Belvedere Elementary School

2022-23 Schoolwide Improvement Plan

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Belvedere Elementary School

3000 PARKER AVE, West Palm Beach, FL 33405

https://blve.palmbeachschools.org

Demographics

Principal: Amy Lopez

Start Date for this Principal: 11/13/2018

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (45%) 2018-19: C (44%) 2017-18: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.](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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Belvedere Elementary School

3000 PARKER AVE, West Palm Beach, FL 33405

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 Belvedere Elementary School is embedded in our commitment to provide quality instructional programs to ensure that all students become literate, proficient, life-long learners, and responsible citizens. Our chief priority is meeting the academic, social, and emotional needs of our students. We are committed to accomplishing our mission in a safe, positive, nurturing environment that enhances respect, esteem, and achievement.

Provide the school's vision statement.

Belvedere's vision is that all students are successful in becoming literate, proficient, life-long learners, and responsible citizens regardless of socio-economic status and/or their current level of proficiency.

School Leadership Team

Membership
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.**:**

Name	Position Title	Job Duties and Responsibilities
Lopez, Amy	Principal	Instructional leader that supports the executing and monitoring of personnel, resources, and strategies to ensure all students have equitable access to effective standards-based instruction. Oversees and supports instruction through coaching, mentoring, and planning with all teachers/staff. Ensures alignment to the district strategic plan and equitable and equal instruction for all students.
Gayle, Scott	Assistant Principal	Instructional leader that supports the executing and monitoring of personnel, resources, and strategies to ensure all students have equitable access to effective standards-based instruction. Oversees and supports instruction through coaching, mentoring, and planning with all teachers/staff. Ensures alignment to the district strategic plan and equitable and equal instruction for all students.
Haynes, Kiesha	Other	Single School Culture Coordinator and SBT Leader that supports the executing and monitoring of resources and strategies as well as supports personnel to ensure all students have equitable access to effective standards-based instruction. Leads SBT meetings which includes reviewing initial referrals, analyzing student data, and problem solving. Staff member also collaborates with general education, support teachers, and intervention teachers to implement effective interventions for Tier II and Tier III students. Student data will by collected and analyzed to see if students are responding to the intervention.
Sterk, Marybeth	Other	School based SLP that supports the executing and monitoring of resources and strategies as well as supports personnel to ensure all students have equitable access to effective standards-based instruction. Staff member will actively participate in SBT meetings which includes reviewing initial referrals, analyzing student data, and problem solving. Staff member also collaborates with general education and ESE teachers to create and monitor IEP goals as well as overseeing the implementation of effective strategies and accommodations.
Dull , Adilen	Other	ESOL Coordinator that supports the executing and monitoring of resources and strategies, as well as supports personnel to ensure all students have equitable access to effective standards-based instruction. Staff member will actively participate in SBT meetings, which includes reviewing initial referrals, analyzing student data, and problem solving. Staff member also collaborates with general education and ESOL teachers to create and monitor goals as well as overseeing the implementation of effective strategies and accommodations.
Miller , Erin	Other	ESE contact that supports the executing and monitoring of resources and strategies as well as supports personnel to ensure all students have equitable access to effective standards-based instruction. ESE contact will actively participate in SBT meetings which includes reviewing initial referrals, analyzing student data, and problem solving. Staff member also collaborates

Name	Position Title	Job Duties and Responsibilities
		with general education and ESE teachers to create and monitor IEP goals as well as overseeing the implementation effective strategies and accommodations.
Tomas, Laura	Instructional Coach	Math and science instructional coach and resource teacher that supports the executing and monitoring of resources and strategies as well as supports personnel to ensure all students have equitable access to effective standards-based instruction. Staff member also collaborates with general education, support teachers, and intervention teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.
Portillo, Mario	Teacher, ESE	SAC chair and ESE resource teacher that supports the executing and monitoring of resources and strategies, as well as supports personnel to ensure all students have equitable access to effective standards-based instruction.
Anthony, Monica	Instructional Coach	Reading and Writing instructional coach and resource teacher that supports the executing and monitoring of resources and strategies as well as supports personnel to ensure all students have equitable access to effective standards-based instruction. Coach will actively participate in SBT meetings which includes reviewing initial referrals, analyzing student data, and problem solving. Staff member also collaborates with general education, support teachers, and intervention teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

Demographic Information

Principal start date
Tuesday 11/13/2018, Amy Lopez

Number of teachers with a 2022 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.*
0

Number of teachers with a 2022 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.*
21

Total number of teacher positions allocated to the school
52

Total number of students enrolled at the school
474

Identify the number of instructional staff who left the school during the 2021-22 school year.
11

