

The School District of Palm Beach County

Belle Glade Elementary School



2021-22 Schoolwide Improvement Plan

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Belle Glade Elementary School

500 NW AVENUE L, Belle Glade, FL 33430

<https://bges.palmbeachschools.org>

Demographics

Principal: Robera Walker Thompson

Start Date for this Principal: 7/1/2014

| | |
|--|---|
| 2019-20 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 |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students* |
| School Grades History | 2018-19: C (50%) 2017-18: D (38%) 2016-17: C (42%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | N/A |
| Support Tier | N/A |
| ESSA Status | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Belle Glade Elementary School

500 NW AVENUE L, Belle Glade, FL 33430

<https://bges.palmbeachschools.org>

School Demographics

| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Elementary School PK-5 | Yes | 96% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 89% |

School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | C | C | D |

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Belle Glade Elementary School is to build a collaborative partnership with its community members that will challenge and guide every student to achieve high academic standards, become self-disciplined, self-motivated, respectful, and college and career ready to become productive citizens.

Provide the school's vision statement.

Belle Glade Elementary foresees the best practices we facilitate will create a highly successful school center and provide a life long foundation for student academic success beyond our doors and into the community.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|------------------|---------------------|---|
| Walker, Robera | Principal | To serve as an instructional leader of the campus and provide direction in the school system. Develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities to ensure a safe and secure campus. |
| Sumner, Maria | Assistant Principal | To serve as an instructional leader of the campus and provide direction in the school system. Develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, hire and evaluate staff and oversee facilities to ensure a safe and secure campus |
| Hart , Stephanie | Instructional Coach | Weekly meetings are held to update the leadership team on Mathematics targets, data is reviewed and goals are addressed or revised. Collaborate and plan with mathematics teacher to ensure curriculum resources and standards are aligned to tasks. |
| Wilkins, Natisha | Instructional Coach | Weekly meetings are held to update the leadership team on Reading targets, data is reviewed and goals are addressed or revised. Collaborate and plan with ELA teachers to ensure curriculum resources and standards are aligned to tasks. |
| Estrada, Illian | Other | Weekly meetings are held to update the leadership team on ELL targets, data is reviewed and goals are addressed or revised. |
| Murphy, Ariana | Teacher, K-12 | Accelerated teacher and coach will ensure that enrichment activities are used in all high achieving math courses and teachers have the needed support. |
| Cadet, Beatrice | Other | Coordinator of the ESE department. Create and monitor schedules, IEP's and ESE teachers. |

Demographic Information

Principal start date

Tuesday 7/1/2014, Robera Walker Thompson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

