Palm Cove Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Palm Cove Elementary School

11601 WASHINGTON ST, Pembroke Pines, FL 33025

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Palm Cove Elementary is to develop each student's intrinsic ability to learn, think, communicate, and act responsibly in a changing world by providing a comprehensive and balanced instructional program that emphasizes necessary skills and strategies needed for academic success in a safe and secure learning environment.

Provide the school's vision statement.

The best is yet to come.

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
Elie, Priscille	Principal	The Principal will coordinate administrative oversight and plan all phases of instructional leadership for the school including educational programming, administration, budgetary planning, discipline, and counseling services.
Dusch, Thomas	Assistant Principal	Assists in the planning, scheduling and supervision of student activities. Supervises and evaluates substitutes assigned to the building. Assists in the budget planning process at the building level. Relates to students with mutual respect while carrying out a positive and effective discipline policy.
Harmon, Dominique	Teacher, ESE	Provide the level and frequency of support needed for students based on the Individual Education Plan (IEP). Arrange for alternative classroom and testing accommodations for students with disabilities. Develop and adapt curriculum and testing materials to meet the needs of teachers and students.
Ojeda, Lissy	School Counselor	Observing children and identifying their strengths, problems or areas for improvement. Offering guidance to students, parents and teachers. Monitoring the progress of children with difficulties to observe if improvement is being made.
Valiente, Jennifer	Math Coach	Math Coach's primary role is to coach math teachers to support best practices in using data, provide analysisof school-wide trends in instruction, make recommendations about potential next steps to address areas of need and support teachers with the math curriculum.
Cartwright, Melinda	Other	The ESE specialist, conducts staffing, sits on RtI meetings, assistant and meets with classroom teachers related to students with disabilities.
Zafra, Shaina	Curriculum Resource Teacher	Supports the reading and math curriculum with students. Provides coaching support to classroom teachers
Sanchez, Jessica	Reading Coach	Reading Coach's primary role is to coach ELA teachers to support best practices in using data, provide analysis of school-wide trends in instruction, make recommendations about potential next steps to address areas of need and support teachers with the ELA curriculum.

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.

Our SAC is composed of school leaders, teachers, school staff, parents, and community members that meet monthly. The function of the council is to facilitate the development of the School Improvement Plan (SIP), to monitor implementation of the SIP, and to evaluate the effectiveness of the SIP.

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 Palm Cove Elementary School Improvement Plan (SIP) will be revised based on data from FAST and STAR PM1, PM2, and PM3. The School Improvement Plan (SIP) goals will be monitored by analyzing data to change instruction to meet specific student needs and to close achievement gaps. Monthly Data Chats will take place to monitor student progress. Academic Goals will be set and discussed to ensure that teachers are following academic standards with fidelity. Walkthroughs will take place regularly by administration and Instructional Coaches. Findings and observations will be discussed at support meetings to allow for teacher support and feedback.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	89%
2022-23 Economically Disadvantaged (FRL) Rate	92%
Charter School	No
RAISE School	No
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: B 2018-19: B 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	32	29	21	21	32	23	0	0	0	158
One or more suspensions	0	0	0	1	6	5	0	0	0	12
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	13	21	13	16	13	19	0	0	0	95
Level 1 on statewide Math assessment	0	15	16	10	12	20	0	0	0	73
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	7	9	14	11	0	0	0	45

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	7	20	15	11	19	24	0	0	0	96

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	3	5	2	5	1	1	0	0	0	17
Students retained two or more times	3	3	2	1	1	1	0	0	0	11

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	38	29	23	24	22	23	0	0	0	159
One or more suspensions	0	0	0	2	6	0	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	14	18	25	0	0	0	57
Level 1 on statewide Math assessment	0	0	0	14	21	40	0	0	0	75
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	0	3	6	6	6	0	0	0	24

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	1	1	1	14	29	37	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	2	0	9	11	23	0	0	0	45
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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	38	29	23	24	22	23	0	0	0	159
One or more suspensions	0	0	0	2	6	0	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	14	18	25	0	0	0	57
Level 1 on statewide Math assessment	0	0	0	14	21	40	0	0	0	75
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	0	3	6	6	6	0	0	0	24

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	1	1	1	14	29	37	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	2	0	9	11	23	0	0	0	45
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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*	51	58	56	60	59	57
ELA Learning Gains	60	66	61	71	60	58
ELA Lowest 25th Percentile	50	56	52	73	54	53
Math Achievement*	52	59	60	59	65	63
Math Learning Gains	62	72	64	60	66	62
Math Lowest 25th Percentile	44	63	55	49	53	51
Science Achievement*	31	45	51	48	46	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	62			67		

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	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	8
Percent Tested	98

2021-22 ESSA Federal Index	
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	36	Yes	1	
ELL	48			
AMI				
ASN				
BLK	47			
HSP	60			
MUL				
PAC				
WHT	70			
FRL	51			