Identify the number of instructional staff who joined the school during the 2022-23 school year.
11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
					Grade Level									
Number of students enrolled	71	72	66	91	87	69	0	0	0	0	0	0	0	456
Attendance below 90 percent	0	26	22	25	19	13	0	0	0	0	0	0	0	105
One or more suspensions	0	0	1	0	3	1	0	0	0	0	0	0	0	5
Course failure in ELA	0	22	23	34	33	25	0	0	0	0	0	0	0	137
Course failure in Math	0	18	13	23	21	18	0	0	0	0	0	0	0	93
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	23	17	0	0	0	0	0	0	0	47
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	7	21	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	0	3	8	27	11	16	0	0	0	0	0	0	0	65

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
					Grade Level									
Students with two or more indicators	0	20	18	27	29	25	0	0	0	0	0	0	0	119

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
					Grade Level									
Retained Students: Current Year	0	0	0	10	14	9	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated
Monday 8/15/2022

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	63	65	71	90	68	71	0	0	0	0	0	0	0	428
Attendance below 90 percent	0	18	20	19	14	11	0	0	0	0	0	0	0	82
One or more suspensions	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	29	48	61	36	38	0	0	0	0	0	0	0	212
Course failure in Math	0	17	35	44	31	33	0	0	0	0	0	0	0	160
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	9	21	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	19	0	0	0	0	0	0	0	26
Number of students with a substantial reading deficiency	0	12	19	51	29	37	0	0	0	0	0	0	0	148
FY21 ELA Winter Diag Level 1 & 2	0	0	0	55	55	55	0	0	0	0	0	0	0	165
FY21 Math Winter Diag Level 1 & 2	0	0	0	45	49	57	0	0	0	0	0	0	0	151

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	19	34	46	34	39	0	0	0	0	0	0	0	172

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	8	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

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	63	65	71	90	68	71	0	0	0	0	0	0	0	428
Attendance below 90 percent	0	18	20	19	14	11	0	0	0	0	0	0	0	82
One or more suspensions	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	29	48	61	36	38	0	0	0	0	0	0	0	212
Course failure in Math	0	17	35	44	31	33	0	0	0	0	0	0	0	160
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	9	21	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	19	0	0	0	0	0	0	0	26
Number of students with a substantial reading deficiency	0	12	19	51	29	37	0	0	0	0	0	0	0	148
FY21 ELA Winter Diag Level 1 & 2	0	0	0	55	55	55	0	0	0	0	0	0	0	165
FY21 Math Winter Diag Level 1 & 2	0	0	0	45	49	57	0	0	0	0	0	0	0	151

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	19	34	46	34	39	0	0	0	0	0	0	0	172

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	8	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	40%	59%	56%				50%	58%	57%
ELA Learning Gains	59%						51%	63%	58%
ELA Lowest 25th Percentile	73%						30%	56%	53%
Math Achievement	37%	53%	50%				57%	68%	63%
Math Learning Gains	37%						47%	68%	62%
Math Lowest 25th Percentile	50%						33%	59%	51%
Science Achievement	17%	59%	59%				40%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	44%	54%	-10%	58%	-14%
Cohort Comparison		0%				
04	2022					
	2019	46%	62%	-16%	58%	-12%
Cohort Comparison		-44%				
05	2022					
	2019	45%	59%	-14%	56%	-11%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	54%	65%	-11%	62%	-8%
Cohort Comparison		0%				
04	2022					
	2019	52%	67%	-15%	64%	-12%
Cohort Comparison		-54%				
05	2022					
	2019	45%	65%	-20%	60%	-15%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	38%	51%	-13%	53%	-15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	23	61	63	21	45	55	7				
ELL	36	56	72	36	43	52	18				
BLK	43	75		33	47		27				
HSP	38	55	68	34	33	38	13				
WHT	50			50							
FRL	41	60	72	37	36	48	17				

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	19	38		15	24	40	17				
ELL	34	50	38	29	31	29	23				
BLK	35			36							
HSP	39	55	44	33	27	22	33				
WHT	39	40		41							
FRL	38	53	42	32	31	29	32				

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	26	32	20	31	38	36	5				
ELL	46	48	35	61	56	39	36				
BLK	29	43	20	26	30	25	8				
HSP	50	51	34	61	50	34	41				
WHT	75	64		65	36						
FRL	50	51	30	57	48	31	39				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	360
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0

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%	0

White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

In FY22, our achievement data is as follows:
*ELA - 3rd (37%), 4th (42%), 5th (34%), SWD (23%), and Hispanic (38%). Learning gains in 3-5 show an increase of 8%, from 51% in FY19 to 59%.
*Math - 3rd (40%), 4th (35%), 5th (21%), SWD (21%), and Hispanic (34%)
*Science - 5th (14%), SWD (7%), and Hispanic (13%)

