

The School District of Palm Beach County

Palmetto Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	13
III. Planning for Improvement	17
IV. ATSI, TSI and CSI Resource Review	24
V. Reading Achievement Initiative for Scholastic Excellence	25
VI. Title I Requirements	31
VII. Budget to Support Areas of Focus	0

Palmetto Elementary School

5801 PARKER AVE, West Palm Beach, FL 33405

<https://pmte.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.

Palmetto Elementary is committed to developing a community of life-long learners with a global mindset utilizing inquiry, knowledge, and compassion. To this end, we empower each other to take action, accept each other's differences, and create a more peaceful world and green environment. As a school community, we commit to a single school culture; collaborating to make this vision a reality.

Provide the school's vision statement.

Palmetto Elementary School is dedicated to the academic success and social emotional well being of all students. We pride ourselves on being a welcoming and inclusive school that provides our students with the 21st century tools they need to grow and learn as global citizens and communicators.

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
Moya, Danny	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Mr. Moya must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Mooney, Jennifer	Assistant Principal	<p>As assistant Principal, Mrs. Mooney 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>
Vega, Cindy	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 (Rtl) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally, she guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</p>
McCalla, Ana	ELL Compliance Specialist	<p>The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teachers in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>
<p>Salmaggi, Allyson</p>	<p>Teacher, ESE</p>	<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>
<p>Ocasio-Rosado, Maria</p>	<p>School Counselor</p>	<p>The School Counselor supports the social, behavioral, and emotional health of all students in grades Pre-K - 5. Ms. Ocasio leads the PBIS Initiatives on campus and uses community resources to connect families and students with services they need to succeed on and off campus.</p>
<p>Peck, Stephanie</p>	<p>Math 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 Ms. Peck will provide support to classroom teachers in assisting with the Instructional process and ensure SIP goals are met for Mathematics. She will also lead standards-based planning and follow the FCIM coaching cycle.</p>
<p>Fisher, Whitney</p>	<p>Magnet Coordinator</p>	<p>The IB Coordinator provides support and guidance in aligning curriculum and standards to our Primary Years Programme for Choice. Ms. Fisher ensures the delivery of global learning through grade level Units of Inquiry. The Coordinator provides marketing, technology, and social media support to connect our Choice students to the Palmetto Community. Ms. Fisher works toward creating community and business partnerships that support the school's initiatives. She supports staff and students through coaching, modeling, and facilitating professional development and PLC's. The IB Coordinator supports parents and families by building connections within the community as she shares the IB Mission and Vision during parent and community meetings, PLC's, local and school events.</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 school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, 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 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.

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 "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus.

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 Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit

Assessments will occur every 4 weeks. 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' 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 Palm Beach County curriculum resource on blender. 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	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT)

	Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C
	2019-20: C
	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	24	35	31	23	12	24	0	0	0	149
One or more suspensions	0	2	1	1	6	4	0	0	0	14
Course failure in English Language Arts (ELA)	19	42	34	53	39	46	0	0	0	233
Course failure in Math	7	48	37	32	28	31	0	0	0	183
Level 1 on statewide ELA assessment	0	0	0	36	40	28	0	0	0	104
Level 1 on statewide Math assessment	0	0	0	23	36	38	0	0	0	97
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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	13	44	31	47	46	45	0	0	0	226

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	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	24	28	23	29	19	0	0	0	123
One or more suspensions	0	0	4	3	0	6	0	0	0	13
Course failure in ELA	0	7	12	18	14	15	0	0	0	66
Course failure in Math	0	7	8	10	2	4	0	0	0	31
Level 1 on statewide ELA assessment	0	0	0	8	29	27	0	0	0	64
Level 1 on statewide Math assessment	0	0	0	0	7	28	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	16	21	35	32	30	0	0	0	134

