Mary M Bethune Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Mary M Bethune Elementary School

2400 MEADE ST, Hollywood, FL 33020

[no web address on file]

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide a personalized learning experience for all students with a rigorous curriculum that builds towards college and career readiness preparing students to become global citizens.

Provide the school's vision statement.

Our vision is to provide a creative learning experience that cultivates character and provides a rigorous curriculum in a safe, secure environment.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Frias, Alexandra	Reading Coach	-Facilitate ongoing coaching cycles to drive teacher progress and student growth -Support teachers to monitor and assess their own and their students' progress towards defined goals -Create a safe non-evaluative coaching space for all conversations with teachers -Support teachers tp tale informed risks to try new instructional strategies. -Communicate regularly with teachers to highlight successes and solve challenges collaboratively -Monitor school wide reading-instruction and assessments -PLC Facilitation, support and training -Curriculum updates and training -Push -ins and additional Support -Academic Nights and Fairs -Assist Guidance w/Organization and planning assessments- Benchmark, common formative assessments for reading and writing -Assist with Discipline /Behavior Support/Referrals -Instructional Support/ student achievement -Lowest 25% student support -Classroom Walk throughs -Monitor school wide Reading Progression -Coordinate Academic Camps -AM, PM and Cafeteria Duty -Submit to monthly newsletter -SAC Chair/School Improvement
Bradley, Tyesha	Teacher, ESE	Instructional Leader of student achievement -Compile and submit data on ESE student progression -Monitor data and provide prescriptive curriculum for all ESE students in reading, writing, mathematics, science, social studies and technology integration to ensure student achievement -Parent conference -Create and revise IEP's based on student needs -Attend Response and Intervention (RTI) when needed -Provide feedback and data to administrations -Provide assessments and complete all necessary documentation (report cards, interims, IIP's, etc) -Assist with Classroom Management -Academic Nights and Fairs -Lowest 25% student report -Induction and New teacher support
Williams, Latosha	Principal	-Supervise the Strategic Plan of Bethune Elementary -Facilitator and Coach for instructional programs -Facilitate the alignment of all curricular programs, instruction, assessments, operations -Supervise and evaluate Assistant Principal, Head Start- 5th Grade Teachers, Instructional Coaches, Team Leaders, Special Teachers, Curriculum

Name	Position Title	Job Duties and Responsibilities
		Committees, Office/Paraprofessionals/Cafeteria/Custodial Staff -Closely monitor all school and student data -Facilitate and conduct Classroom -Observations and Walk Throughs -Ensure teachers have a dedicated, consistent time to meet with coaches -Actively support teachers and coaches to ensure they are meeting expectations -Communicate priority outcomes to both teacher and coaches -Play an active role in formative and summative progress conversations -Follow up with teachers and coaches to resolve any patterns of missed coaching meetings or possible interpersonal conflicts -Lowest 25% student support
Eames, Theon	Assistant Principal	-School Operations/Physical Plant/ Facilities -Develop, oversee, and manage cafeteria and dismissal schedules -Discipline/Behavior Support/ Referrals -Supervise Faculty and Staff -Evaluate Head Start- 2 Teachers, Performance Arts Teachers, Paras, Custodians, -Classroom Observations, walk throughs -Develop, oversee, and manage paraprofessionals' schedules -Provide instructional support and monitor student achievement -Facilitator and Coach for Instructional programs -Lowest 25% student support -Academic Nights and Fairs -Closely Monitor Primary and Science Data -Oversee and manage school Safety -SAC/School Improvement Liaison -Transportation -Mentoring -Lead BTA's & facilitate monthly BTA meetings -Actively support teachers and coaches to ensure they are meeting expectations -Communicate priority outcomes to both teachers and coaches -Play an active role in formative and summative progress conversations -Follow-up with teachers and coaches to resolve any patterns of missed coaching meetings or possible interpersonal conflicts
Pellecer, Gloria	Math Coach	-Facilitate ongoing coaching cycles to drive teacher progress and student growth -Support teachers to monitor and assess their own and their students' progress toward defined goals -Create a safe and non-evaluative coaching space for all conversations with teachers -Support teachers to take informed risks to try new instructional strategies -Communicate regularly with teachers to highlight successes and solve challenges collaboratively -Facilitate Mathematics programs/instruction