In FY21, our achievement data is as follows:
*ELA - 3rd (33%), 4th (32%), 5th (46%), SWD (16%), and Hispanic (21%)
*Math - 3rd (34%), 4th (27%), 5th (34%), SWD (11%), and Hispanic (33%)
*Science - 5th (31%), SWD (14%), and Hispanic (31%)

In FY19, our achievement data is as follows:
*ELA - 3rd (44%), 4th (46%), 5th (46%), SWD (20%), and Hispanic (46%)
*Math - 3rd (55%), 4th (52%), 5th (46%), SWD (24%), and Hispanic (55%)
*Science - 5th (37%), SWD (5%), and Hispanic (36%)

When comparing FY19 and FY22, we see that all grades in all content areas demonstrated a decrease in proficiency. However, when looking at FY21 to FY22 we see an increase in ELA and Math in 3rd, 4th, SWD, and Hispanic. When looking at 5th grade, we have noticed a decrease in ELA, Math, and Science.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

When looking at FSA data above, the greatest need for improvement falls in 5th grade in all content areas. An additional area of need is looking at our ESSA identified subgroups, SWDs (FPPI 40%) and Hispanics (FPPI 41%). Even though these groups are demonstrating progress, they continue to be our identified subgroup of concern. Our progress monitoring data from 2022 correlates to our FSA results with the exception of the Diagnostic data; we were predicted to gain higher achievement levels in Math and Science.

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

The contributing factors to this need for improvement were: participation in after-school tutorials, student and teacher absences, hands-on learning, and small group instruction. Intervention groups were interrupted due to substitute issues, teachers maintained self-contained classrooms in grades 3-5, and teacher capacity in the use and knowledge of technology all impacted student achievement.

*Addressing improvement
Students will have access to grade-level or above grade level texts, provided with opportunities to collaborate with other students about the text, and receive tasks that are aligned. Teachers will provide students with specific feedback to address their thinking and learning needs.

*Increase 3 ELA
With the new rollout of the Benchmark Advance K-5 literacy system, students will receive balanced literacy learning to address the reading foundation learning loss students face during the year. The Benchmark system offers explicit instruction in the whole group, phonics, decodable readers, vocabulary and shared reading. Students will learn to explore and explain their thinking using text-based evidence to support their thinking and answers.

*Increase 4 Mathematics
Students need opportunities to experience mathematics to learn mathematics by building, drawing, writing, talking, and thinking mathematically. Teachers will be given PD opportunities to learn best practices of teaching mathematics conceptually and not just procedurally through the Math Cadres provided by the District. Math Coach will provide PD sessions as needed.

*Increase 5 Science
We are reimagining Science instruction by extending the number of instructional minutes, creating a classroom for demonstrations/labs, targeting content vocabulary, strategic scheduling, planning, and incorporating the rotational model.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

When looking at our FSA data from FY22, we made an improvement in our ESSA identified subgroups: SWDs and ELLs. In FY21, our SWDs had an FPPI of 26% and our ELLs had an FPPI of 34%. Currently the SWDs are at 40%, an increase of 14% and the ELLs are at 45%, an increase of 11%.

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

The contributing factors were the strategic use of our ELL and ESE teachers to provide differentiated small group instruction and intervention. We focused the Master Schedule on ensuring the appropriate allocation of time supporting the students.

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 in grades K-5, using iReady Diagnostic results to create fluid instructional groups, and aligning human resources to provide intervention to targeted students.

In addition we will carefully monitor the results of the state-mandated FAST assessments. Teachers are being trained on specific interventions to target students' specific needs. We will utilize academic tutors during the school day to support targeted standards and specific student needs.

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

In FY23, we are implementing a new ELA curriculum in Third through Fifth grade that fosters differentiated levels of instruction that will address and accelerate learning as well as continuing to follow Gradual Release Model of Instruction. We will closely monitor and make adjustments to instruction based on a variety of data such as: Benchmark Unit Assessments, PM (FAST), I-Ready, and Oral Reading Records.

1. ELA Achievement Growth for SWD & Hispanics - 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.

2. ELA, Math, and Science Achievement will be supported and reinforced through extended day tutorials to ensure students receive additional support in the content areas.

3. Attendance Tracking - Engage parents after five unexcused absences and implement an attendance contract to promote partnership in continued student learning.

4. AVID - 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.

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.