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	6	10	18	19	30	0	0	0	83

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	1	10	11	7	0	0	0	30
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	24	28	23	29	19	0	0	0	123
One or more suspensions	0	0	4	3	0	6	0	0	0	13
Course failure in ELA	0	7	12	18	14	15	0	0	0	66
Course failure in Math	0	7	8	10	2	4	0	0	0	31
Level 1 on statewide ELA assessment	0	0	0	8	29	27	0	0	0	64
Level 1 on statewide Math assessment	0	0	0	0	7	28	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	16	21	35	32	30	0	0	0	134

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	6	10	18	19	30	0	0	0	83

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	1	10	11	7	0	0	0	30
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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	46	60	56	48	58	57
ELA Learning Gains	60	67	61	65	63	58
ELA Lowest 25th Percentile	43	57	52	58	56	53
Math Achievement*	42	60	60	61	68	63
Math Learning Gains	58	66	64	60	68	62
Math Lowest 25th Percentile	64	60	55	44	59	51
Science Achievement*	35	47	51	36	51	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	55			60		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	403
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	40	Yes	3	
ELL	47			
AMI				
ASN				
BLK	38	Yes	1	
HSP	51			
MUL				
PAC				
WHT	60			
FRL	50			

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	46	60	43	42	58	64	35					55

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
SWD	23	46	33	20	57	77	21					43
ELL	34	53	46	31	61	69	29					55
AMI												
ASN												
BLK	38	56		24	35							
HSP	45	58	44	44	60	68	36					53
MUL												
PAC												
WHT	64			55								
FRL	45	58	43	42	58	64	35					55

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	44	51	40	37	24	17	37					32
SWD	23	41	42	25	24	20	0					23
ELL	37	55	43	32	24	17	29					32
AMI												
ASN												
BLK	38			17								
HSP	43	53	44	37	28	20	35					33
MUL												
PAC												
WHT	53			41								
FRL	44	51	42	35	24	17	34					32

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	65	58	61	60	44	36					60
SWD	14	43	40	40	60	40	18					43
ELL	39	64	56	53	59	44	23					60
AMI												

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
ASN												
BLK	33	79		56	63		50					36
HSP	48	63	55	61	59	39	32					61
MUL												
PAC												
WHT	65	67		71	63							
FRL	45	64	57	59	59	43	34					61

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	44%	56%	-12%	54%	-10%
04	2023 - Spring	44%	58%	-14%	58%	-14%
03	2023 - Spring	36%	48%	-12%	50%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	89%	54%	35%	54%	35%
03	2023 - Spring	58%	57%	1%	59%	-1%
04	2023 - Spring	32%	52%	-20%	61%	-29%
05	2023 - Spring	29%	56%	-27%	55%	-26%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	51%	-19%	51%	-19%

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.

PM 1 VS. PM3 results show:

ELA:

GRK 27% VS. 58% proficiency +31 pct pts.

GR1 41% VS. 41% proficiency 0 pct pts.

GR2 27% VS. 41% proficiency +14 pct pts.

GR3 52% VS. 42% proficiency -10 pct pts.

GR4 49% VS. 50% proficiency +1 pct pts.

GR5 45% VS. 46% proficiency +1 pct pts.

MATH:

GRK 52% VS. 68% proficiency +16 pct pts.

GR1 63% VS. 62% proficiency -1 pct pts.

GR2 40% VS. 47% proficiency +7 pct pts.

GR3 47% VS. 63% proficiency +16 pct pts.

GR4 25% VS. 36% proficiency +11 pct pts.

GR5 28% VS. 32% proficiency +4 pct pts.

GR6 88% VS. 89% proficiency +1 pct pts.

Science: GR5 26% VS. 38% proficiency +12 pct pts.

Within the end of the year IReady Data, we see the following proficiency percentages:

GRK: ELA 22% VS. 47% proficiency +25 pct pts. MATH 6% VS. 71% proficiency +65 pct pts.

GR1: ELA 16% VS. 45% proficiency +29 pct pts. MATH 7% VS. 32% proficiency +25 pct pts.

GR2: ELA 18% VS. 45% proficiency +27 pct pts. MATH 3% VS. 32% proficiency +29 pct pts.