Name	Position Title	Job Duties and Responsibilities
		-Instructional Mathematics Support -Math PLC Facilitation, Support and Training -Academic Nights and Fairs -Monitor student progression in Math Grades K-5th -Coaching and Modeling -Test Prep materials and schedules -Push-ins and additional support -Monitor Lower Quartile Math -Academic Nights and Fairs -Instructional Support/student Achievement Lowest 25% student support -facilitator -Classroom Walk Throughs -Assist with Discipline/Behavior Support /Referrals -AM, PM and Cafeteria Duty -Analyze disaggregated and profile data for grades 3-5 -Monitor school wide Math progression -Submit to monthly newsletters -Testing Coordinator
Jenkins, Nikitress	Teacher, ESE	-Student Services/Child Study -Response to Intervention (RTI) -Referrals Facilitation and teacher Training -Facilitator -Testing for all ESE Services -Parent Training and communication -Coordinate schedule for VE and Speech -Instructional support/student achievement -Classroom Walk Through -School Operations (as needed) -Assist with Discipline/Behavior/Referrals -Monitor ESE AM, PM, Duty -Instructional Leader of student achievement -Compile and submit data on student progression -Monitor data and provide prescriptive curriculum for all students in reading, writing, mathematics, science, social studies and technology integration to ensure student achievement -Parent conferences -Feedback and data to administration -Provide assessments and complete all necessary documentation (report cards, interims, AIP's, etc) -Classroom Management -Academic Nights and Fairs -Lowest 25% student support
Solano-Millar, Faustina	School Counselor	-Instructional support/student achievement -Response to Intervention (RTI) -Referrals Facilitation and teacher training -Facilitator-Testing for all ESE services -Parent Training and communication

Name	Position Title	Job Duties and Responsibilities
		-Coordinate schedule for VE and Speech -Instructional support/student achievement -Classroom Walk Through -School Operations (as needed) -Assist with Discipline/Behavior/Referrals -Monitor ESE, AM, PM, Duty -Instructional Leader of student achievement -Compile and Submit data on student progression -Monitor data and provide prescriptive curriculum for all students in reading, writing, mathematics, science, social studies and technology integration to ensure student achievement -Parent conferences -Feedback and data administration -Provide assessments and complete all necessary documentation (report cards, interims, etc) -Classroom Management -Academic Nights and Fairs -Lowest 25% student support

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Instructional Leadership Team (ILT) reviewed and analyzed 2023 FAST data to identify successes and areas to improve. The ILT consist of school's leadership team listed above. Goals were set based on student progression. After identifying the goals for the School's Improvement Plan (SIP), the plan was presented to the the School Advisory Council (SAC) for feedback and input. In addition, the plan was also presented to teachers during Professional Learning Community (PLC) to obtain their feedback and input.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our SIP will be monitored regularly through common formative assessments, i-READY diagnostics, and FAST assessments to closely track student progression. Students subgroups will also be monitored very closely. Subgroups such as lower quartile, English Language Leaners (ELL), and Students With Disabilities (SWD). All students with baseline data will be closely monitored to ensure they are on track to demonstrating growth by increasing one level or more. In the event student are not showing growth based on the SIP, the plan will be revised paying close attention to interventions, small group instruction, and pull out services. Interventions will be closely monitored through assessments to ensure growth, support, and any additional services needed to ensure students are increasing and demonstrating academic achievement.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	21	15	29	41	21	29	0	0	0	156
One or more suspensions	1	0	1	0	5	1	4	0	0	12
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	7	16	19	22	26	17	0	0	0	107
Level 1 on statewide Math assessment	0	10	20	32	21	9	0	0	0	92
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	7	23	9	10	0	0	0	56