17

Total number of teacher positions allocated to the school

62

Total number of students enrolled at the school

626

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|----|----|-----|-----|-----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 93 | 90 | 92 | 105 | 89 | 120 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 589 |
| Attendance below 90 percent | 0 | 49 | 55 | 57 | 30 | 66 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 257 |
| One or more suspensions | 0 | 0 | 1 | 9 | 3 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |
| Course failure in ELA | 0 | 21 | 63 | 60 | 28 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 193 |
| Course failure in Math | 0 | 8 | 48 | 61 | 29 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 155 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 12 | 47 | 84 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 143 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 71 | 106 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 177 |
| Number of students with a substantial reading deficiency | 0 | 13 | 9 | 32 | 15 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 113 |
| FY21 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 78 | 124 | 78 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 280 |
| FY21 Math Winter Diag Level 1 & 2 | 0 | 0 | 0 | 71 | 114 | 72 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 257 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 17 | 59 | 59 | 39 | 65 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 239 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 3 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|-------------|-----|----|-----|-----|-----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 89 | 107 | 95 | 103 | 144 | 119 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 657 |
| Attendance below 90 percent | 7 | 18 | 8 | 25 | 30 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 117 |
| One or more suspensions | 8 | 8 | 3 | 11 | 6 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 |
| Course failure in ELA | 0 | 22 | 66 | 46 | 68 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 246 |
| Course failure in Math | 0 | 2 | 25 | 28 | 57 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 142 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 40 | 43 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 83 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 27 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61 |
| FY20 ELA Winter Diag Levels 1 & 2 | 0 | 0 | 0 | 0 | 113 | 77 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 190 |
| FY20 Math Winter Diag Levels 1 & 2 | 0 | 0 | 0 | 0 | 98 | 70 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 168 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 22 | 56 | 40 | 81 | 54 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 253 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 3 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|-------------|-----|----|-----|-----|-----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 89 | 107 | 95 | 103 | 144 | 119 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 657 |
| Attendance below 90 percent | 7 | 18 | 8 | 25 | 30 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 117 |
| One or more suspensions | 8 | 8 | 3 | 11 | 6 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 |
| Course failure in ELA | 0 | 22 | 66 | 46 | 68 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 246 |
| Course failure in Math | 0 | 2 | 25 | 28 | 57 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 142 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 40 | 43 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 83 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 27 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61 |
| FY20 ELA Winter Diag Levels 1 & 2 | 0 | 0 | 0 | 0 | 113 | 77 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 190 |
| FY20 Math Winter Diag Levels 1 & 2 | 0 | 0 | 0 | 0 | 98 | 70 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 168 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 22 | 56 | 40 | 81 | 54 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 253 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 3 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 27% | 58% | 57% | 25% | 57% | 56% |
| ELA Learning Gains | | | | 61% | 63% | 58% | 44% | 61% | 55% |
| ELA Lowest 25th Percentile | | | | 63% | 56% | 53% | 47% | 56% | 48% |
| Math Achievement | | | | 41% | 68% | 63% | 38% | 65% | 62% |
| Math Learning Gains | | | | 68% | 68% | 62% | 47% | 63% | 59% |
| Math Lowest 25th Percentile | | | | 62% | 59% | 51% | 39% | 53% | 47% |
| Science Achievement | | | | 26% | 51% | 53% | 24% | 56% | 55% |

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 16% | 54% | -38% | 58% | -42% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 38% | 62% | -24% | 58% | -20% |
| Cohort Comparison | | -16% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 32% | 59% | -27% | 56% | -24% |
| Cohort Comparison | | -38% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 32% | 65% | -33% | 62% | -30% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 48% | 67% | -19% | 64% | -16% |
| Cohort Comparison | | -32% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 42% | 65% | -23% | 60% | -18% |
| Cohort Comparison | | -48% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 25% | 51% | -26% | 53% | -28% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can modify instruction. Various reports will be used to monitor and support student learning: Grades 1 - 2 will use iReady Reading Diagnostic for Fall, Winter and Spring. 3 - 5 will use USA Reading Assessments for Fall and Winter and Spring. iReady

provides user friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of strengths and areas of need. Units Standardized Assessments (USA's) gives teachers data on how well the students have mastered the standard, supports monitoring of student learning and provides ongoing feedback that teachers can use to make adjustments to instruction to improve student learning. Additionally 1 - 2 will use Successmaker for Winter and Spring, 3 - 5 will use Successmaker for Winter and FSA for Spring.

Successmaker is an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 20.9 | 17.7 | 21.6 |
| | Economically Disadvantaged | 21.1 | 17.9 | 21.8 |
| | Students With Disabilities | 5.6 | 11.1 | 6.3 |
| | English Language Learners | 20.8 | 13 | 16.7 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | N/A | 72.3 | 79.4 |
| | Economically Disadvantaged | N/A | 72.8 | 79 |
| | Students With Disabilities | N/A | 44.4 | 57.9 |
| | English Language Learners | N/A | 75 | 76.9 |

| Grade 2 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 10.6 | 7.1 | 14.5 |
| | Economically Disadvantaged | 10.6 | 7.1 | 14.5 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 4.3 | 0 | 10.5 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | N/A | 72 | 68.5 |
| | Economically Disadvantaged | N/A | 72 | 68.5 |
| | Students With Disabilities | N/A | 87.5 | 77.8 |
| | English Language Learners | N/A | 76.2 | 76 |