GR3: ELA 30% VS. 60% proficiency +30 pct pts. MATH 10% VS. 58% proficiency +48 pct pts.

GR4: ELA 21% VS. 40% proficiency +19 pct pts. MATH 16% VS. 52% proficiency +36 pct pts.

GR5: MATH 20% VS. 51% proficiency +31 pct pts.

Based on this data trend our focus will be to diminish course failure and increase learning gains and achievement. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding on grade level instruction that meets the full intent and rigro of standards in all content areas. We will specifically focus on our ESSA identified subgroup Students with Disabilities (SWD), who will receive strategic targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring.

Our Schoolwide Response to Intervention and afterschool tutorial will ensure student participation and success. All teachers will collaborate during Professional Learning Communities and attend professional development to enhance instructional practices focused on increasing student proficiency. Staffing of highly qualified personnel presented a challenge in staffing all classroom and resource compnents.

Schedules were adjusted to include all highly qualified schoolwide instructional personnel were available for schoolwide intervention as well as push in small group instruction. All resource teahers participated in

PLC's with grade levels as well as professional development to ensure the scaffolding of on grade level material for subgroups and students scoring below grade level.

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

Based on this data trend our focus for the 2023-2024 school year will be to increase learning gains and achievement for ELA in Grade 3 in addition to focusing on the needs of our students with disabilities. Our 3rd Grade ELA students decreased proficiency by 10 percentage points. These students will be entering 4th grade this school year. Only 23% of our SWD students were on track in PM3. If we do not support these concerns we are increasing the learning gaps and students' improvement journey. When we focus on literacy, math, and science with remediation of standards, foundational skills, while scaffolding on grade level instruction and content that meets the full intent and rigor of standards in all content areas, we will support all learners, especially our ESSA identified subgroups SWD.

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

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.

Two potential areas of concern are the number of level 1 students on the statewide assessments and the number of students with course failures in ELA and Math. Our focus is to diminish course failure and increase learning gains and achievement. Grades 1-3 demonstrated the least growth in ELA proficiency. IReady data results indicate significant numbers of students are scoring below grade level in foundational skills and vocabulary. To address this concern, we have implemented schoolwide intervention in Grades K-5 as well as afterschool tutorial. Explicit vocabulary instruction is a school-wide initiative to occur in the context of all content area instruction. Additionally, high-level research based texts and instructional materials will be provided for teachers to implement rigorous standards-based instruction using the 3 Core Actions. Targeted small group support is also provided for all struggling learner with a focus on our ELL and SWD students.

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

Comparing 2022 Florida Assessment Data to 2023 FAST, we saw an increase in 3rd grade math from 40% to 63% an increase of 23 percentage points. Our math coach worked to develop professional development that supported math instruction to support foundational skills as well as scaffolding and remediating students during the math blocks. Teachers participated in professional development and professional learning communities in order to create instructional plans for reteaching of standards that students struggled with as well as spiral review of standards of that were previously taught.

Our afterschool tutorial program helped us identify students who would benefit from additional math

support. We began tutorial earlier this school year and increased the amount of tutors supporting Math. Tutors participated in PD to support standards based instruction and received data early on to hone in on math areas where their small groups of tutorial students needed more support in.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are

ensuring our students receive the support needed for growth and achievement. When looking at our Early

Warning System indicators our two potential areas of concern are:

- Course Failure in ELA & Math
- Level 1 on State Assessments in ELA & Math

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.

1. Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students. This year we are moving our PLC's to the morning to ensure that teachers are able to participate in uninterrupted collaboration and planning. 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.

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

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

3. Continue double down model in all ELA/Math classrooms focusing on the needs of our ESSA identified subgroups. Continue push in model for ELA and Math block for SWDs and ELLs.

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

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

Recruiting and retaining a qualified instructional workforce is essential to the delivery and consistency of standards based instruction. Entering the 2023-2024, the open positions proved a challenge to hire and/or retain highly effective instructional staff.

