# Dr. Mary Mcleod Bethune Elementary

**2022-23 Schoolwide Improvement Plan**

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# Dr. Mary Mcleod Bethune Elementary

## 1501 AVENUE U, Riviera Beach, FL 33404

## https://mmbe.palmbeachschools.org

## Demographics

## Principal: Katrina Granger

Start Date for this Principal: 7/24/2014

| | |
|---|---|
| **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* Economically Disadvantaged Students* |
| **School Grades History** | 2021-22: C (45%) 2018-19: C (44%) 2017-18: C (49%) |
| **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.

## 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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# Dr. Mary Mcleod Bethune Elementary

## 1501 AVENUE U, Riviera Beach, FL 33404

### https://mmbe.palmbeachschools.org

## 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 | 96% |

## 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

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

## Purpose and Outline of the SIP

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

# Part I: School Information

## School Mission and Vision

**Provide the school's mission statement.**

Mission: The mission of Dr. Mary McLeod Bethune Elementary School is to develop students with grade-level skills in Reading, Mathematics, Science, History, Technology and Character utilizing a hybrid (online and brick-and-mortar) delivery model.

**Provide the school's vision statement.**

Vision: Dr. Mary McLeod Bethune Elementary School believes all students will demonstrate academic and character proficiency.
• We believe that we must evaluate students' learning needs and provide differentiated
instruction to meet the needs of each student.
• We believe in enforcing high expectations in academic achievement and character.
• We believe in continued professional learning and collaboration with all stakeholders.
• We believe in an continuity plan of strategic instruction and mental health/social/emotional resources
and supports that include a hybrid of online and brick and mortar teaching and learning.

## 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 |
|------|----------------|--------------------------------|
| Granger, Katrina | Principal | The instructional leader who manages, operates and monitors school wide systems related to academic teaching and learning, safety, pupil progression, community relations and culture and climate:<br><br>Primary duties include:<br>Makes sound well-rounded decisions in the best interest of the safety and instructual culture of students and staff<br>Manages multiple budgets (Federal, Operating, Title 1, Magnet, SIG4, etc.)<br>Coaches teachers and administrative staff<br>Recruits, hires and retains high quality new teachers and staff<br>Deliberate Practice support of all staff<br>School Advisory Council<br>Conducts evaluations and observations<br>Staff and parent communication (ParentLink and weekly newsletter)<br>Analyzes student achievement data<br>Monitors student and staff attendance<br>Conducts Professional Learning Communities<br>Monitors the school effective survey components<br>Mentors teacher leaders |
| Medina, Erica | Assistant Principal | Partners with the school principal as the educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. Monitors and supports school wide systems related to attendance, discipline and academic achievement, including:<br><br>Facilitates the Educator Support Program<br>Observes and evaluates staff<br>Serves as the textbook manager<br>Title IX<br>Title I program<br>Assessment Coordinator (State Progress Monitoring and local assessments)<br>Conducts the coaching cycle<br>Monitors PD to practice of curricula, materials and resources<br>Monitors data, conducts teacher and student data chats<br>21 CCLC administration<br>Extend day program coordinator<br>Disciplinary consequences<br>School Based Team Administrator |
| Brooks, Tonya | Teacher, K-12 | Provide Kindergarten standards-based instruction and support all student learning in a safe, equitable environment.<br>All teachers:<br>Implement SEL lessons daily<br>Conduct student data chats<br>Conduct parent conferences<br>Evaluate students' learning needs and provide differentiated instruction to meet the needs of each student |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | Enforce high expectations in academic achievement and character<br>Participate in professional learning and collaboration with all stakeholders<br>School wide Positive Behavior Support<br>Scholar Way implementation and monitoring<br>Academic descriptive feedback to students |
| Crummell, Sherrita | Other | Provide science support, coaching, professional development and monitoring.<br>Monitors standards based instruction of all content areas<br>Analyze data to support standards based instruction.<br>Lead School Based Team<br>Track students data<br>Track and montors Tier interventions and intervention groups and adjusts them as data warrants. She supports teachers with interventions and assists with implementation<br>Cafeteria Scheduling<br>Mentor to new teachers participating in the Employee Support Program<br>Non-evaluative observations<br>Green School Liaison<br>Micro Green Project Administrator<br>ITSA back-up<br>IB PYP Magnet Coordinator and reauthorization point of contact<br>Safety Patrol Advisor<br>Tutoring Program Coordinator |
| Holroyd, Jacki | Other | Facilitate Professional Learning Community (PLC)<br>Support teachers by modeling<br>Non-evaluative observations and feedback<br>Assist with School wide Positive Behavior Support<br>Coordinate parent workshops<br>Participate in School Based Team |
| Gordon, Angela | Other | Attend Professional Learning Communities to update the leadership team on ELL targets and to plan instruction and intervention with teaching teams.<br>Ensure compliance<br>Facilitate parent meetings<br>Conduct assessments<br>Collaborate with the general education teachers to implement effective interventions |
| Reeg, Tiffany | Teacher, ESE | A member member of the leadership team responsible for progress monitoring our ESE students and<br>providing academic supports to teachers. The ESE VE teachers is one of two demo teachers under the Project Ignite initiative.<br><br>Primary duties include: |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | Serving as a School Based Team Co-Leader<br>ESE Caseload manager<br>Providing and modeling high yield teaching strategies<br>Conducting data chats<br>Leading parent conferences<br>Writing and implementing IEPs |
| Lisay, Marriane | Other | Serves as the intervention specialist who provides small group instruction to students who are 2 or more years below grade level.<br>Trains teachers in literacy interventions that will assist them in meeting the needs of their students. |