| Grade 3 | | | | |
|-----------------------|----------------------------|-------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | N/A | 40.4 | 36.9 |
| | Economically Disadvantaged | N/A | 40.2 | 36.6 |
| | Students With Disabilities | N/A | 54.5 | 54.5 |
| | English Language Learners | N/A | 18.2 | 26.1 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 57.4 | 43.0 | 32.7 |
| | Economically Disadvantaged | 57.6 | 41.8 | 31.4 |
| | Students With Disabilities | 75 | 58.3 | 45.5 |
| | English Language Learners | 66.7 | 34.8 | 30.4 |
| | | | | |
| Grade 4 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | N/A | 45.5 | 33.1 |
| | Economically Disadvantaged | N/A | 45.0 | 33.3 |
| | Students With Disabilities | N/A | 46.2 | 38.5 |
| | English Language Learners | N/A | 32.4 | 11.1 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 16,.7 | 14 | 13.1 |
| | Economically Disadvantaged | 16,8 | 14.1 | 13.3 |
| | Students With Disabilities | 13.3 | 8.8 | 0 |
| | English Language Learners | 0 | 2.9 | 5.6 |
| | | | | |

| Grade 5 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | N/A | 53.1 | 52.8 |
| | Economically Disadvantaged | N/A | 53.1 | 52.8 |
| | Students With Disabilities | N/A | 23.1 | 23.1 |
| | English Language Learners | N/A | 28.6 | 31 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 58.3 | 48.3 | 32.5 |
| | Economically Disadvantaged | 58.3 | 48.3 | 32.5 |
| | Students With Disabilities | 20 | 10 | 4.8 |
| | English Language Learners | 46.2 | 36.7 | 19.4 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 52.6 | 56.5 | 43.5 |
| | Economically Disadvantaged | 52.6 | 56.5 | 43.5 |
| | Students With Disabilities | 27.3 | 21.4 | 6.3 |
| | English Language Learners | 50 | 47.8 | 26.7 |
| | | | | |

Subgroup Data Review

| 2021 SCHOOL GRADE 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 |
| SWD | 3 | 39 | | 7 | 13 | 15 | 6 | | | | |
| ELL | 15 | 49 | 64 | 22 | 43 | 27 | 17 | | | | |
| BLK | 16 | 32 | 40 | 17 | 22 | 19 | 8 | | | | |
| HSP | 20 | 53 | | 29 | 39 | | 21 | | | | |
| WHT | 35 | | | 35 | | | | | | | |
| FRL | 18 | 41 | 47 | 21 | 30 | 17 | 14 | | | | |
| 2019 SCHOOL GRADE 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 |
| SWD | 8 | 40 | 48 | 18 | 56 | 57 | 6 | | | | |
| ELL | 19 | 56 | 67 | 39 | 63 | 53 | 25 | | | | |
| BLK | 29 | 58 | 61 | 39 | 68 | 62 | 27 | | | | |
| HSP | 27 | 61 | 59 | 46 | 69 | 60 | 28 | | | | |

| 2019 SCHOOL GRADE 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 |
| WHT | 8 | | | 42 | | | | | | | |
| FRL | 27 | 61 | 63 | 41 | 69 | 62 | 27 | | | | |
| 2018 SCHOOL GRADE 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 2016-17 | C & C Accel 2016-17 |
| SWD | 4 | 27 | 43 | 16 | 29 | 35 | 13 | | | | |
| ELL | 12 | 42 | 46 | 28 | 34 | 29 | 5 | | | | |
| BLK | 28 | 44 | 48 | 36 | 49 | 42 | 29 | | | | |
| HSP | 21 | 46 | 50 | 41 | 47 | 33 | 13 | | | | |
| WHT | 25 | 40 | | 42 | 30 | | | | | | |
| FRL | 25 | 44 | 47 | 38 | 46 | 39 | 24 | | | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 28 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 6 |
| Progress of English Language Learners in Achieving English Language Proficiency | 32 |
| Total Points Earned for the Federal Index | 220 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 98% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 15 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 34 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |

