-based best practices and instructional approaches.

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. Incorporate Small group instruction:</p> <ul style="list-style-type: none"> a. Students will be assessed using USA's in Language Arts. Teachers will utilize differentiated instruction strategies and small-group instruction in all ELA courses. b. Teachers will analyze student data to determine strengths and weaknesses in the content area. c. Teachers will create all small group rotational cycles to ensure all students are supported at their abilities. d. Teachers will create small group lesson plans utilizing instructional materials and teaching methodologies to support all learners. e. Teachers monitor ongoing formative assessments to track student learning and make adjustments to instruction. <p>These programs are all research-based instructional approaches or programs that are designed to support literacy development. They have been developed based on educational research and best practices in the field of literacy instruction, and they aim to provide effective strategies and approaches to enhance students' language and literacy skills.</p>	<p>McNichols, Deborah, deborah.mcnichols@palmbeachschools.org</p>
<p>Tutorials:</p> <ul style="list-style-type: none"> a. Analyze student data to determine students for tutorial groups and the support necessary. b. Choose research-based supplemental materials and resources during tutorials. c. Analyze teacher classroom data to determine who will be tutors. d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials. e. Students will be selected and grouped for pullout tutorials and after school, based on the results from USAs and Progress Monitoring and RAISE data. 	<p>McNichols, Deborah, deborah.mcnichols@palmbeachschools.org</p>
<p>Adaptive Technology (iReady/iStation/Imagine Learning):</p> <ul style="list-style-type: none"> a. Provide teachers with professional development to ensure appropriate use of adaptive technology. b. Teachers will develop a rotational schedule to ensure all students have access to technology. c. Teachers will engage students in small group instruction based on adaptive technology results. 	<p>McNichols, Deborah, deborah.mcnichols@palmbeachschools.org</p>
<p>PLC's/Professional Development:</p> <ul style="list-style-type: none"> a. Development of a PLC schedule to include all content area teachers and resource teachers. b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs of students. 	<p>McNichols, Deborah, deborah.mcnichols@palmbeachschools.org</p>
<p>Literacy Leadership</p> <ul style="list-style-type: none"> a. Development of a literacy plan to monitor the implementation of the Science of reading and double down approach. b. The leadership team will meet bi-weekly to discuss the implementation of the plan, data results, and adjustment. c. The team will make decisions about professional development 	<p>McNichols, Deborah, deborah.mcnichols@palmbeachschools.org</p>

Action Step	Person Responsible for Monitoring
<p>opportunities for teachers as well as coaching options for our new and veteran teachers to build teachers' capacity with the gradual release model, small group instruction, and differentiated instruction.</p>	
<p>Literacy Coaching 1- Instructional coaches will develop and implement the coaching cycle for our new and veteran teachers who need support. 2-Instructional coaches and resource teachers will assist with standards based planning to build teachers capacity with effective standards based instruction.</p>	<p>McNichols, Deborah, deborah.mcnichols@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 II 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