## Demographic Information

**Principal start date**
Thursday 7/24/2014, Katrina Granger

**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.*
2

**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.*
8

**Total number of teacher positions allocated to the school**
36

**Total number of students enrolled at the school**
547

**Identify the number of instructional staff who left the school during the 2021-22 school year.**
12

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**
10

**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 | 102 | 77 | 80 | 120 | 62 | 80 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 521 |
| Attendance below 90 percent | 41 | 60 | 56 | 60 | 34 | 45 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 296 |
| One or more suspensions | 5 | 24 | 1 | 17 | 10 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 83 |
| Course failure in ELA | 20 | 26 | 34 | 47 | 44 | 48 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 219 |
| Course failure in Math | 13 | 25 | 32 | 40 | 29 | 43 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 182 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 42 | 26 | 32 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 30 | 30 | 43 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 103 |
| Number of students with a substantial reading deficiency | 0 | 14 | 39 | 21 | 32 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 150 |

**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 | 19 | 39 | 34 | 56 | 49 | 64 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 261 |

**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 | 1 | 0 | 2 | 32 | 15 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

**Date this data was collected or last updated**

Thursday 8/18/2022

**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 | 76 | 93 | 82 | 108 | 69 | 86 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 514 |
| Attendance below 90 percent | 0 | 50 | 53 | 72 | 24 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 237 |
| One or more suspensions | 0 | 4 | 5 | 8 | 4 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 |
| Course failure in ELA | 0 | 30 | 34 | 68 | 55 | 74 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 261 |
| Course failure in Math | 0 | 26 | 29 | 64 | 33 | 49 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 201 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 37 | 35 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 101 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 21 | 29 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 79 |
| Number of students with a substantial reading deficiency | 33 | 61 | 55 | 39 | 76 | 63 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 327 |
| FY21 ELA Midyear Diag Level 1 & 2 | 0 | 0 | 0 | 61 | 63 | 69 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 193 |
| FY21 Math Midyear Diag Level 1 & 2 | 0 | 0 | 0 | 48 | 52 | 49 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 149 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**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 | 31 | 39 | 69 | 43 | 67 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 249 |

**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 | 1 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Students retained two or more times | 0 | 0 | 0 | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |

**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 | 76 | 93 | 82 | 108 | 69 | 86 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 514 |
| Attendance below 90 percent | 0 | 50 | 53 | 72 | 24 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 237 |
| One or more suspensions | 0 | 4 | 5 | 8 | 4 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 |
| Course failure in ELA | 0 | 30 | 34 | 68 | 55 | 74 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 261 |
| Course failure in Math | 0 | 26 | 29 | 64 | 33 | 49 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 201 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 37 | 35 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 101 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 21 | 29 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 79 |
| Number of students with a substantial reading deficiency | 33 | 61 | 55 | 39 | 76 | 63 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 327 |
| FY21 ELA Midyear Diag Level 1 & 2 | 0 | 0 | 0 | 61 | 63 | 69 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 193 |
| FY21 Math Midyear Diag Level 1 & 2 | 0 | 0 | 0 | 48 | 52 | 49 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 149 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**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 | 31 | 39 | 69 | 43 | 67 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 249 |

**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 | 1 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Students retained two or more times | 0 | 0 | 0 | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |

## 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 | 36% | 59% | 56% | | | | 35% | 58% | 57% |
| ELA Learning Gains | 62% | | | | | | 45% | 63% | 58% |
| ELA Lowest 25th Percentile | 61% | | | | | | 39% | 56% | 53% |
| Math Achievement | 35% | 53% | 50% | | | | 51% | 68% | 63% |
| Math Learning Gains | 57% | | | | | | 59% | 68% | 62% |
| Math Lowest 25th Percentile | 44% | | | | | | 59% | 59% | 51% |
| Science Achievement | 20% | 59% | 59% | | | | 23% | 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 | 38% | 54% | -16% | 58% | -20% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 35% | 62% | -27% | 58% | -23% |
| Cohort Comparison | | -38% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 27% | 59% | -32% | 56% | -29% |
| Cohort Comparison | | -35% | | | | |

| 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 | 63% | 65% | -2% | 62% | 1% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 52% | 67% | -15% | 64% | -12% |
| Cohort Comparison | | -63% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 37% | 65% | -28% | 60% | -23% |
| Cohort Comparison | | -52% | | | | |

| 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 | 26 | 50 | | 18 | 46 | | 14 | | | | |
| ELL | 45 | 69 | | 45 | 69 | | | | | | |
| BLK | 36 | 60 | 53 | 36 | 58 | 39 | 22 | | | | |
| HSP | 40 | | | 30 | | | | | | | |
| WHT | 42 | | | 27 | | | | | | | |
| FRL | 35 | 59 | 58 | 34 | 56 | 47 | 20 | | | | |
| **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 | 12 | 19 | | 9 | 6 | | | | | | |
| ELL | 30 | | | 25 | | | | | | | |
| BLK | 25 | 35 | 35 | 26 | 29 | 35 | 15 | | | | |
| FRL | 24 | 35 | 35 | 27 | 30 | 35 | 15 | | | | |
| **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 | 20 | 39 | 28 | 28 | 57 | 57 | 6 | | | | |
| BLK | 34 | 45 | 39 | 51 | 60 | 59 | 21 | | | | |
| HSP | 42 | | | 50 | | | | | | | |
| FRL | 34 | 45 | 39 | 51 | 60 | 59 | 24 | | | | |

## 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 | 48 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 3 |
| Progress of English Language Learners in Achieving English Language Proficiency | 69 |
| Total Points Earned for the Federal Index | 384 |
| Total Components for the Federal Index | 8 |

| ESSA Federal Index | |
| --- | --- |
| Percent Tested | 99% |

| Subgroup Data | |
| --- | --- |
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 31 |
| 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 | 59 |
| 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 | 43 |
| 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 | 35 |
| 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 | 35 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 49 |
| 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?**

FSA ELA FY22, FY21 and FY19 (pre-pandemic) district achievement data vs our school data note several trends across grade levels, subgroups and core content areas:

Overall ELA achievement is 58% (District) to 36% (School)
Our grade level data:
3rd grade FSA ELA increased from 29% in FY21 to 35% in FY22. FY19-FY22 data indicated a difference of -3 percentage points; 38% in FY19.

4th grade FSA ELA increased from 19% in FY21 to 40% in FY22. FY19-FY22 data indicates an increase of 5 percentage points; 35% in FY19.