| Native American Students | |
|--|-----|
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 24 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 31 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 38 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 28 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on SY 21 data, math decline significantly across all grade levels. In SY19 FSA math proficiency was a 41% compared to SY21, 21%. There was also a increase in the % of level 1 students based on SY21 FSA data compared to SY19 FSA data.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on SY 2019 assessments, the area that has the greatest need is ELA proficiency. ELA proficiency is 20% and has been challenging over the past 7 years to move past 30% due to 3rd grade proficiency which had a 5% decline from SY2018.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Teachers need more professional development around teaching foundational skills and comprehension in primary grades. New actions that are needed include increased professional development opportunities for primary teachers. New curriculum and training for all Kindergarten - 2nd grade teachers. Additional support for small group instruction. Peer observations and support from the instructional coaches during PLC's and collaborative planning meetings.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math Learning Gains showed the most improvement, there was a 21% increase. When looking at our ESSA identified subgroups, we see our SWDs had a 27% increase in gains. There wasn't any comparative data for our Whites. We utilized the strategy of double down in math classes with academic tutors, we tracked and monitored our L25 students and our strategic small groups were purposefully driven.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Having departmentalized classrooms and a decrease in teacher turnover support teachers becoming more effective in subject areas taught. New actions included an earlier start with tutorial. Increased academic tutors in math classrooms. Students received strategic support from the math resource teacher during small groups. Aggressive monitoring of all students.

What strategies will need to be implemented in order to accelerate learning?

The strategies that will need to be implemented are peer observations, PLC's and AVID. Peer observations allow teachers to learn from each other by implementing model classrooms on-site that teachers can visit, debrief with coaches, practice implementation, observe and adjust instruction as needed. This process has given us great success. PLC's will be tailored to the needs of the teachers and have support from the leadership team. AVID will help students become disciplined and analytical thinkers. Analytical thinking refers to the ability to think critically about the world around us. Analytical and reasoning skills are essential because they help us solve problems and look for

solutions, thus allowing our students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary for day to day.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will include small group instruction, top score writing in 3rd - 5th grade, Benchmark for K - 2nd grade teachers and AVID.

Small group instruction PD will focus on how teacher will use data to create small groups, how to prompt students during small groups and help increase comprehension. Top Score writing will be used to support the writing structure and expose teachers to a resource that has all the components of writing that will guide them to be stronger teachers of writing. Benchmark professional development will be ongoing as teachers become more familiar with the resource to include model school visits and planning support. The AVID team will provide PD on AVID strategies such as philosophical chairs and 2/3 column notes that will expose students to more rigor.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

A reading recovery teacher will strategically support students in 1st and 2nd grade to guide them to proficiency in reading.

An AMP teacher will work with students who are proficient to accelerate them to higher levels by exposing them to project based learning.

The LTF will support teachers during PLC's and collaborative planning that will help improve instructional delivery in the classrooms.

Academic tutors will continue to support teachers by providing small group support to students that is more specific to the students' needs.

Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during staff meetings and on professional development days. Leadership will be assigned to support the students and build relationships with them to motivate and ensure their attendance. The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to not be actively involved in school. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism and low academic success through SBT.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: There was a significant decrease in math proficiency school-wide. Based on SY21 FSA data, 3rd grade had a proficiency of 18% which is a decrease of 35% from 2019. 4th Grade 17% proficient compared to 47% in 2019, a 30% decrease, and 5th grade had a proficiency of 37, which was a 10% decrease from 2019.

Measurable Outcome: Our measurable outcomes for SY22 are as follows:

ELA- 30%
Math - 41%
Science - 25%

Monitoring: Data meetings will be biweekly to review progress based on FSQ's and USA data. This data will also be analyzed during PLC's and other data driven collaborative planning meetings.

