The School District of Palm Beach County

Belle Glade Elementary School

2022-23 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
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: D (33%) 2018-19: C (50%) 2017-18: D (38%)
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	CSI
* 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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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	D		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.

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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
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
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	Other	Collaborate and plan with K - 5 teachers to ensure planning includes curriculum resources and benchmarks that are aligned to rigorous instruction and student tasks. Analyze assessments for quality, identify strength and weaknesses on weekly assessments, and articulate academic alignment of targets/benchmarks/tasks to support teacher growth.
Estrada, Illian	ELL Compliance Specialist	Weekly meetings are held to update the leadership team on ELL targets, data is reviewed and goals are addressed or revised.
Cadet, Beatrice	Teacher, ESE	Coordinator of the ESE department. Create and monitor schedules, IEP's and ESE teachers.
Hawkins, Jordan	Math 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. Model lessons and or teach critical content when there's a need for additional support.
Prince, Octavian	Reading 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. Model and /or teach lessons when additional support is needed.

Demographic Information

Principal start date
Tuesday 7/1/2014, Robera Walker Thompson

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.*
3

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.*

14

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

588

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

7

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

4

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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	91	95	78	136	62	89	0	0	0	0	0	0	0	551
Attendance below 90 percent	56	55	56	52	45	73	0	0	0	0	0	0	0	337
One or more suspensions	6	6	5	15	8	30	0	0	0	0	0	0	0	70
Course failure in ELA	11	40	45	53	24	20	0	0	0	0	0	0	0	193
Course failure in Math	5	26	47	24	9	52	0	0	0	0	0	0	0	163
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	72	42	73	0	0	0	0	0	0	0	187
Level 1 on 2022 statewide FSA Math assessment	0	0	0	55	48	88	0	0	0	0	0	0	0	191
Number of students with a substantial reading deficiency	11	40	45	53	24	20	0	0	0	0	0	0	0	193

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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	12	37	46	72	48	96	0	0	0	0	0	0	0	311

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	0	45	0	0	0	0	0	0	0	0	0	48
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Thursday 8/4/2022

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	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

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	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	
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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

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	19%	59%	56%				27%	58%	57%
ELA Learning Gains	48%						61%	63%	58%
ELA Lowest 25th Percentile	44%						63%	56%	53%
Math Achievement	25%	53%	50%				41%	68%	63%
Math Learning Gains	46%						68%	68%	62%
Math Lowest 25th Percentile	40%						62%	59%	51%
Science Achievement	8%	59%	59%				26%	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	16%	54%	-38%	58%	-42%
Cohort Comparison		0%				
04	2022					
	2019	38%	62%	-24%	58%	-20%
Cohort Comparison		-16%				
05	2022					
	2019	32%	59%	-27%	56%	-24%
Cohort Comparison		-38%				

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	32%	65%	-33%	62%	-30%
Cohort Comparison		0%				
04	2022					
	2019	48%	67%	-19%	64%	-16%
Cohort Comparison		-32%				
05	2022					
	2019	42%	65%	-23%	60%	-18%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	25%	51%	-26%	53%	-28%

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	12	29	24	15	35	41	3				
ELL	19	44	50	22	40	54	7				
BLK	17	45	35	20	46	33	8				
HSP	25	47		37	42		7				
WHT	28	81		39	56						
FRL	19	49	44	25	47	41	9				

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				
WHT	8			42							
FRL	27	61	63	41	69	62	27				

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)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	292
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	56
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	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

ELA Proficiency - FY 19 - 27% FY 22 - 19%
ELA Learning Gains - FY 19 - 61% FY 22 - 48%
ELA Lowest 25% - FY 19 - 63% FY 22 - 44%

Math Proficiency - FY 19 - 41% FY 22 - 25%
Math Learning Gains - FY 19 - 68% FY 22 - 40%
Math Lowest 25% - FY 19 - 62% FY 22 - 40%

Science Proficiency - FY 19 - 26% FY 22 - 8%

One trend that is evident is the decline in reading proficiency and growth. Writing also was a contributing factor to the reading performance of the students. SWD have shown a consistent trend of performing below 41%. Attendance and teacher beliefs are contributing factors to the SWD performance. ELL has performed significantly better across multiple years based on the ESSA data. Consistency with interventions and support are both contributing factors to the performance of our ELL students. Math has cycled back to being a strength for our school.

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

The areas where the greatest need for improvement are ELA and Science. Based on the FSA data from 2021 to 2022, ELA L25 had a decrease of 3% from 47% to 44% and proficiency is 19%. Science decreased from 14% to 8% which is a 6% decrease.