5th grade FSA ELA indicates a decrease of 1 point from FY21 (29%) to FY22 (28%). FY19-FY22 data indicates an increase of 1 percentage point; 27% in FY19.

FSA Math FY22, FY21, and FY19 district achievement data vs our school data:
Total Math achievement is 56% (District) to 35% (School)

3rd grade FSA Math increased from 25% in FY21 to 43% in FY22. FY19-FY22 data indicates a decrease of -20 percentage points; 63% in FY19.

4th grade FSA Math increased from 25% in FY21 to 42% in FY22. FY19-FY22 data indicates a decrease of -10 percentage points; 52% in FY19.

5th grade FSA Math decreased from 32% in FY21 to 20% in FY22 (-12). FY19-FY22 data indicates a decrease of -17 percentage points; 37%- FY19.

Our SY22 FSA SWD data:

The SY19 to SY21 to SY22 SWD ELA achievement score was 20% to 12% to 26%.
The SY19 to SY21 to SY22 SWD Math achievement score was 28% to 9% to 18%.

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

Based on the four Spring 2022 FSA components and progress monitoring (diagnostics, FSQs and USAs), the greatest need for improvement is 5th grade math achievement, overall learning gains and low 25 gains. A total of 54.4% of our 5th graders scores level 1 on the Math FSA vs 31% for the district.

Although the gaps between Dr. Mary McLeod Bethune Elementary's 2022 and the District are similar across the content areas:
ELA (36%) to District (58%) is 22%; In our 5th grade, 41.5% scored level 1 vs 25.3% at the district. Key ideas and details category and Integration of Knowledge data are below the district average at 44% and 51%.

Math (35%) to District (56%) is 21%; For 5th grade, 42.9% scored level 1 vs 31% at the district; 66.7% of SWD in 5th grade scored level 1. All 3 math categories are below the district's averages: Measurement Geometry 40%; Numbers Operation Base 10-34% and Operations in Algebra 32%. Our school scored at 14%, 24% and 16% lower than the district.

Science (23%) to District (44%) is 21%; 58.2% scored level 1 vs 25% at the district; 66.7% of SWD in 5th grade scored level 1 on the state Science assessment. Nature of Science was at 44%.

Overall, math gains decreased by 11.4%; the Low 25 gains percent increased by 3.5%.

Student attendance is an area in need of improvement. Absenteeism contributed to learning gaps and unfinished learning. Students lose academic, social and emotional growth momentum with consistent school attendance.

**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 factor to the achievement/learning gap was a lack of teacher capacity to fully understand the intent of the standard and effectively use the curriculum and resources to increase achievement.

Teachers needed time to process and plan information related to the subject areas.

Result oriented teacher monitoring of student learning with feedback was inconsistent.

The levels of questions did not consistently lead students to compare and contrast, predict, analyze and make inferences.

New actions to address this need:
1. Master scheduling and personnel will be assigned to groups of students to maximize targeted instruction. Co-teaching, modeling and coaching will also be provided during ELA and Math blocks for new and developing teachers.
2. Our ESE, ELL and other specialized teachers will provide small group differentiated instruction.

Students are placed in groups based on their areas of need and will receive instruction that develops their foundational and reading skills.
3. A system for progress monitoring will be utilized to track and monitor student progress toward grade level mastery of B.E.S.T. standards.
4. Half day planning for trimester 1 & 2

FY22 FSA data indicates
The data from our progress monitoring and 2022 state assessments, our focus will be to increase our overall achievement and learning gains for 5th grade students and students with disabilities in ELA, Math and Science, thereby, strategically closing the achievement/learning gap. Historical and current data indicate that our 5th grade students underperformed district and state averages in Science, ELA and Math proficiency, especially our ESSA subgroups--SWDs.

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

The most improvement noted:
FSA ELA:
Our 3rd grade percentage of students scoring 3 and above on the SY22 ELA FSA increased by 5% from 29.1% in FY21 to 35.2% in FY22.

Our 4th grade percentage of students scoring 3 and above on the SY22 ELA FSA increased by 21.3% from 19% in FY21 to 40.3% in FY22.

FSA Math:
Our 3rd grade percentage of students scoring 3 and above on the SY22 ELA FSA increased by 17.6% from 25.6% in FY21 to 43.2% in FY22.

Our 4th grade percentage of students scoring 3 and above on the SY22 ELA FSA increased by 17% from 25.3% in FY21 to 42.3% in FY22.

Our ELLstudents scoring 3 and above on the SY22 Math FSA increased by 3.7% from 39.1% in FY21 to 42.9% in FY22 vs Non-ELL students scoring 26.4% in FY21 and 34.6% in FY22; +8.2%.

In reviewing iReady data:
3rd grade decreased Tier 3 from 51% in August to 39% in December, -12
4th grade decreased Tier 3 from 35% in August to 27% in December, -8
5th grade decreased Tier 3 from 70% in August to 55% in December, -15

In reviewing student growth via the Portion of a Year's Growth (PYG) Report based on the FSA ELA test FY2022, 4th grade demonstrated .97 year's growth for the cohort. The 4th grade FSA Math test data indicated 1.09 years of growth.

The 5th grade demonstrated 1.12 year's of growth in ELA and .97 growth in Math for FY2022.

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

1. Contributing factors:
- Structured Professional Learning Communities (PLCs) K-5 PLCs were planned in advance with the PLC or grade level facilitator and an administrator and the Single School Coordinator resulting in the implementation of tight systems, including a digital agenda with active links to student, class and school data, materials, resources, curriculum, state standards, CPALMS, district and regional sites; and

instructional videos. During PLC teachers made anchor charts, watched and annotated videos and read alouds online. They modeled andpractices teaching lessons and anticipated student responses to teaching. K-5 Professional Learning Communities schedules were kept sacred with intentional adjustments to provide collaborative planning with the ELL and SWD resource teachers.
- Classroom walkthroughs in grades 3-5 occurred daily with immediate feedback.
2. Professional Development focused on building single school culture, standards-based instruction, using data to make informed instructional decisions and practices, fostering a growth mindset, self-regulation, and
intrinsic motivation, and confidence.
3. Weekly 4th and 5th grade writing PLC to plan, implement, and monitor writing instruction. Utilizing resource teachers and academic tutors to support during core reading and math, and designated reading intervention courses.