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	51	60	50	52	62	44	31					62
SWD	24	44	50	39	50	30	15					
ELL	47	46	30	56	60		36					62
AMI												
ASN												
BLK	44	59	55	43	62	42	26					
HSP	63	63		61	59		40					72
MUL												
PAC												

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
WHT	70											
FRL	46	60	61	47	60	47	27					62

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	47	34	26	25	14	6	24					44
SWD	33	25		23	21		11					
ELL	29	18		23	18		36					44
AMI												
ASN												
BLK	45	36	31	20	13	8	22					
HSP	55	33		33	11		33					46
MUL												
PAC												
WHT	36			45								
FRL	44	35	38	22	13	9	16					30

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	60	71	73	59	60	49	48					67
SWD	30	65	78	36	59	62	19					56
ELL	48	73	75	56	76	71	43					67
AMI												
ASN												
BLK	57	68	76	56	56	44	47					73
HSP	61	73	70	61	61	53	45					70
MUL												
PAC												
WHT	70			80								
FRL	60	71	71	59	60	46	46					68

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	63%	56%	7%	54%	9%
04	2023 - Spring	58%	61%	-3%	58%	0%
03	2023 - Spring	63%	53%	10%	50%	13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	75%	62%	13%	59%	16%
04	2023 - Spring	64%	65%	-1%	61%	3%
05	2023 - Spring	45%	58%	-13%	55%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	46%	-8%	51%	-13%

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 trends that emerged across the grade levels and core content areas is that Math is a much weaker area than Reading. Students in grade 3 were at or above the district's standard for students meeting proficiency in ELA and Math. Students in 4th and 5th grade scored below proficiency level in ELA and Math. ELL student subgroup scored below 50% in ELA. SWD student subgroup scored below 50% in ELA and Math. The factors that contributed to this need for improvement were inconsistent use of manipulatives in the classroom, consistent small group intervention in the classrooms, and lack of mastery of basic math fluency skills due to the global pandemic.

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

Based on the 2022 FSA state assessment and the the core subject area that is the greatest need for improvement is Math. The factors that contributed to this need for improvement were inconsistent use of manipulatives in the classroom, consistent small group intervention in the classrooms, and lack of mastery of basic math fluency skills due to the global pandemic.

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.

According to the trend State Assessment data, fifth grade math demonstrated the greatest gap when compared to the state average. The factors that contributed to this need for improvement were inconsistent use of manipulatives in the classroom, consistent small group intervention in the classrooms, and lack of mastery of basic math fluency skills due to the global pandemic.

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

Based on the 2022 FSA state assessment, the core subject area that showed the most improvement is Math learning gains. The action steps that we took were Math pull out groups, provided coaching cycles with modeling by math instructional coach, provided extended learning opportunities after school, provided district and school-based professional development in the area of math centers, utilization of manipulatives, effective implementation of B.E.S.T. Math standards, and small group instruction.

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

Based on the EWS data, the potential area of concern is Chronic Absenteeism and Level 1 in ELA.

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

1. Student Attendance
2. Early Literacy
3. Tier 1 Instruction
4. Progress Monitoring
5. Academic Proficiency in ELA, Math, and Science

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

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

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

Based on our EWS data, Chronic Absenteeism was indicated as an area for improvement.

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

By June 2024, Chronic Absenteeism will decrease by 10% as evidenced by student attendance.

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

Student attendance will be monitored by the School Counselor, IMT, classroom teachers, administration, and School Social Worker. Classroom teachers will communicate Chronic Absenteeism concerns to the School Counselor and create an attendance referral with the School Social Worker. IMT and school administrators will also monitor student attendance and refer absenteeism for the BTIP process as required by BCPS policy.

Person responsible for monitoring outcome:

Lissy Ojeda (lissy.ojeda@browrdschools.com)

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.)

The evidence-based intervention being implemented to address Chronic Absenteeism is a monthly incentive for students who attend school daily. The focus for the incentive is perfect attendance and most improved attendance.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The research-based intervention of a monthly incentive involves all stakeholders which allows everyone to have accountability and ownership of improving student attendance.

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.Leadership team to collect, monitor, and analyze student attendance data to identify students exhibiting chronic absenteeism. Based on this information families will receive support from the School Counselor and School Social Worker to develop a solution for getting students to school on time.
2. Based on areas of need, the School Counselor and School Social Worker can collaborate with outside agencies to provide resources and support to families that may need them.
3. School will implement an attendance incentive program that will reward students who demonstrate perfect attendance and most improved attendance on a monthly basis.

Person Responsible: Lissy Ojeda (lissy.ojeda@browrdschools.com)

By When: June 2024

#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.

Based on the School Grade Components by Subgroups data review, students with disabilities (SWD) demonstrated a 36% federal index score which is an average of all seven data components.