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

Based on FSA 22 data the ELA proficiency has decreased over the years. Contributing factors include behavior of the students, attendance during COVID-19, parental support and professional development around teaching higher order thinking in subgroups including L25, SWD, ELL, and EDS.
New actions that we will take include providing opportunities for our teachers to engage in professional development focused on differentiated instruction, higher order thinking, planning and tracking students progress.
In addressing behavior, professional development for PBS and additional incentives for the students will allow for improvement. Incentives include video game bus 2x a year and highlighting model students.
In addressing attendance, an attendance incentive will be in place. Partnering with Bridges in increasing attendance will also contribute to the improvement of the ELA proficiency.
As it relates to parental support, more engaging family outreach programs will be in place to assist families in becoming more involved in the student's academics.

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

Based on the FY21 data to 22 data, Math has the largest increase. Math proficiency increased from 21 to 25%, Math learning gains increased from 30 to 46% and learning gains with the L25 students had the largest increase from 17 to 40%. This was a 23% increase!

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

Two consistent math interventionists, the math coach and the AMP teacher provided small group support. Due to the interventionists pulling small groups, this allowed the classroom teacher to pull more small groups.

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

More students will be added to AMP. Additional math interventionist will support math students who experienced learning loss from COVID-19.

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.

Teachers will be trained in Aggressive Monitoring, Model Classrooms will be implemented in primary and intermediate classrooms. Small group instruction, AVID strategies, Math Cadres, B.E.S.T. Standards and iReady data analysis professional development will be offered throughout the year.

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

To build capacity teachers will participate in Model Classroom Peer Observations. Walkthroughs and instructional reviews will be conducted to provide feedback and opportunities for reflection. In the future,

participants will lead the Model Classrooms. This cycle will help support continuous improvement and sustainability.

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

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	As a school aligned to the District's Strategic Plan, we will ensure all students engage in teaching and learning and learning that results in academic excellence & growth. Our instructional priority is to use trends in data and student work samples to identify learning needs in order to make adjustments. There was a decrease in reading proficiency school-wide, with the exception of 4th Grade. Based on FSA data in FY22 4th grade reading proficiency was 36% compared to less than 10% in FY21 . This was 26% increase. However, 3rd Grade ELA was 16% in SY22 compared to 20% in SY21 and 5th grade was 14% in SY22 compared to 36% in SY21. The impact that writing had on ELA during SY22 was significant and is evident in the data. Additionally, the school has a 19% ELA proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The target for ELA is 42% proficiency based on accountability data used from F.A.S.T. and iReady Diagnostics.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored using F.A.S.T data from progress monitoring 1, 2, and 3, FSQ's, USA's and iReady Diagnostics. During data team meetings, all data from the assessments will be compiled in a google document to monitor and track all students.
Person responsible for monitoring outcome:	Maria Sumner (maria.sumner.1@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Instructional coaches will support rigorous benchmark aligned planning focusing on data and small group support during PLC's and collaborative planning. PLC's will have the following components, What is the target and expected outcome, The How will include the instructional strategies and resources that will be used, Tracking tool to track students' learning and Next Steps that will include small groups. The FCIM will be implemented to ensure plan, do, check and act.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	More than 80% of the teachers have less than 3 years of experience teaching reading. Teachers are learning new benchmarks and using a new curriculum this year. We also have a new literacy coach. The Instructional Coaches will provide teachers the opportunity to focus on benchmark aligned instruction. This 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. Supplemental resources will also be used to support writing.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

1. Data driven collaborative and vertical planning to support alignment of new benchmarks, walkthroughs to monitor the implementation of the planning and coaching support based on the needs and feedback for all ELA teachers.
2. Extra support in classrooms using academic tutors
3. Peer Observations
4. iReady used to support benchmark aligned resources
5. Data analysis and reflection to make adaptations to instruction for small group planning.
6. Supplemental writing resources including consultation and professional development