New actions in this area:
-Math and ELA common planning was facilitated by the AP (Math) and the SSCC (ELA) weekly.
-Two master teachers lead the content instruction for new teachers in ELA and Math.
-Data analysis was conducted during each PLC and Common Planning.
-Classwide and 1 to 1 student data chats became a part of the culture.
-Riviera Beach Literacy Project supported grades K-3/

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

We will purposefully focus on all our students with strategic, targeted support through technology, small group, tutorials, data chats, exit tickets, and student monitoring. The assistant principal, PLC facilitator, and SSCC will lead PLC's that will provide the support necessary to build teachers understanding of the BEST standards and curricula. We will use progress monitoring, Benchmark and Success Maker data to determine the critical skills and concepts that students need and provide scaffolds that will bridge gaps while teaching skills with laser precision and efficiency. Research based best practices will be shared and reviewed at PLCs to ensure the accountability, buy-in and commitment of every staff member.

Strategies to be implemented to accelerate learning:
1. Weekly Professional Learning Communities (PLC): focused on developing effective instruction, analyzing data, sharing best practices, and incorporating research based strategies. PLC schedules adjusted to provide instructional planning for resource teachers. 4th/5th grade teachers participate in additional writing PLC to plan, implement and monitor writing instruction.
2. Extended Learning Opportunities will focus on strategic groupings to include SWDs, ELL and L25 in reading/math, 4th and 5th grade writing, iReady/PM data utilized for reading, math and science groups.
3. Adaptive technology (iReady, Imagine Learning and Success Maker,): Students will use journals to record vocabulary, strategies, etc.
4. Small group differentiated instruction: examine standards to be taught and instructional resources used.
5. International Baccalaureate Primary Year Program (PYP): choice coordinator participates in grade level common planning to support IB planners.
6. Aggressive monitoring to examine students' academic needs

**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.**

As a group, new teachers will have the opportunity to participate in Professionanl Development to:
-Learn how to effectively navigate district and regional curriculum sites and resources.
-Complete classroom management training.
-Complete MTSS, Rti, and Tier I, Tier II and Tier III intervention.
-Deep dive into analyzing student, class and grade level data.

-Learn how to adjust instruction based on data.
-Conduct effective Parent Conferences.
-Lead and monitor small group instruction.
-Develop B.E.S.T. standards based instruction.
-Promote high student engagement.
-Use BenchMark Advance, Savvis SuccessMaker, STEMscopes, iReady and B.E.S.T. standards to increase -student content and skill proficiency.
-Access the Student Information System.
-Become trained assessment administrators.
-Effectively access the district, department and regional websites.
-Identify and plan for accountable talk with sentence starters and question stems.

Additionally, teachers new to the United States will receive Professional Development in:
-Developing a welcoming classroom.
-Culture and climate.
-Conditions for learning.

All teachers will engage in Professional Development that focuses on the B.E.S.T. standards, small group instruction, Blender, Benchmark Advance, SuccessMaker, Envision and STEM Scopes. The teachers will learn strategies to increase and monitor student engagement to increase proficiency. Professional Development on high yield instructional practices to accelerate learning in Math, ELA, Social Studies and Science.

All teachers will complete Professional Development geared toward specific nuances of our subgroups-- SWD, L25, ELL, including:
-Instructional and behavioral Interventions
-Social Emotional Learning
-Morning Meeting
-The Inclusive Classroom
-Collaborative Teaching
-Differentiating Instruction for Student Success
-Rewards and Incentives
-Data analysis
- PD to practice implementation strategies

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

We have taken ELA into consideration when building the masterboard and scheduling personnel as we were placing students in groups K-5. This is incorporated into the Master Schedule outside of the 90 minute
reading block. Our K-5th grade classes, ELL and ESE push-in support teachers provide reading and foundational skills through guided reading lessons. Small group instruction focuses on the core actions - high quality text, rigorous tasks, and academic talk along with tutorial will aide in increasing student achievement.
We will continue to increase math scores through hands on materials, discussion-based teaching, using the
CRA intervention (concrete, representational and abstract), increase teacher's content knowledge in all grades, track data through assessments for all levels, and provide the support to equip teachers. We will also be introducing AMP math for our 3rd graders.
The Voluntary Prekindergarten Education Program promotes whole child development in early learners for success in kindergarten and beyond. We build a strong foundation using state standards and varied educational resources.

1. Providing tutorial to improve science, math, and ELA achievement within all subgroups.
2. Providing interventions to Increase learning gains within the low performing students in math.
3. Incorporate Social Emotional Learning (SEL) strategies and resources to support all learners through "Morning Meetings" and SEL topics during the Fine Arts rotation.
4. Adaptive technology (iReady, Imagine Learning, and Success Maker): monitored weekly by teachers and administration to insure usage and performance expectations.
5. International Baccalaureate Primary Year Program (PYP): promotes inquiry approached learning immersed in the curriculum.