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	13	21	37	25	18	0	0	0	117

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	0	10	1	0	0	0	0	15
Students retained two or more times	0	2	0	1	0	0	0	0	0	3

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	18	20	26	22	26	24	0	0	0	136
One or more suspensions	0	0	0	1	2	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	23	18	24	0	0	0	65
Level 1 on statewide Math assessment	0	0	0	19	14	20	0	0	0	53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	7	6	10	12	8	0	0	0	46

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	6	1	20	30	28	0	0	0	87

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	2	0	17	4	2	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	18	20	26	22	26	24	0	0	0	136
One or more suspensions	0	0	0	1	2	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	23	18	24	0	0	0	65
Level 1 on statewide Math assessment	0	0	0	19	14	20	0	0	0	53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	7	6	10	12	8	0	0	0	46

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	6	1	20	30	28	0	0	0	87

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	2	0	17	4	2	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	32	56	53	38	58	56	30		
ELA Learning Gains				60			42		
ELA Lowest 25th Percentile				67			44		
Math Achievement*	46	62	59	49	54	50	25		
Math Learning Gains				80			33		
Math Lowest 25th Percentile				69			56		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	23	48	54	19	59	59	16		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress		59	59	64					

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	137
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	446
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	1	1
ELL	41			
AMI				
ASN				
BLK	29	Yes	1	1
HSP	56			
MUL				
PAC				
WHT	59			
FRL	33	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	46			
AMI				
ASN				
BLK	54			
HSP	44			
MUL				
PAC				
WHT				
FRL	53			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	32			46			23					
SWD	19			28			0				4	
ELL	27			55							2	
AMI												
ASN												
BLK	26			43			15				4	
HSP	55			55			50				4	
MUL												
PAC												
WHT	50			67							2	
FRL	32			43			20				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	38	60	67	49	80	69	19					64
SWD	15	47	67	25	71	57	10					
ELL	25			50								64
AMI												
ASN												
BLK	34	64	67	50	82	67	13					
HSP	42	50		37	76		17					
MUL												
PAC												
WHT												
FRL	36	55	59	47	81	73	14					60

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	30	42	44	25	33	56	16					
SWD	12	50		12	50		7					
ELL	22	58		28	33		8					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	30	40	44	23	33	53	13					
HSP	22			22								
MUL												
PAC												
WHT	45			45								
FRL	27	42	43	21	31	57	13					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	30%	56%	-26%	54%	-24%
04	2023 - Spring	45%	61%	-16%	58%	-13%
03	2023 - Spring	35%	53%	-18%	50%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	41%	62%	-21%	59%	-18%
04	2023 - Spring	48%	65%	-17%	61%	-13%
05	2023 - Spring	60%	58%	2%	55%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	21%	46%	-25%	51%	-30%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on trend data, ELA is our lowest performing data component. Students are often entering their current grade levels with deficiencies in reading skills, The majority of students are often one or more years below grade level. The instructional focus becomes a balance between teaching grade level standards and prerequisite skills needed to close the achievement gap. It becomes imperative to build interventions into the instructional block while scaffolding grade level standards.
Science is another data component that displays low performance. Students are often trying to decode and comprehend the content and ultimately comprehension is lost. In 2022 we increased from 19 to 23 percent proficiency.

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

There were no declines. We increased in every data component when comparing 2021 to 2022.
In 2022 we increased 8 points in ELA proficiency 18 points in learning gains and lower quartile increased 23 points.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

*The contributing factors to this need for improvement are deficiencies in prerequisite skills in both ELA and Mathematics. The new actions that will be taken to address this improvement will be working on these prerequisite skills both in whole group instruction, small group instruction, ESSER and Paraprofessional Pull-out and Push-in support

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

We showed the most improvement in Math learning gains as demonstrated by a 47% point increase. The math instructional block included math fluency, targeted instruction and interventions. We noticed by triangulating these three components, student growth was evident. Progress monitoring was regularly and closely monitored throughout the year. Extended learning opportunities were provided for all students and targeted deficiencies in skills and standards.