Measurable Outcome:

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

By May 2024, 90% of our teachers will use the Gradual Release Model of instruction, ensuring specific focus on the “you do” of the model. Promoting student independence on tasks to demonstrate understanding of the standard.

By May 2024, 100% of our new educators will complete the ESP and improve their instructional quality of their lessons which will include the Gradual Release Model of instruction.

By May 2024, 100% of teachers will participate and engage in Professional Learning Communities that: use data to drive instructional decisions, the sharing of best instructional practices that are linked to data results, create opportunities for scaffolded instruction of the BEST Florida standards.

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 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

Monitoring:

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

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

At Palmetto Elementary School, we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/ participation, all Formative/Summative Assessments and Technology

The monitoring will be supported by key members of the leadership team: Principal, Assistant Principal, Single School Culture Coordinator, Coaches, SAI Teachers, ESE Coordinator, ESOL Coordinator, and the IB Magnet Coordinator.

Person responsible for monitoring outcome:

Danny Moya (danny.moya@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.)

Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Ensure that all teachers have an opportunity to attend meaningful collaborative planning sessions PLC's and follow through with the gradual release of practice in the classroom by students.

Provide professional development opportunities on campus and by the district to promote a positive life long learning climate

Assign all new teachers mentors and buddies that can help them navigate the Palmetto expectations and IB Choice initiatives.

Person Responsible: Cindy Vega (cindy.vega@palmbeachschools.org)

By When: By September 2024, all new educators and staff will be assigned a mentor or buddy and attend their initial ESP Huddle.

#2. ESSA Subgroup specifically relating to Students with Disabilities

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 standards-based instruction to increase learning gains in school-wide ELA and Math, 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.

The results of our ELA low 25% and overall ELA learning gains were our lowest performing categories when comparing the scores from one year to the next. The ELA school-wide learning gains decreased seven percentage points, and the learning gains of ELA Low 25% decreased by nine points. Our ESSA identified subgroups SWDs have demonstrated a decline of 10% over the past two years. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners.

The gap between 2023 ELA Achievement (41%) and the District average (48%) is 7 percentage points.

The gap between 2023 Mathematics Achievement (43%) and the District average (55%) is 12 percentage points.

Our Subgroups data shows SWDs: 18% VS the District 23% a difference of 5 percentage points.

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 students making learning gains on the ELA Progress Monitoring by 6 percentage points bringing us from 46% to 52%. We will also work toward increasing our SWDs overall achievement from 18% on track to 23% for an increase of 5 percentage points in ELA. We will also increase our SWD Math achievement from 23% on track to 30%, an increase of 7 percentage points.

Monitoring:

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

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

At Palmetto Elementary School, we strategically plan for a variety of monitoring techniques:

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

The monitoring will be supported by key members of the leadership team: Principal, Assistant Principal, Single School Culture Coordinator, Coaches, SAI Teachers, ESE Coordinator, ESOL Coordinator, and the IB Magnet Coordinator.

Person responsible for monitoring outcome:

Danny Moya (danny.moya@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. Incorporate Strategic Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. Scaffolded instruction that supports grade level standards and expectations
3. Push in small group teachers for a double dose of instructional support in ELA & Math
4. Tier 2 and Tier 3 Interventions that support the IEP goals of SWD students

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FAST.

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.

Small Groups during ELA and Math Instruction with push in support from resource personnel. Scaffolded instruction to meet the needs of students need to be planned collaboratively to ensure the IEP goals are met as well as the support of grade level content and standards.

Person Responsible: Danny Moya (danny.moya@palmbeachschools.org)

By When: By September 2024, SWD students will have a schedule that includes a push in model of support.

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. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
7. 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

1. 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 iReady FY23 data 45% of our incoming third grade students are reading at an on-grade level data. IReady Domain Data shows us:

Kindergarten- 58% Proficient

First Grade- 41% Proficient

Second Grade- 41% Proficient

It also gives us data to support a lack of proficiency in foundational skills

Phonological Awareness- 83% Proficient

Phonics- 37% Proficient

High-Frequency Words- 65% Proficient

Vocabulary- 50% Proficient

Due to a lack of foundational skills, students overall reading comprehension proficiency is 58% For literature

text and 50% for Nonfiction text.