**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 Math |
|---|

| **Area of Focus Description and Rationale:**<br>**Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Based on the FSA Math data from FY22 school year, 35% of 3rd, 4th and 5th grade students scored proficiency in Math. Overall, Math gain data is 57; 44% of 3rd, 4th and 5th graders in the low 25 quartile earned a learning gain.<br><br>Consequently, 65% of 3rd, 4th and 5th grade students scored below proficiency in Math. Overall, Math gain data indicated that 43 did not make a learning gain in math; 56% of 3rd, 4th and 5th graders in the low 25 quartile fell short of earning a learning gain.<br><br>Further grade level data analysis explains how Math was identified as a critical area of need<br>43% of our 3rd grade scholars scored a level 3 or above, 42% of our 4th grade students scored a level 3 or higher, and 20% of our 5th grade grade students scored a level 3 or above. Indicating that 57% of our 3rd grade students scored below level 1 and 2, 58% of our 4th grade students scored level 1 and 2, and 80% of our 5th grade students scored level 1 & 2.<br><br>3rd grade:<br>Level 1-34.1%<br>Level 2-22.7%<br>Level 3-27.3%<br>Level 4-12.5%<br>level 5-3.14%<br><br>4th grade:<br>Level 1-40.8%<br>Level 2-16.9%<br>Level 3-22.5%<br>Level 4-18.3%<br>Level 5-1.41%<br><br>5th grade:<br>Level 1-54.4%<br>Level 2-25.3%<br>Level 3-19.0%<br>Level 4-0%<br>level 5-0%<br><br>The overall percent of points earned by category:<br>Measure Data Geometry - 48%<br>Number operation Fact - 51%<br>Number Operation Base 10 - 54%<br><br>Our school is below the district in all 6 Math categories:<br>Measure Data Geo -12<br>Number Operation Fact -10<br>Number Operation Base 10 -15<br>Operation Algebra Base 10 -8<br>Operation Algebra Fact -15<br>Operation Algebraic Thinking -10 |

| | |
|---|---|
| | Consequently, SY22 FSA Math data indicates a significant critical need in the area of Math fluency facts and operations |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | By June of FY23, 45% of students in grades 3-5 will be performing on or above grade level in the area of math as measured by FY23 Math Progress Monitoring #3. While 50% of students in grades K-2 will be performing on or above grade level in the area of math as measured by FY23 Math Progress Monitoring #3.<br><br>By June FY23, 50% of K-2nd grade students will demonstrate proficiency with problems and items at standard for their grade level.<br><br>At the time of progress monitoring #3, each math category will increase by 8 points as an indication of student growth toward mastery of the grade level B.E.S.T. Mathematics standards, application of problem solving strategies, application of academic Math vocabulary and critical thinking. |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | Students will engage in productive struggle to solve problems accurately. Drawing from content taught during small group and SuccessMaker/iReady Math rotations. Accountable work, journals and data chats.<br><br>1. Utilizing color coded data cards to track student progress toward grade level mastery<br>A data wall will be created in the PLC room. Data will be reviewed during PLC and Common Planning.<br>2. Creating data folders to monitor student progress<br>3. Conducting data chats with staff to identify gaps in learning, assess reteach needs and ensure active monitoring during the Math block.<br>4. No interruptions to the Math block.<br>5. Student attendance will be monitored to urge daily attendance. Avoiding sketchy patterns of attendance.<br>6. Walk-throughs with feedback for continuous improvement.<br>7. Student Math journals will be mandatory. Weekly monitoring of content in the journals by administration.<br>8. Parent conferences.<br>9. Math Bee competition to increase fluency.<br>10. Multiplication chart will be given to each 3rd, 4th and 5th graders with the expectation that students will learn their multiplication facts.<br>11. A visible Math data wall in all classrooms. |
| **Person responsible for monitoring outcome:** | Erica Medina (erica.medina@palmbeachschools.org) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | Strategies that will be implemented for Area of Focus include:<br>1. Small group differentiated instruction: The school will utilize paraprofessionals as double down to provide small group differentiated instruction. The paraprofessionals will received professional development related to data analysis, small group instruction, BenchMark Advance, Savvas Envision, iReady all of which support skills needed in Mathematics.<br>2. Peer to peer observations and debriefing sessions for continuous improvement<br>3. Collaborative Planning/Professional Learning Communities/Professional Development: Teachers will participate in Collaborative Planning, Professional Learning Communities, and Professional Development to develop engagement strategies to strengthen instructional practices and increase student engagement, build higher order question steams, unpack standards (identify what the student is |

to do and know) and conducting meaningful student data chats.
4. Building instructional capacity for rigorous instruction and college and career readiness through implementing project IGNITE strategies into daily instruction.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

The rationale for this evidence-based strategy is based on the FSA Math data from FY22 school year showing 65% of 3rd, 4th and 5th grade students scored below proficiency in Math. Overall, Math gain data indicated that 43 did not make a learning gain in math; 56% of 3rd, 4th and 5th graders in the low 25 quartile fell short of earning a learning gain.

Furthermore, 57% of our 3rd grade students scored below level 1 and 2, 58% of our 4th grade students scored level 1 and 2, and 80% of our 5th grade students scored level 1 & 2.

Educational researcher, John Hattie 'concluded that learning is enhanced when: Teachers are clear about what they want their students to learn, demonstrate, and get students to mentally engage with the material the students need to learn.

### 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.

Collaborative Planning, Professional Learning Communities, and Professional Development Action Steps:
1. The Instructional Leadership Team will meet 3-4 times a month to review data, debrief classroom walks, share glows and grows and determine the instructional focus for Collaborative Planning, Professional Learning Communities and Professional Development.
2. Administration will develop a schedule for PLCs,/Common Planning to ensure all content area, resource teachers, and paraprofessionals are included.
3. Administrators and Team Leads will create agendas through data-driven analysis.
4. Members of the leadership team will facilitate a grade level PLC while building teacher-leaders.
5. Teachers and paraprofessionals will participate and bring student sample work, student journals and data reports to be used to determine instructional adjustments. .
6. Time and materials will be provided for teachers and paraprofessionals to create anchor charts, write lesson plans, plan higher order question stems and unpack standards (identify what the student is to do and know).

**Person Responsible**   Jacki Holroyd (jacki.holroyd@palmbeachschools.org)

Recruiting, Retaining and Capacity Building Paraprofessionals Action Steps:
1. Recruit and employ out of system tutors/academic paraprofessionals to serve as double downs in grade 3-5 to provide students with additional support during the math block.
group differentiated instruction for high-needs learners to improve their academic achievement.
2. Launch an onboarding program.
3. The Assistant Principal, SSCC, District and Regional support will provide training to tutors.
4. Involve paraprofessionals in professional development and collaborative planning.
5. Provide incentives, recognition and awards to promote retention.
6. Paraprofessionals will provide tutorial and small group instruction and support to ensure the differentiated needs of students are met.
7. Paraprofessionals will enhance the effectiveness of small group rotation

**Person Responsible**   Katrina Granger (katrina.granger@palmbeachschools.org)

Parent Engagement and Education Action Steps:
1. The school will conduct outreach, assist with parent education events to provide parents with information and skills to support their child's learning style and needs.
2. The school will develop and lead implementation of the Parent and Family Engagement Plan for the school year in alignment with Title I, and SAC goals.