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

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	As a school aligned to the District's Strategic Plan, we will ensure all students engage in teaching and learning and learning that results in academic excellence & growth. Our instructional priority is to use trends in data and student work samples to identify learning needs in order to make adjustments. Based on SY 21 to SY 22 FSA data, Science had a 6% decrease from 14% to 8%. Science has underperformed over the years.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Based on NGSSS and the SSA SY23, science proficiency will increase from 8% to 41%. Using the 4th grade ELA data from SY 22, this goal is achievable.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Data meetings will be held bi-weekly to analyze NGSSQ data. Science is now a part of the Fine Arts wheel to provide additional support in fair game standards. Resources will be readily available to teachers to implement science experiments and engage students in science content.
Person responsible for monitoring outcome:	Robera Walker (robera.walker@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Region specialists will support science teachers with rigorous benchmark aligned planning. 5th grade reading teacher will support new science teachers with planning and instructional strategies around science. PLC's will have the following components, What is the target and expected outcome, The How will include the instructional strategies and resources that will be used, Tracking tool to track students' learning and Next Steps that will include small groups. The FCIM will be implemented to ensure plan, do, check and act.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Due to limited science background, professional development is needed. Planning will help ensure small groups are aligned to the critical, rigorous content.

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.

Data driven PLCs and collaborative planning to support alignment of standards, lessons and small groups. Data analysis and reflection to make adaptation 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 walkthroughs. The fidelity walks will include next steps for teachers and support will

be provided based on observations.

Teachers will monitor the students using informal data collection to support students understanding of the standards and strategically plan for small group instruction based on data collected.

Teachers will attend professional development at the District and Regional Level to help build capacity around the the science standards with a unit based focus.

Person Responsible   Robera Walker (robera.walker@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

As a school aligned to the District's Strategic Plan, we will ensure all students engage in teaching and learning and learning that results in academic excellence & growth. Our instructional priority is to use trends in data and student work samples to identify learning needs in order to make adjustments.

Approximately 70% of K2 students are reading below grade level based on SY22 Spring IReady Diagnostics.

Belle Glade Elementary will have K-2 academic tutors to assist our students in small group/differentiated instruction. Voyager Reading Intervention will also be implemented to provide additional support for students who are one year and below grade level in ELA. A Reading Recovery teacher will also be supporting students to target their specific needs. A phonics tutorial support from the Migrant Department will also be implemented during the school day. With individualized support and resources in K-2, the area of focus will be addressed.

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

As a school aligned to the District's Strategic Plan, we will ensure all students engage in teaching and learning and learning that results in academic excellence & growth. Our instructional priority is to use trends in data and student work samples to identify learning needs in order to make adjustments.

Approximately 74% of 3 - 5 grade students are reading below grade level.

Belle Glade Elementary will provide 2 SAI teachers and Academic Tutors to assist in small group/ differentiated instruction. Research based intervention will be implemented to provide additional support for students who are below grade level and who are in need of intervention. After school and In house tutorial will occur 2x a week to provide foundational and grade level content in order to close the learning gaps.

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)

Based on iReady Diagnostics from Fall to Spring, students will show a 75% increase in their typical growth.

Grades 3-5: Measureable Outcome(s)

Based on iReady Diagnostics from Fall to Spring, students will show a 75% increase in their typical growth.

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.

Belle Glade Elementary is currently working on aggressive monitoring. In the beginning of the school year, teachers are receiving training on aggressive monitoring. Teachers will be using the aggressive monitoring sheet to track students learning based on the daily learning targets. The ongoing monitoring will show which students are proficient in the standards taught.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Sumner, Maria, maria.sumner.1@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?

Benchmark Advance, an evidence based program will be implemented in all K-5 classrooms. A school walkthrough tool will be used to monitor the 5Ts (Target, Text, Task, Talk, Tracking) to ensure rigorous curriculum.

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?

Benchmark Advance is the district adopted program for K-5. In 2022, K-2 implemented Benchmark Advance and the K-2 students showed significant growth on iReady Diagnostics from Fall to Spring.

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
In order to address the school's Area of Focus, Mr. Prince, our Literacy Coach will provide ongoing PD to support the implementation of Benchmark Advance in Grades K-5. Additionally a literacy leadership team will be developed and meet biweekly to address needs for literacy.	Sumner, Maria, maria.sumner.1@palmbeachschools.org
A supplemental writing resource will be implemented to support the writing instruction in Grades 3-5. Writing will assist in promoting higher order thinking.	Sumner, Maria, maria.sumner.1@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.

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.

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.

At BGES SEL (Social, Emotional Learning) is crucial. Teachers implement SEL daily in the classrooms.

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.

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.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students are immersed in rigorous tasks encompassing the the full intent of the Florida State 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
(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, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for a

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

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.

Palm Beach Sheriff's Office provide AVID resources for students to support learning and classroom activities. They also support teachers and staff awards and events to boost morale.

Christ Fellowship provide mentoring to students and support to teachers and staff.