*Systematic and Explicit Instruction
*Gradual Release of Instruction
*SWD/504 Goal Development
*Unpacking B.E.S.T. ELA and Math standards for K-5
*Small group differentiated instruction
*Data analysis
*Intervention focused on students' needs

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

*Professional Learning Communities focused on data analysis, planning for instruction, and best practices
*Continue double down model in all ELA/Math classrooms
*Continue push in model for ELA and Math block for SWDs and ELLs
*CLFs will be strategically placed to support small group instruction
*Weekly walk-throughs conducted to monitor fidelity of implementation
*Student data chats based on mid year progress and follow up with student accountability
*Resource teacher to support small group instruction
*Attendance monitoring
*Extended day learning opportunities for students
*Enrichment instructional groupings
*Social emotional learning activities are implemented school-wide
*Suite 360 lessons are implemented through guidance rotations
*Guidance & Behavior Health Professional support mental health through one-one and small group sessions

As an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary Pre-Kindergarten (VPK) Program supplemented with enrichment hours. This program is supported by the Department of Early Childhood 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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. 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 critical need from the data reviewed.	In FY22, Belvedere's achievement scores were as follows: *Math - 3rd (40%), 4th (35%), 5th (21%), SWD (21%), and Hispanic (34%) *Math - school-wide achievement was 37% (increase of 4% from FY21), school-wide learning gains was 37% (increase of 7% from FY21), and school-wide learning gains of low 25% was 50% (an increase of 21%). *Science - 5th (14%), SWD (7%), and Hispanic (13%) When comparing FY19 and FY22, almost all grades in all content areas demonstrated a decrease in proficiency with the exception of learning gains of L25. However, when looking at FY21 to FY22 we see an increase in ELA and Math in 3rd, 4th, SWDs and Hispanic. In 5th grade, there was a decrease in ELA, Math, and Science. Our FSA data indicates that our greatest need for improvement is 5th grade, in all content areas. An additional area of need is our ESSA identified subgroups, SWDs (FPPI 40%) and Hispanics (FPPI 41%) because, even though they are demonstrating progress they continue to be the lowest performing subgroup. Our progress monitoring data from 2022 correlates to our FSA results with the exception of the Diagnostic data; we were predicted to gain higher achievement levels in Math and Science. As a school aligned to the District's Strategic Plan, we will use trends in student data and work samples to identify learning needs in order to adjust instruction. At BES, we aspire to positively influence student achievement and student growth in a respectful and safe environment with equity for all.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our mid-year measurable outcome for January 2023 in Math and Science for SWD- 41% as measured by PM 2. Our measurable outcomes for May 2023 in Math and Science are: *Math Student Achievement - 47% *Math Learning Gains - 48% *Math Learning Gains of L25% - 58% *Science - 40% *SWDs - 43% *Hispanics - 46% *Teacher Practice: 100% of K-5 teachers will implement board configurations with Essential Questions for Unit and I can statements posted. 80% of teachers will implement small group rotations during math and science blocks. *Coaching: 80% of teachers will participate in job-embedded Coaching Cycle with coach that will include observation, goal setting, co-teaching, modeling, release, assess, and repeat.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	School leadership will monitor lesson plans, conduct CWTs, and engage teachers in data analysis of iReady, Math, and Science assessments. The Academic Leadership Team will conduct walkthroughs during the instructional block and provide feedback for improvement as well as attend and participate in PLCs to ensure fidelity of instruction.
Person responsible	Amy Lopez (amy.lopez@palmbeachschools.org)

for monitoring outcome:	
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Instructional Coach and mentoring allows for teachers to receive the support needed towards developing their capacity. This allows for improved instruction towards achievement and supporting teachers to differentiate instruction in small groups in reading, math and science. 2. Incorporate extended learning opportunities after school to support standards based differentiated instruction for remediation of data selected students. 3. Professional Learning Communities allow teachers to work collaboratively with a strategic focus on planning of standards based lessons with evidence based strategies towards student needs. 4. Differentiated Adaptive Technology such as iReady are used daily to offer personalized and differentiated learning paths. 5. Improve student attendance by tracking students that miss more than 5 unexcused absences and making parent contact to re-engage students back in learning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	1. Instructional Coach/mentoring; Coaches will help teachers build capacity in order to improve planning, and delivery of instruction. Additionally, resource teachers can help support small group rotations where differentiation is most likely to occur and be most effective. 2. Extended Learning: By using data to group students and provide additional, targeted learning opportunities, the achievement gap can begin to close. 3. Professional Learning Communities: PLCs allow for adequate planning of differentiated lessons. Teachers can share strategies and resources to increase their toolbox. 4. Adaptive Technology iReady: Adaptive and supplemental programs allow for students to get remediation and/ or enrichment alongside traditional resources. By differentiating instruction based on data, student's individual needs will be addressed for both remediation and enrichment. 5. Attendance has a direct impact on student learning. Our Attendance and Student Recognition Teams are working together to motivate both students and parents to ensure students are in school regularly.

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.