3. The school will use parent/school communication agendas, Class Dojo and ParentLink to provide parents with information and strategies to work with their children at home to increase academic proficiency and regular school attendance.
4. Parent Education and training will be offered to build parent's capacity to a working understanding of curriculum, assessments and problem solving skills.

**Person Responsible**   Erica Medina (erica.medina@palmbeachschools.org)

Single School Culture/Instructional Capacity Building Action Step:
1. Paraprofessionals, ELL and ESE Teachers will provide tutorial and small group instruction and support to ensure the differentiated needs of students are met.
2. Paraprofessionals will enhance the effectiveness of small group rotations.
3. Paraprofessionals, ELL and ESE Teachers will attend PD and PLCs with the teachers they work with to build their capacity for effective instruction.
4. Data analysis during PLC, data chats, collaborative planning, and leadership meetings to assist teachers in developing secondary benchmark calendars, tutorial groups, identifying small groups for reteaching, and providing ongoing coaching with feedback.

**Person Responsible**   Sherrita Crummell (sherrita.crummell@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

Our SY22, Portion of Year's growth (PYG) data for K-2 in Reading/ELA indicates .87 year's annual growth. A .13 shortfall of the district's growth average of 1.0.

iReady Reading end of the year growth data indicates:
Kindergarten: +.44 from SY21 .37 to .81 in SY22
1st grade: +.25 from SY21 .83 to 1.08 in SY22
2nd grade: +.23 from SY21 .78 to .101 in SY22

ESE: +.08 from SY21 .90 to .1.08 in SY22
Black: +.11 from SY21 .72 to .83 in SY22
White: (SY21 Less than 10 students) 1.60 in SY22

iReady Reading Winter diagnostic (window - 11/21-3/22) on or above grade level data vs the end of the year (window 5/22) on or above grade level diagnostic data indicates:
1st grade: +24% from 20% to 44%
2nd grade: +13% from 25% to 38%

Subsequently, 56% of students currently in 2nd grade (SY22 as 1st graders) are not on track to score Level 3 or above on the statewide, standardized ELA progress monitoring assessment. The end of the year iReady Reading diagnostic data tell us that of the 56% of students not on track to score level 3 or above on the statewide, standardized ELA progress monitoring assessment, 52% are one grade level below, while 4 % are two or more grade levels below. The manifested deficiencies in student learning are evident daily in:
Recognizing and hearing sounds in words
In/out of context Word and Syllable Awareness
Initial and final Sound Identification
Sound Segmentation and Blending
Print Structure
Text Features

As a result of our K-2 Reading/ELA end of the year data, our Instructional Practice specifically relating to Reading/ELA in Kindergarten, 1st and 2nd grade is differentiated and small group instruction. Explicit and routines simple focused on the targeted skill. Using the 'I do, we do, you do' Strategy.

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

A critical need in reading is based on:
SY22, Portion of Year's growth (PYG) Reading/ELA data indicates .87 year's annual growth. A .13 shortfall of the district's growth average of 1.0.

iReady Reading end of the year growth data indicates:
3nd: -.13 from SY21 .81 to 63 in SY22

iReady Reading Winter diagnostic (11/21-3/22) on or above grade level data vs the end of the year (5/22) diagnostic data indicates:
3rd: +10% from 34% to 44%
4th: no change in % from 32% to 32%
5th: +2% from 18% to 20%

62% current 3rd (SY22 as 2nd graders), 68% of students currently in 4th (SY22 as 3rd) and 80% of students in 5th are not on track to score Level 3+ on the statewide, standardized ELA progress monitoring assessment.

End of the year iReady Reading diagnostic data students not on track to score level 3+/one grade below grade level/two grades below grade level shows:

Current 3rd cohort: 61% are not on track; 38% / 23%.
Current 4th cohort:73% are not on track; 48% / 25%.
Current 5th cohort: 68% are not on track; 48% / 20%.

Spring SY22 FSA Reading data indicate:

Current 4th cohort, 35% scored level 3+; 23% gap between the school and the district; 23% gap between the school and the state; 65% scored level 1 & 2.

The current 5th cohort, 40% scored level 3+; 22% gap between the school and the district; 17% gap between the school and the state; 60% scored level 1 & 2.

Learning deficiencies are:
Recognizing/ hearing sounds in words
In/out of context word recognition
Reading comprehension
Inability to answer higher order questions
Poor writing skills

Our 3-5 Reading/ELA Instructional Practice: differentiated & small group instruction. Explicit routines focused on the targeted skill. Using 'I do, we do, you do' Strategy.

**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)**

Kindergarten:
Prior Year Data: iReady Reading diagnostic data shows 54% scored at or above kindergarten level on in the Winter (11/22-03/22). The number of kindergarteners scoring at or above kindergarten increased by 24% (78%) on the final diagnostic (05/22).

Measurable Outcome(s):
#1: By PM2, the overall kindergarten interim score will increase by 25% when compared to PM1.

#2: By PM 2, 65% of the kindergarteners will demonstrate phonological awareness, knowledge of the basic concepts of print; locate the title, table of contents and glossary of books and decode words.

#3: By May 30, 2023, 65% kindergarten students will be on track to pass the statewide ELA assessment.

1st:
Prior Year Data: iReady Reading diagnostic data shows 20% scored at or above 1st grade on the Winter diagnostic. At or above 1st grade level increased by 22% (44%) on the final diagnostic.

Measurable Outcome(s):
#1: By PM2, the overall interim score will increase by 35% when compared to PM1.