Person responsible for monitoring outcome: Robera Walker (robera.walker@palmbeachschools.org)

Evidence-based Strategy: Instructional Coaches will support rigorous, standards based planning.

Rationale for Evidence-based Strategy: Within our school, 62 percent of teachers have less than 7 years of teaching experience. The Instructional Coaches will provide teachers the opportunity to focus on standards-based instruction. They will support making modifications to ensure differentiated small group instruction is strategically planned and they will ensure teachers use strategies and resources to support all learners all the time.

Action Steps to Implement

Data-driven, collaborative and vertical planning to support alignment of standards.

Person Responsible: Stephanie Hart (stephanie.hart@palmbeachschools.org)

Extra support in classrooms with academic tutors

Person Responsible: Maria Sumner (maria.sumner.1@palmbeachschools.org)

Peer Observations

Person Responsible: Natisha Wilkins (natisha.wilkins@palmbeachschools.org)

Ready is used to support standards aligned resources

Person Responsible: Maria Sumner (maria.sumner.1@palmbeachschools.org)

Data analysis and reflection to make adaptations to instruction and for small group planning. Monitoring for the action steps will occur through lesson plan review, student data analysis, administrative data chats, and classroom fidelity walks.

Person Responsible: Robera Walker (robera.walker@palmbeachschools.org)

#2. Instructional Practice specifically relating to ELA

| | |
|---|---|
| Area of Focus Description and Rationale: | There was a decrease in reading proficiency school-wide, with the exception of 3rd Grade. Based on FSA data in FY22 3rd grade reading ;proficiency was 23% compared to 16% in SY19. This was a 7% increase. However, 4th Grade ELA was 13% in SY22 compared to 35.83% in SY19 and 5th grade was 26% in SY22 compared to 34% in SY19. The impact that writing had on ELA during SY22 was significant and is evident in the data. |
| Measurable Outcome: | Our measurable outcomes for FY22 are: ELA 30% ESSA identified subgroups: Whites: SWDs: |
| Monitoring: | Data meetings will be biweekly to review progress based on FSQ's and USA data. This data will also be analyzed during PLC's and other data driven collaborative planning meetings. |
| Person responsible for monitoring outcome: | Robera Walker (robera.walker@palmbeachschools.org) |
| Evidence-based Strategy: | Instructional Coaches will support rigorous, standards-based planning. |
| Rationale for Evidence-based Strategy: | Within our school, 80 percent of teachers have less than 3-5 years of teaching experience. The Instructional Coaches will provide teachers the opportunity to focus on standards-based instruction. They will support making modifications to ensure differentiated small group instruction is strategically planned and they will ensure teachers use strategies and resources to support all learners all the time. |

Action Steps to Implement

1. Data-driven, collaborative and vertical planning to support alignment of standards.
2. Extra support in classrooms with academic tutors
3. Peer Observations
4. iReady is used to support standards aligned resources
5. Data analysis and reflection to make adaptations to instruction and for small group planning.

Person Responsible Robera Walker (robera.walker@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.floridacims.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to Alex.org we are in the very high category (1279/1395) compared to schools across the State. Our incident ranking is 77/82 elementary schools in Palm Beach County. When I compare schools that serve similar demographics as our school, we are ranked close to the same, however there is still a significant increase from 2017 incidents to 2019.

During leadership meetings, the team will review discipline data to address the needs of the students biweekly. We will also review the discipline data during safety meetings.

We have included SEL on the fine arts wheel to support students with understanding their emotions and how to problem solve.

Community involvement is key and we have experienced success when more community stakeholders were involved consistently during Pre-Covid. Revisiting our community stakeholders plan will help support our efforts to decrease incidents.

Students with public order incidents are no longer at the school. However, we receive students into our EBD unit that do experience problems in the public that feed back into our school campus.

Additionally, the school-based MTSS leadership team identifies the problem, analyze the data, designs interventions and evaluates results for development of the School Improvement Plan. The Team utilizes the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focuses attention on deficient areas in this development.