Instructional Coach (Look Fors)
- Data is analyzed during PLCs to determine areas of weakness and strengths within instruction
- Data will be analyzed in order to determine which teachers receive support based on needs
- Coach mentors teachers through the Coaching Continuum model
- On-going support, observations & feedback to ensure teacher development
- Monitor for implementation and impact

Person Responsible   Amy Lopez (amy.lopez@palmbeachschools.org)

Math and Science Extended Learning: Afterschool Tutorial
- Student data analysis to determine students' needs/strengths
- Teacher data analyzed to determine which teachers should provide extended learning
- Teachers develop lesson to remediate, enrich or re-teach as necessary for the extended learning groups
- Teachers progress monitor to make changes to instruction and strategies used

Person Responsible   Scott Gayle (scott.gayle@palmbeachschools.org)

Professional Learning Communities
- Schedule is created to ensure all teachers & resource teachers have opportunities to meet
- Agendas are developed based on data analysis and needs. PD/mentoring is provided as needed
- Teachers collaborate to develop lessons teaching state standards while utilizing best practices
- Opportunities for teachers to learn from one another
- Teachers and teacher leaders work together to develop capacity through the sharing of best practices/ideas
- ESOL and ESE Resource teachers will collaborate and share best practices to support the push-in model

Person Responsible Kiesha Haynes (kiesha.haynes@palmbeachschools.org)

Math Adaptive Technology
- On-going training for teachers to understand and utilize the technology effectively
- Teachers develop a rotation for all students to have equal access to technology
- Teachers analyze data to determine next steps towards small group instruction
- Teachers have on-going data chats with students for their understanding of progress & challenges

Person Responsible Laura Tomas (laura.tomas@palmbeachschools.org)

Attendance Initiative
- Identify the students who have historically had less than 90% attendance
- Track the students who have 5 unexcused absences/tardies/early dismissals
- Develop a team who will contact parents/guardians to discuss the attendance concerns
- Implement an attendance contract
- Create posters to promote and encourage all students to be on time and in school

Person Responsible Kiesha Haynes (kiesha.haynes@palmbeachschools.org)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In FY22, Belvedere's achievement scores: *ELA - 3rd (37%), 4th (42%), 5th (34%), SWD (23%), Hispanic (38%) *ELA - school-wide achievement: 40% (increase 3% from FY21), school-wide learning gains 59% (increase 6% from FY21), school-wide learning gains of low 25% was 73% (increase 28%). Comparing FY19 and FY22, almost all grades in all content areas demonstrated a decrease in proficiency with the exception of learning gains of L25. However, when looking at FY21 to FY22, we see an increase in ELA and Math in 3rd, 4th, SWDs, and Hispanic. In 5th grade, there was a decrease in ELA, Math, and Science. FSA data indicates that our greatest need for improvement is 5th, in all content areas. An additional focus is ESSA subgroups, SWD (FPPI 40%) and Hispanic (FPPI 41%). Even though there is progress, they continue to be the lowest performing subgroups. Progress monitoring data from 2022 correlates to FSA results with the exception of the Diagnostic data. In FY22, we implemented new ELA standards and curriculum in K, 1, and 2, and in FY23, the new standards and curriculum was adopted for 3, 4, and 5. The ELA curriculum, Benchmark Advance, fosters teaching foundations of reading explicitly, differentiates levels of instruction, and accelerates learning. Additionally, we have an intervention schedule for K-5 students performing one or more years below grade level to receive additional remediation in standards based instruction. We will monitor and make adjustments to instruction based on data using Benchmark Unit Assessments, iReady, and Oral Reading Records. As a school aligned to the District's Strategic Plan, we will use trends in student data and work samples to identify learning needs in order to adjust instruction. At BES we aspire to positively influence student achievement and student growth in a respectful and safe environment with equity for all.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our mid-year measurable outcome for January 2023 in ELA proficiency from 40% to 43%, ELA learning gains from 59% to 63%, and the lowest 25% ELA from 73% to 74% as measured by PM 2. To be on target for meeting our school goals, our measurable goals for FY23 will be to increase ELA proficiency from 40% to 45%, ELA learning gains from 59% to 66%, and the lowest 25% ELA from 73% to 75%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	School leadership will monitor lesson plans, engage teachers in data analysis of iReady, Imagine Learning, Benchmark K-5 unit assessments, grades 3-5 FSQs and/or USAs. CWTs will be conducted to ensure planning in PLC is aligned to instruction.