#2: By PM2, 75% of 1st graders will use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately and read grade-level texts with accuracy, automaticity, and appropriate expression.

#3: By May 30, 2023, 75% 1st graders will be on track to pass the statewide ELA assessment.

2nd:
Prior Year Data: iReady Reading diagnostic data shows 25% scored at or above 2nd in the Winter. The final diagnostic increased13% (38%).

Measurable Outcome(s):
#1: By PM 2, the overall interim score will increase by 25% when compared to PM1.

#2: By PM 2, 60% will identify different characters' perspectives in a literary text, explain how text features contribute to the meaning of texts and identify the central idea and relevant details in a text.

#3: By May 30, 2023, 65% 2nd graders will be on track to pass the statewide ELA assessment.

**Grades 3-5: Measureable Outcome(s)**

3rd:
Prior Year Data: iReady Reading diagnostic data shows 34% scored at or above 3rd grade on the Winter (11/22-03/22). The number of 3rd graders scoring 3+ increased by 10% (44%) on the final diagnostic (05/22).

Measurable Outcome(s):
#1: By PM2, the overall 3rd grade interim score will increase by 30% when compared to PM1.

#2: By PM 2, 55% of 3rd graders will explain a stated theme & how it develops, using some details, in grade-level mid complexity literary texts, explain the development of an author's purpose using details in a text.

#3: By May 30, 2023, 60% 3rd graders will be on track to pass the statewide ELA assessment.

4th:
Prior Year Data: iReady Reading diagnostic data Winter to final remained 32%. Current 4th cohort, 35% scored level 3+; 65% scored level 1 & 2.

Measurable Outcome(s):
#1: By PM2, the overall interim score will increase by 35% when compared to PM1.

#2: By PM2, 55% of 4th graders will use explicit and implicit details to explain how setting, events, conflict, and/or character development contribute to the plot literary text.

#3: By May 30, 2023, 60% 4th graders will be on track to pass the statewide ELA assessment.

5th:
Prior Year Data: iReady Reading diagnostic data shows 18% scored at or above 5th on the Winter. The final diagnostic increased 2% (20%).The current 5th cohort, 40% scored level 3+; 60% scored level 1 & 2.

Measurable Outcome(s):
#1: By PM 2, the overall interim score will increase by 30% when compared to PM1.

#2: By PM 2, 55% will use explicit and implicit details to explain how setting, events, conflict, and/or character development contribute to the plot grade-level literary text.

#3: By May 30, 2023, 52% 5th graders will be on track to pass the statewide ELA assessment.

**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.

Teachers will attend professional development and PLCs focused on effective ways to actively monitor students for the mastery of the learning goal and to clarify misconceptions. Teachers will know how students are progressing each day including:
Do Now and Exit Tickets
Student reflection about what they know and still need help
Revising Knowledge
Student engagement through responses to higher order questions on whiteboards

Additionally:
1. Monitor and analyze Benchmark Advance data looking for strengths and weakness.
2. Intentional instructional walks by Leadership Team.
3. Teachers will bring student work samples to PLC as evidence of how students are progressing toward grade level standards.
4. Leadership will monitor weekly iReady data to look for trends.
5. Leadership conducts teacher observations-immediate/descriptive feedback.
6. Academic tutor/resource teacher observations.
7. Analyze student data from Progress Monitoring 1,2 & 3.
8. Students can state the learning goal/essential question & can prove learning through comprehension checks.

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

Granger, Katrina, katrina.granger@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?

The evidence based practices and programs being implemented for statistically significant with a substantively positive effect include:
1. Students will receive targeted small group differentiated instruction during the core ELA block.
2. The grade level-specific Decision Trees and Decision Tree Guides will be used to determine if a student is meeting or approaching grade-level standards, or if a student is in need of Supplemental (Tier 2) or

Intensive (Tier 3) Intervention.
3. Benchmark Advance will be used in grades K-5.
4. Effective use of high order question stems (Marzano and Blooms Taxonomy) and providing feedback in small groups will be employed.
5. Academic vocabulary from the standards incorporated throughout the year via the modules of instruction.
6. Academic student engagement conversations.
7. Additional support in classrooms with academic tutors and SSCC.
8. Data-driven Professional Learning Communities and common planning.
9. Deep dive data analysis during the Instructional Leadership Team Meetings.

**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?

Research supports small group instruction & cooperative learning addresses unfinished and disrupted learning (Hattie, 2009). Small group instruction does not replace core instruction, it serves as an effective practice to promote and sustain grade level knowledge and skills. Targeted small group instruction focuses on concepts, skills and knowledge of the progressions of the Foundational and spiral benchmarks.

Specific Practices:
Teacher led small group instruction for foundational reading skills.
• Small group differentiated instruction based on data.
• Fluid small groups that change regularly based on student's unfinished and disrupted learning trends.

Through the IGNITE grant, we gained a Reading Recovery Teacher whose role is to specifically provide small-group instruction to the lowest-performing readers in grades kindergarten - 2nd grade.

Small group instruction and cooperative learning have a significant impact on student achievement. Frequent individualized feedback, reteach and prerequisite teaching opportunities for struggling students increase mastery of skills, concepts and understanding.