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

By June 2024, the students with disabilities subgroup will increase the federal index score to 41% as evidenced by the 2023-2024 assessment data.

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

The students with disabilities subgroup will be monitored through ongoing progress monitoring, IEP goal monitoring, and data chats throughout the 2023-2024 school year.

Person responsible for monitoring outcome:

Priscille Elie (priscille.elie@browardschools.com)

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.)

Tier 1 grade level instruction in all core subject areas, push in/pull out small group instruction with an ESE Instructional Facilitator, and daily classroom intervention based on progress monitoring data.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students with disabilities need to be instructed on their grade level as well as receive instruction aligned to their IEP goal by an ESE instructional facilitator and the classroom teacher. Daily classroom interventions will allow teachers to close learning gaps in core content areas.

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 2 - Moderate 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.Leadership team to collect, monitor, and analyze student data to identify areas of gaps pertaining to standards. Based on this information teachers will receive professional learning training in house and from the Elementary Learning Department.
2. Based on areas of weakness, the leadership team will collaborate with teachers to implement research based strategies and interventions needed to address areas of weakness continue to develop strengths.
3. Data from Savvas, FAST/Star, and teacher observations will be used to drive instruction and monitor student achievement and gains.

Person Responsible: Jennifer Valiente (jennifer.valiente@browardschools.com)

By When: June 2024

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

School funds are allocated based on student needs and presented and approved at a SAC meeting where all stakeholders are involved. Funds were used to purchase Magnetic Reading, iReady Reading/Math, iReady toolbox, Florida BEST Math Instruction, Measuring ELA/Math/Science, WriteScore, J&J Science Bootamp, J&J Science Speed Bags. These programs build reading and math fluency and promote student confidence.

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.

Information will be shared and disseminated to all stakeholders through SAC/SAF meetings, School Website, and the School Newsletter. Translations will be available for Spanish and Haitian Creole speakers. The Palm Cove Elementary School website is https://www.browardschools.com/palmcove.

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))

Palm Cove Elementary School will engage its stakeholders through Meet and Greet, Open House, Annual Title 1 Parent Meeting, School Advisory Council, School Advisory Forum, and family nights to build positive relationships with parents, families and other members of the community. We also communicate with our parents via planner, newsletters, social media, email, and parentlinks. Parent Conferences, interim reports, RtI meetings, report cards, and Pinnacle are used to inform parents of their child's progress. Stakeholders are also connected to the school through the Palm Cove Elementary School website. The Palm Cove Elementary School website is https://www.browardschools.com/palmcove.

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))

Palm Cove Elementary will conduct School based ongoing professional development in the Science of Reading, as well as district provided trainings. Palm Cove Elementary will utilize Title 1 funds to provide Extended Learning Opportunities in core subject areas. The Master Instructional Schedule was built with a focus on uninterrupted instructional time in all core subject areas. An intervention block was built into the master schedule in ELA and Math to ensure students specific learning needs are met. Palm Cove Elementary will also implement targeted push in/pull out groups in reading and math.

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))

At Palm Cove Elementary, the following programs are addressed in coordination with Federal, State, and local services. Violence prevention is addressed in the discipline matrix, Student Code of Conduct, and Anti Bullying policies and programs. Nutrition programs and Health Education is an integral part of our school by following Physical Education curriculum and federal initiatives of the BCPS Food & Nutrition Department. Parents and students in need of housing and food assistance are referred to the school Social Worker and Guidance Counselor. Adult Education questions are referred to the Adult Community School in our area. This includes ESOL, GED, and other continuing education programs. Persons interested in Career and Technical Education are referred to the appropriate department.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Palm Cove Elementary School implements daily life skills and wellness practices. Teachers refer students to the School Counselor. Students are also able to refer themselves if they need support from the School Counselor. School Counselor and School Social Worker refer students and families to outside agencies for support. School Counselor pulls groups based on the needs of the students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Not applicable for the 2023-2024 school year.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Palm Cove Elementary School has a School-wide Positive Behavior Plan. Palm Cove Elementary School has daily expectations (FAST) for students that include Follow Directions, Act Responsibly, Show Respect, and Think Positively. The expectations are reviewed daily on the morning announcements, in the classrooms, and throughout the school campus. Students attend quarterly behavior assemblies. The Student Code of Conduct is reviewed at the beginning of the school year and it is signed by the student and legal guardian. Palm Cove Elementary School follows BCPS behavior and discipline policies and procedures.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Palm Cove Elementary School's staff participates in weekly professional learning communities utilizing the CARRES model. Staff is provided ongoing school-based or district professional development in curriculum and instruction, RtI, ESE strategies, ELL strategies, and effective behavior management strategies.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Palm Cove Elementary School hosts a Kindergarten Roundup in the spring in an effort to assist preschool children in the transition from early childhood education programs to Kindergarten. Palm Cove Elementary School also offers scheduled tours of the school for possible incoming students.