Person responsible for monitoring outcome:	Amy Lopez (amy.lopez@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Instructional Coach/mentoring allows for teachers to receive the support needed towards developing capacity. This would allow for improved instruction towards achievement and supporting resource teachers to differentiate instruction in small groups in reading. 2. Incorporate extended learning opportunities after school to support ELA standards based on differentiated instruction for target at risk students . 3. Professional Learning Communities (on going PD) allow teachers to work collaboratively with a strategic focus on planning of standards based lessons with evidence based strategies towards student needs and work with District Reading Specialist to provide teachers with ongoing PD. 4. Adaptive Technology: iReady and Imagine Learning offers personalized and differentiated learning paths.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	1. Instructional Coach/mentoring: Coaches will help teachers build capacity in order to improve planning, and delivery of instruction. Additionally, resource teachers can help support small group rotations where differentiation is most likely to occur and be most effective. 2. Extended Learning: By using data to group students and provide additional, targeted learning opportunities, the achievement gap can begin to close. 3. Professional Learning Communities: PLCs allow for adequate planning of differentiated lessons and continue to develop teaching the science of reading. Teachers can share strategies and resources to increase their toolbox. 4. Adaptive Technology iReady: Adaptive and supplement programs allow for students to get remediation and/or enrichment, alongside traditional resources. By differentiating instruction based on data, students' individual needs will be addressed.

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.

Professional Learning Communities
- Schedule is created to ensure all teachers & resource teacher have opportunities to meet
- Agendas are developed based on data analysis and needs. PD/mentoring is provided as needed
- Teachers collaborate to develop lessons teaching state standards while utilizing best practices
- PLC's allow for teachers to learn from one another
- Capacity development through the sharing of best practices/ideas
- ESOL and ESE Resource teachers will collaborate and share best practices to support the push-in model

Person Responsible	Kiesha Haynes (kiesha.haynes@palmbeachschools.org)

ELA Extended Learning: Afterschool Tutorial
- Student data analysis to determine students' needs/strengths
- Teacher data analyzed to determine which teachers should provide extended learning
- Teachers develop lesson to remediate, enrich or re-teach as necessary for the extended learning groups
- Teachers progress monitor to make changes to instruction and strategies used

Person Responsible	Scott Gayle (scott.gayle@palmbeachschools.org)

Instructional Coach
- Data is analyzed during PLCs to determine areas of weakness and strengths within instruction
- Teachers receive support based on needs
- Coach mentors teachers through the Coaching Continuum model
- On-going support, observations & feedback to ensure teacher development

Person Responsible   Monica Anthony (monica.anthony@palmbeachschools.org)

ELA Adaptive Technology
- On-going training for teachers to understand and utilize the technology effectively
- Teachers develop a rotation for all students to have equal access to technology
- Teachers analyze data to determine next steps towards small group instruction
- Teachers have on-going data chats with students for their understanding of progress & challenges

Person Responsible   Scott Gayle (scott.gayle@palmbeachschools.org)

Attendance Initiative
- Identify the students who have historically had less than 90% attendance
- Track the students who have 5 unexcused absences/tardies/early dismissals
- Develop a team who will contact parents/guardians to discuss the attendance concerns
- Implement an attendance contract
- Create posters to promote and encourage all students to be on time and in school

Person Responsible   Kiesha Haynes (kiesha.haynes@palmbeachschools.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

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

According to the data, our students are not entering third grade prepared for the rigors of the standards and state
assessment. According to iReady FY22 data, 33% of our incoming third-grade students are reading on or above grade level.

iReady also shows that our primary grade proficiency is low in the following grades:
First Grade - 37% Proficient
Second Grade - 17% Proficient

It also gives us data to support a lack of proficiency in foundational skills:
Phonics - 41% Proficient
Vocabulary - 32% Proficient

Due to a lack of foundational skills, students overall reading comprehension proficiency is 37% for literature text and 33% for informational text.

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

In FY22, Belvedere's achievement scores:
*ELA - 3rd (37%), 4th (42%), 5th (21%), SWD (23%), Hispanic (38%)
*ELA - school-wide achievement: 40% (increase 3% from FY21), school-wide learning gains was 59% (increase 6% from FY21), school-wide learning gains of low 25% was 73% (increase 28%).

Comparing FY19 and FY22, almost all grades in all content areas demonstrated a decrease in proficiency with the exception of learning gains of L25. However, FY21 to FY22, we see an increase in ELA and Math in 3rd, 4th, SWDs, and Hispanic. In 5th grade, there was a decrease in ELA, Math, and Science. FSA data indicates that our greatest need for improvement is 5th, in all content areas. An additional focus is on ESSA subgroups, SWD (FPPI 40%) and Hispanic (FPPI 41%) even though there is progress, they continue to be the lowest performing subgroups. Progress monitoring data from 2022 correlates to FSA results with the exception of the Diagnostic data.

In FY22, we implemented new ELA standards and curriculum in K, 1, and 2, and in FY23, the new standards and curriculum was adopted for 3, 4, and 5. The ELA curriculum, Benchmark Advance, fosters teaching foundations of reading explicitly, differentiates levels of instruction, and accelerates learning. Additionally, we have an intervention schedule for K-5 students performing one or more years below grade level to receive additional remediation in standards based instruction. We will monitor and make adjustments to instruction based on data using Benchmark Unit Assessments, iReady, and Oral Reading Records.