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

*In the 2023-24 School year, Bethune Elementary School has demonstrated an area of concern which are attendance. Ten percent of 156 students were identified with absentees.

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

Student proficiency in ELA.
Student learning gains in ELA.
Student proficiency in Math.
Student learning gains in Math.
Student proficiency in Science.

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

#1. Instructional Practice specifically relating to Science

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

During this year our area of focus will be Science based on our school's SSA. It showed an increase from 19% to 21%. We need to continue our focus on Science instruction in order to meet or exceed the state's level of proficiency.

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

By June 2024, 5th grade students will increase from 21% to 45% proficient on the SSA.

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

This is area students will be taking mircro-assessments, beginning of year, middle, and end of year assessments.

Person responsible for monitoring outcome:

Faustina Solano-Millar (venecia.solano-millar@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In this area of focus, students will be utilizing Science Boot Camp Curriculum which focuses on tested standards and hands-on activities which increases students' conceptual understanding in Science.

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

Science Boot Camp has proven to be effective in increasing student's performance on the SSA. Hands-on activities has also proven to increase students' conceptual understanding of science.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Assess students on standards taught.

Person Responsible: Theon Eames (theon.eames@browardschools.com)

By When: Bi-weekly

We will have data chats and whole school immersion days.

Person Responsible: Theon Eames (theon.eames@browardschools.com)

By When: These data chats will occur on a monthly basis.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Not Applicable.

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

During this year our area of focus will be ELA based on our school's FAST performance. Our current level is below the 40 percentile. Our current data 75% of 3rd grade, 77% of 4th grade and 61% of 5th grade students scored below level 3 on the FAST Assessment.

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 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 Measurable Outcomes

Not Applicable.

Grades 3-5 Measurable Outcomes

By June 2024, 3rd grade will increase from 25% to 51% proficiency on the ELA FAST Assessment.
By June 2024, 4th grade will increase from 23% to 51% proficiency on the ELA FAST Assessment.
By June 2024, 5thth grade will increase from 39% to 51% proficiency on the ELA FAST Assessment.

Monitoring

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 impact student achievement outcomes.

Students will be monitored utilizing the FAST Assessment progress monitoring, i-Ready, Benchmark Unit and Weekly Assessments.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Eames, Theon, theon.eames@browardschools.com

Evidence-based Practices/Programs

Description:
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?

As an evidence-based program our school will utilize S.I.P.P.S, and Science of Reading.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Based on research, these programs have proven to provide in depth instruction to increase student achievement.

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
Students will be assessed 3 times a year to determine and monitor proficiency. The Testing Coordinator will be oversee that students are showing increase in this area. The data will be disseminated.	Pellecer, Gloria, gloria.pellecer@browardschools.com
Data Chats will be biweekly to determine students' outcome and current progress.	Williams, Latosha, latosha.williams@browardschools.com
Professional Development Learning-Teachers will participate in Professional Development continuously to help student growth.	Jenkins, Nikitress, nikitress.l.jenkins@browardschools.com
Support Teachers during PLC's and Lesson Planning to help teachers facilitate their instruction.	Frias, Alexandra, alexandra.frias@browardschools.com
Teachers-Classroom walkthroughs will ensure standards-based instruction being delivered to students.	Williams, Latosha, latosha.williams@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The method that SIP and progress will be shared through PTO/SAC Meetings, Parent Nights, ELA/Science Nights.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our school is a Performing Arts School in which curriculum is infused through Art during their Specials time. We have parent groups meet on a monthly basis, recruiting local businesses as partners, PTO/SAC Meetings, Parent Nights, ELA and Science Nights.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school plan will strengthen it's academic program through ELO Camp, increased and ongoing data chats with teachers and scholars.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A