Topics for discussion include, but are not limited to, the following:

- Test scores and the lowest 25%
- Strengths and weaknesses of intensive programs
- Mentoring, tutoring, and other services.
- * Types of frequent incidents
- * Students who are considered frequent flyers
- * Location of incidents
- * Support staff to serve as mentors
- * Incentives for improvement

Support services are provided by District personnel, including the Transformation Team and Area Support Team, Reading Coaches, Learning Team Facilitator, Math Coach, Community Resource Persons and LSI Consultant.

SAI funds will be used to provide intensive in-school reading remediation to students identified as being below grade level in reading. The program will primarily include 1) retained 3rd grade students, 2) 3rd grade students with reading deficiencies, 3) fourth grade students with reading deficiencies.

Through our SwPBS guidelines and expectations students show responsibility by being in attendance. When they have perfect attendance for the month, they are rewarded through the school wide incentive program.

Culture/Community

AVID nights are used as a platform to increase parent involvement and community collaboration. We invite students from Middle and High schools to serve as mentors for our students in 3rd, 4th and 5th Grade.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Belle Glade Elementary plans to build positive relationships with families to increase involvement through recruitment and active involvement in the decision making process at school through SAC and AVID nights. Additionally, Belle Glade Elementary provides a full time community resource person for communication with our community partners, parent contact, and home visits.

The following strategies are also implemented:

1. Soliciting feedback from parents regarding their comfort level and contacting teachers and administrators with questions or concerns;
2. The AVID team will train parents on academic strategies that can be used at home with their students. Consistent with the principles of AVID, the schools promotes a college and career ready culture by displaying college materials and signage, as well as talking to students about career pathways during fine arts and school-wide assemblies.
3. Data chats will be held with parents twice a year to review academic progress;
4. Development and implementation of a comprehensive school counseling program (student development plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as; developing school success skills;
5. Positive notes, letters, phone calls, and text messages home.

Our school utilizes our SwPBS universal guidelines to ensure all students feel an integral part of our learning community. We focus on developing a strong parent involvement through the use of our social media platforms to communicate with our community partners, parent contact, and home visits. In addition leadership and teachers strive to send positive notes, letters, phone calls, and text messages home.

We have an established School Advisory Council made up of administration, teachers, educational support employee, parents & community/business partners who collaboratively support student achievement & school improvement.

Our school has also employed a Behavioral Health Professional who supports students through individual and small group sessions. Through our school counseling program (student development plan) we dedicate time to implement, develop, and evaluate parent meetings/workshops on topics such as; School Success Skills.

At BGES SEL (Social, Emotional Learning) is crucial. Teachers implement SEL daily in the classrooms. Our BHP and Counselor meet with students through lunch bunches based on students needing help with friendships and also meeting with students one on one.

At BGES we develop students into becoming college and career ready through our School-wide AVID initiative.

At BGES we have a Band Program for our 3rd - 5th graders. Students perform in a variety of community and school related events.

At BGES we develop student engagement and participation towards 100% attendance through various incentives and recognition. We have a weekly shout outs list for students with perfect attendance each week. We have a monthly "on a roll" incentive where students who have perfect attendance for the entire month receive a fruit roll up.

We have an established relationship with a variety of businesses to support students learning and growth. We partnered with Museums, Parks and Recreation, South Florida Science Center & Aquarium, etc.

As an early intervention to increase student readiness to enter kindergarten, we offer a school year 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 program are supported by the Department of Early Childhood Education and Department of Exceptional Student Education) and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Bridges of Belle Glade will help develop strong relationships with parents and community that will enhance students' success at school. They participate in monthly SAC meetings and AVID parent nights when available.

Zeta Phi Beta Sorority Inc. is a local organization that works with the administration team to provide additional support to students and staff at Belle Glade Elementary.

Back to Basics is a non-profit organization that provide uniforms and school supplies to all students at Belle Glade Elementary.

TeamWork USA sponsor the BGE band, provide instruments and other resources for 3rd - 5th Grade band students.