As a school aligned to the District's Strategic Plan, we will use trends in student data and work samples to identify learning needs in order to adjust instruction, At BES, we aspire to positively influence student achievement and student growth in a respectful and safe environment with equity for all.

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 new 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: Measureable Outcome(s)

In FY23, our goal is to increase first-grade proficiency from 37% to 45%.
In FY23, our goal is to increase second-grade proficiency from 17% to 25%.

Grades 3-5: Measureable Outcome(s)

In FY23, our goal is to increase ELA proficiency in grades 3-5 from 40% to 45%.
In FY23, our goal is to increase Math proficiency in grades 3-5 from 37% to 47%.

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 take place with evaluating impact at the end of the year.

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 assessments, such as FSQs and USAs to track growth within standards. We will also review 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.

Lopez, Amy, amy.lopez@palmbeachschools.org

Evidence-based Practices/Programs:
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 learners.
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 for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific 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 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.
2. Teachers will receive ongoing PD to help them plan, organize, and implement consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD.
3. PLCs 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 collaboration with best teaching strategies.

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
1. Develop Literacy Leadership Schools must have a Literacy Leadership Team, consisting, in part, of a School administrator (Mr. Gayle), Reading coach (Mrs. Anthony), Media specialist (Mrs. Peschansky), Lead teachers (Mrs. Trama, Mrs. Gramentine, Mrs. Martindale, Mrs. Aviles), and other relevant team members (Mrs. Haynes, Mrs. Gideon, Mrs. Shephard, Mrs. Teixeira, Mrs. Dull, Mrs. Sterk, Mrs. Miller) Develop a plan to monitor the implementation & ensure compliance with the reading plan. Walkthroughs to weekly monitor and support reading instruction & intervention (Look Fors, CAO updates). School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data).	Gayle, Scott, scott.gayle@palmbeachschools.org
Assessment 1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching) 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 Instructional 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 ability level. 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 & adjust instruction continuously.	Gayle, Scott, scott.gayle@palmbeachschools.org
Interventions (Assessment/Professional Learning) 1. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success. 2. Use K-5 Reading intervention with guidelines for schools to determine students' needs.	Haynes, Kiesha, kiesha.haynes@palmbeachschools.org
Professional Development 1. Admin and Leadership Team attend training on operational plan for collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in Core (Tier 1) and monitor progress of students receiving Supplemental (Tier 2) and Intensive (Tier 3) interventions. 2. School leaders share plan with staff in faculty meetings and PLCs. 3. Principal monitors implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure the plan is implemented effectively. 4. Regional and Instructional Superintendents monitor the implementation, and the District Reading Collaboration team provides PD. 5. Instructional and Regional Superintendents are responsible for ensuring that principals follow the School-level Reading Plan and monitor progress. 6. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading	Lopez, Amy, amy.lopez@palmbeachschools.org

Action Step	Person Responsible for Monitoring
Collaboration team and Regional/Instructional Superintendents to determine school needs and provide additional training and support. 7. District Reading Collaboration team provides PD to school.	
Professional Development (Professional Learning/Literacy Coaching) a. Coach, SSCC will create an ongoing PD session that consist of mandatory and voluntary sessions that teachers will attend. b. Coach and SSCC will provide ongoing modeling, pre and post conferences, and in classroom support. c. Ongoing observations from principal and assistant principal with feedback will be provided to teachers.	Gayle, Scott, scott.gayle@palmbeachschools.org
PLC: (Professional Learning) a. Development of a PLC schedule to include all content area teachers and resource teachers. b. The PLC sessions will focus on data analysis and effective instruction based on the needs of our learners. 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.	Haynes, Kiesha, kiesha.haynes@palmbeachschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Belvedere builds a positive school culture and environment through these:

1. Committees are established to develop, promote, implement, and reflect on events/trainings such as: AVID Training, Establishing Healthy Routines, Meet the Teacher, Curriculum Night, and STEM Night to ensure purposeful and organized events to connect home and school.

2. A school-wide communication system (Class Dojo, Robo calls, text messages, social media, agendas, flyers, letters sent home in student backpacks) is in place and delivered in 3 languages.

3. We have a School Behavioral Health Professional. BHP collaborates with counselors in order to support the needs of families.

4. We have an established SAC and PTA Committee.

5. Advancement Via Individual Determination's (AVID) mission is to close the achievement gap by preparing students for college readiness and success in a global society. It is designed to ensure all students succeed in a rigorous curriculum, complete a rigorous college preparatory path, enter mainstream activities of the school, enroll in four-year colleges, and become educated and responsible leaders in their communities and society.