When looking at FY23 FAST PM #1-#3, we see the following percentages are on track

PM1 PM2 PM3

K: 27% 50% 58%

1st : 41% 45% 41%

2nd : 27% 36% 41%

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

If we focus on Standards-based instruction to increase overall 3-5 proficiency school-wide in ELA, then we will

increase student proficiency in all students to 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.

Our FAST Data shows the following percentages are level 3 or higher.

FY22 PM1 PM2 PM3

3rd Grade - 46% 52% 53% 42%

4th Grade - 42% 49% 48% 50%

5th Grade - 43% 45% 43% 46%

SWDs - 22% 26% 13% 18%

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 2023-2024 are:

February 2024 On Track May 2024 On Track

Kindergarten 42% 52%

First Grade 42% 52%
Second Grade 42% 52%

Grades 3-5 Measurable Outcomes

The measurable outcomes for 2023-2024 are:

February 2024 On Track May 2024 On Track
Third Grade 42% 52%
Fourth Grade 42% 52%
Fifth Grade 42% 52%

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 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 will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring checks, Reading running records, and end of unit assessments from the Benchmark Series.

We will also use grade level FSQ and USA to track growth within standards.

We will also review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder

reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Peck, Stephanie, stephanie.peck@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. Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.
2. Professional Development: 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. PD will support the development of teacher expertise and instructional strategy success and focus.

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. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the students' need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards. Small groups make it easy for teachers to give students the one-on-one attention they need, to observe their learning in action, and to provide constructive feedback. Students take personalized feedback and use it during whole class instruction and when doing homework, so the result is improved student outcomes.

2. 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. It also fosters a positive and inclusive learning culture, where students feel valued, respected, and motivated. By differentiating instruction and assessment, teachers can enhance the quality and effectiveness of your teaching and learning.

3. 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. The process will allow teachers to match instructional resources to each students' education need(s). PLCs allow educators opportunities to directly improve teaching and learning. PLCs allow teachers an easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement.

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
-------------	-----------------------------------

Step 1 Literacy Leadership & Professional Development & Learning:

Palmetto Elementary School's Literacy Leadership Team, consisting of:

- ? School administrator - Danny Moya
- ? SSCC - Cindy Vega
- ? Media specialist - Charmain Johnson
- ? Lead teachers - Dan Polland, Sharon Buntin, Brooke Buntin, Evelyne Fortune, Luice Chang, Nancy Shields, Cheryl Sybron, Lizette Roman, Kathleen Anderson, Beatriz Acosta, Rachel Andrews, Megan Wheatley

1. School admin and Literacy Leadership Team attend training on the operational plan for collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in Core (Tier 1) and to monitor progress of students receiving Supplemental (Tier 2) and Intensive (Tier 3) interventions.
2. School leaders share the plan with staff in faculty meetings and PLCs.
3. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure the plan is implemented effectively.
4. PLC's: (Professional Learning)
 - a. Development of a PLC schedule to include all content area teachers and resource teachers.
 - b. The PLCs sessions will focus on data analysis and effective instruction based on the needs
 - c. Instructional coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
 - d. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.

Moya, Danny,
danny.moya@palmbeachschools.org

Step 2 Assessment:

Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening)

- a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQ's in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment).
- b. Teachers will analyze student data to determine strengths and weaknesses in content area.
- c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities
- d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
- e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning and adjust instruction continuously.

Mooney, Jennifer,
jennifer.mooney@palmbeachschools.org

Action Step	Person Responsible for Monitoring
-------------	-----------------------------------

Step 3 Interventions:

- Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
- Use K-5 Reading intervention with guidelines for schools to determine students' needs

Vega, Cindy,
cindy.vega@palmbeachschools.org

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))

NA

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)

NA

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))

NA