**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 |
|---|---|
| The Assistant Principal, a former Literacy Coach, will lead professional development and the implementation of BenchMark Advance curriculum, Blender the ELA and writing B.E.S.T. standards in grades K-5. The coaching model--planning, demonstrating, and providing feedback-- is utilized with teachers and academic tutors. Side by side professional development/coaching is aligned to the needs of students based upon progress monitoring and iReady data.<br><br>Classroom teachers receive assistance in the analysis of student reading assessment data. Participates and leads ELA PLC and/or Common Planning.<br><br>The Assistant Principal utilizes her literacy coaching training and expertise to provide support to classroom teachers in assisting with the MTSS/Response to Intervention (RTI) process and ensuring our School Improvement goals are met for ELA (Reading/Writing) for all grade levels. She will coach teachers in standards based lesson planning following the FCIM coaching cycle.<br><br>An assessment and accommodation plan will be developed to include administration and post-testing next steps. | Medina, Erica, erica.medina@palmbeachschools.org |
| Professional Learning:<br>Dr. Mary McLeod Bethune Elementary School is the recipient of a multi-year, multi-state partnership<br>entitled Project IGNITE; Innovation Generated by Networked Improvement Teams of Educators,<br>funded by the U.S. Department of Education's 2020 Teacher and School Leader Incentive Program<br>(TSL).<br><br>Through the IGNITE grant, we gained a Learning Team Facilitator responsible for leading and<br>supporting teachers in Supporting Teacher Effectiveness Project (STEP) Professional Learning<br>Communities (PLCs) through collaboration and communication. This includes bringing teachers<br>together and providing a community where we discover solutions to academic challenges students<br>are facing. The meetings occur weekly per grade level. Teachers will learn best practices to improve student outcomes in reading through the B.E.S.T. standards and BenchMark Advance.<br><br>Through the IGNITE grant, we also gained a Teacher and School Leader responsible for assisting the<br>facilitation of STEP PLCs in concert with the PLC Facilitator and supporting teachers in developing<br>their instructional base. | Holroyd, Jacki, jacki.holroyd@palmbeachschools.org |
| Administration will participate in weekly Leadership Team meetings to analyze student data, participate in data based collaborative discussions, and develop and discuss best practices to support teachers. Classroom walk-throughs notes, Palm Beach Focus Model and Principal/Teacher data chats will be used to give teachers immediate descriptive feedback to | Granger, Katrina, katrina.granger@palmbeachschools.org |

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

improve core, small group instruction and instructional rotations.

During planning, PLC and common planning, teachers will use student performance data to continually evaluate the effectiveness of their teaching and make well informed instructional decisions. When student is learning is statistically insignificant on improving student outcomes or other relevant outcomes, the teacher will adjust instruction.

In addition to new Progress Monitoring 1 and 2, iReady Reading diagnostics give teachers data on how well students have mastered the B.E.S.T. standards. This supports the monitoring of student learning by providing feedback that instructors can use to make adjustments to instruction to improve student learning outcomes.

## 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.

Dr. Mary McLeod Bethune's standard systems of operation include shared norms, beliefs, values and goals for teaching, learning, parent engagement, onboarding new teachers and teachers new to the USA, supporting all teachers and building leaders.

The Scholar Way is an agreed upon system of function that results in positive consistent practices for all students Prek through 5th grade.

A Single School Culture results in consistency of both adult and student practices related to behavior, academic achievement and climate. The processes are designed to develop the knowledge and skills of adults and students simultaneously. We value an equitable and accessible education for all children incorporating
technology with the support of our parents, family, community, and business partners. We ensure we address the social/emotional and mental health needs of all out students and provide wraparound supports and services to our families.

A Single School commitment to BELIEVE, BUILD AND BLOOM is the goal of all stakeholders. We BELIEVE every child can and will learn; we BUILD teachers and staff to grow in their craft resulting in students demonstrating a year's worth of growth or more every year; we BLOOM scholars reading and problem solving on or above grade level with a healthy response to trauma and frustration..

Principal: 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, the principal positively influences the school culture with strategies that encourage collaboration. A thriving parent-school partnership is fostered by way of support services, home visits, parent check-in classroom visits, parent conferences, community members as volunteers and business employee support through volunteerism and or donations of supplies, materials, incentives or their time.

Assistant Principal: Actively engages with teacher teams to model and mentor teachers into a positive child centered culture and learning environment. As participants in the EPI program, our 4 new teachers from the Philippines and 1 new teacher from Jamaica are onboarding to our positive school culture and environment through side by side coaching. The Assistant Principal oversees the Educator Support Program and the onboarding initiative for our new teachers.

Single School Culture Coordinator: Coordinates professional development and coaching for instructional staff. The Single School Coordinator oversees MTSSS and School Base Team, monitors school safety initiatives and practices, chairs the safety, incentives and rewards committees. The Single School Coordinator fosters instructional and extracurricular activities to boost a fulfilling productively positive school year.

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

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. Students have equitable and equal opportunities 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).

Behavioral Health Professional: The work of Behavioral and Mental Health focuses on addressing school safety and mental health initiatives, including the implementation of the mental health components as outlined in the Marjory Stoneman Douglas Public Safety Act.

School Advisory Council: this is a cohort of community members including parents, staff, business owners, and organizations that will learn about school initiatives and provide counsel on how to improve the school. The literacy Specialist, TSL and Science specialist also support teaching and learning through PLC's and modeling.

Our community stakeholders play an important role in addressing and supporting student needs:
-We have a Bi-Wi Mentoring program for our fourth & fifth grade girls, focused on developing self-esteem and character.
-Our kindergarten through 5th graders have the opportunity to participate in the iMentor Program; junior and seniors from Suncoast HS visit the students during the school day to serve as an academic mentor and support.
-A local farmer, restaurateur and political supports our Micro Greens in-door garden. The harvested micro-greens as used by the students, staff and members of the community..

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 immersed in rigorous tasks encompassing 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

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

Principal: 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. Principals can positively influence their school culture with strategies that encourage collaboration.

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

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 and young people to ensure all students have equitable and equal opportunities 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)

Behavioral Health Professional: The work of Behavioral and Mental Health focuses on addressing school safety and mental health initiatives. The department will expand the prevention and intervention efforts currently in place while concentrating on the social, physical, and emotional needs of our students. The Department of Behavioral and Mental Health is responsible for the implementation of the mental health components as outlined in the Marjory Stoneman Douglas Public Safety Act.

School Advisory Council: this is a cohort of community members including parents, staff, business owners, and organizations that will learn about school initiatives and provide counsel on how to improve the school. The literacy Specialist and HR Specialist will also support teaching and learning through PLC's and modeling.

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 immersed in rigorous tasks encompassing 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 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 taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. 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, 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 Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.
(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.
These integrated concepts are introduced as stand-alone teaching points or 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 addressed in greater depth through the school

counselor during instruction and during 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.