5. To assist with transitions, we engage in the following activities:
- Summer Transition to Kindergarten Backpack with books, activities, and parent guide for enrolled VPK students
- Kindergarten Round Up flyer sent to families of preschool children
- Round Up for families of incoming kindergarten children to include information, visit a class, and/or meet a kindergarten teacher, and supplies to work at home such as whiteboards and flashcards.
- Providing information on community resources and home learning activities to prepare children for kindergarten
Fifth graders transitioning to middle school:
- Visit Conniston Middle School
- Support with class schedules
- AVID WICOR strategies

6. To ensure positivity & success:
• Mentors assigned to students with SEL concerns, including check-in & connect. Engage with staff to provide a differentiated delivery of services based on needs.
• SEL instruction/activities
• Connect students to agencies with Cooperative Agreements
• Counseling program (Student Development Plan) with Data-Driven Decision Making, Evidence-Based Intervention, and Evaluation
• ESOL Counselor meets and provides resources for students, small groups, and families
• Counselors provide lessons to all students through Fine Arts rotation
• Resources (clothing, backpacks, supplies) are provided to students experiencing homelessness.
• A Migrant Liaison helps to provide community support services for the families of our migrant students.
• Nurse provides support and education for students who have food allergies or have been diagnosed with medical concerns.
• Teaming is leveraged to ensure effective implementation of initiatives and other programs, including PLCs, Administrative Collaboration, Instructional Leadership Team meetings, Safety Meetings.
• Monitoring of attendance by our SSCC, teachers, counselors, and SBT is key. To address the issue, the school-based team currently meets with students and families. When appropriate, attendance contracts are signed and/or a home visit conducted. On a daily basis, call-outs are used to inform those that are absent.
• School-wide Positive Behavior encourages student academic and behavioral success. To celebrate that success students receive Starbucks, certificates, and incentives.
• A Sensory Room has been established to help students relieve stress and learn strategies to support social/emotional concerns.

7. Students have opportunities to develop great character & self-esteem through a variety of clubs: Honor Choir Club, Art, Yearbook, WBEE, Running Club, Techno-Bees, Safety Patrol, and Step Team

8. We have established relationships with a variety of community/business partners to support all learners:
- Ventus Charitable Foundation
- 21st Century
- After School Programming (Early Learning Coalition, Extended Learning Opportunities, Primetime)
- Red Apple Supplies
- Back to Basics, Inc. and Angel Program

- West Palm Beach Police Department
- Kiwanis of Flagler Sunrise
- WPB Rotary Club

9. Belvedere implements multiple measures of analyzing data that drives the RTI process. Student assessments include, but are not limited to, Progress Monitoring, Benchmark Unit Assessments, Diagnostics, Florida Standards Assessments, iReady, district diagnostics, and ORR. The annual test administered for ELL students is ACCESS.

10. Teachers are trained to assess data, modify, and implement differentiated instruction. Professional Learning Communities (PLCs) occur 2 times per month. Teachers meet with the SSCC, academic coaches, and administration to discuss and analyze data, and modify instruction. Student work and best practices are shared and analyzed. Teams meet for Common Planning.

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

Administration sets the tone for a positive school culture by providing opportunities for collaboration, celebrating staff and student success, and providing opportunities for leadership. Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.

School Counselor: Supports a positive culture/environment through lessons that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselors ensure students feel safe, welcome, and included.

Instructional/Non-Instructional Staff build ongoing relationships through the implementation of SEL Initiatives. Teachers incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children to ensure students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few).

PTA promotes positive culture and environment through school-wide activities such as NUT Day, Beehive Ice, and staff recognitions.

SAC works collaboratively with teachers and staff to provide funds to support student achievement and overall accountability.

Ventus Charitable Foundation utilizes funds from the grant to support student success.
21st Century offers academic enrichment in an extended learning tutorial program.
After School Programming provides Out of School Time care for students supported by the Early Learning Coalition, Extended Learning Opportunities, and Primetime.
Education Foundation of PBC provides school supplies.
Back to Basics, Inc. provides uniforms and Angel Program (holiday gifts).
Rotary Club provides dictionaries to third-grade students.

In addition, as stipulated within Florida Statute & Policy 2.09, our school ensures all students receive equal access to academic growth and excellence that is aligned to the District's strategic plan. Students are immersed in rigorous tasks encompassing the full intent of the B.E.S.T. Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09. Instruction will also be infused as applicable to appropriate grade levels

including but not limited to:

(a) History of the Holocaust, the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November shall be designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution - Students will create bulletin boards that highlight the impact and contributions of Women in History.

(d) Sacrifices of Veterans, and the value of Medal of Honor recipients

These concepts are introduced as stand-alone teaching points and may also be integrated into other core subjects: math, reading, social studies, and science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource, Blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are often addressed in greater depth through the school counselor during her instruction on the wheel and special events held throughout the school year. Students will also learn character development. The character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.