

The School District of Palm Beach County

Belvedere Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Belvedere Elementary School

3000 PARKER AVE, West Palm Beach, FL 33405

<https://blve.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

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.

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

Provide the school's vision statement.

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

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

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

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.

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

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

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

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

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

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

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

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))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ USA, NGSQ, Midterms, Semester exams, Reading Plus Diagnostics, Imagine Learning, Khan Academy, FAST and STAR Progress Monitoring, Florida Standard Assessments, and Teacher made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PM 1, 2, & 3 in English Language Arts).

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students; proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students; proficiency in all content areas to include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and

Professional Learning Communities occur every other week per grade level. Grade level teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and

create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on Blender and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

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	86%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
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	0	26	27	23	21	18	0	0	0	115
One or more suspensions	0	0	1	1	1	3	0	0	0	6
Course failure in English Language Arts (ELA)	0	57	40	43	55	42	0	0	0	237
Course failure in Math	0	52	24	32	40	32	0	0	0	180
Level 1 on statewide ELA assessment	0	0	0	37	45	44	0	0	0	126
Level 1 on statewide Math assessment	0	0	0	43	47	47	0	0	0	137
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	20	15	47	44	39	0	0	0	165

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	0	52	30	34	55	49	0	0	0	220

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	0	0	10	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	0	26	22	25	19	13	0	0	0	105
One or more suspensions	0	0	1	0	3	1	0	0	0	5
Course failure in ELA	0	22	23	34	33	25	0	0	0	137
Course failure in Math	0	18	13	23	21	18	0	0	0	93
Level 1 on statewide ELA assessment	0	0	0	7	23	17	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	0	7	21	0	0	0	28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	8	27	11	16	0	0	0	65

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	0	20	18	27	29	25	0	0	0	119

The number of students identified retained:

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

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	0	26	22	25	19	13	0	0	0	105
One or more suspensions	0	0	1	0	3	1	0	0	0	5
Course failure in ELA	0	22	23	34	33	25	0	0	0	137
Course failure in Math	0	18	13	23	21	18	0	0	0	93
Level 1 on statewide ELA assessment	0	0	0	7	23	17	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	0	7	21	0	0	0	28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	8	27	11	16	0	0	0	65

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	0	20	18	27	29	25	0	0	0	119

The number of students identified retained:

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

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	53	53	40	59	56	37		
ELA Learning Gains				59			53		
ELA Lowest 25th Percentile				73			45		
Math Achievement*	32	57	59	37	53	50	33		
Math Learning Gains				37			30		
Math Lowest 25th Percentile				50			29		
Science Achievement*	26	54	54	17	59	59	34		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	53	56	59	47			40		

* 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)	ATSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	177
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	360
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	16	Yes	3	1
ELL	29	Yes	1	1
AMI				
ASN				
BLK	25	Yes	1	1
HSP	36	Yes	1	
MUL				
PAC				
WHT	37	Yes	1	
FRL	34	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	40	Yes	2	
ELL	45			
AMI				
ASN				
BLK	46			
HSP	41			

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%
MUL				
PAC				
WHT	45			
FRL	45			

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			32			26					53
SWD	11			11			0				5	40
ELL	25			26			13				5	53
AMI												
ASN												
BLK	26			30							3	
HSP	34			32			24				5	55
MUL												
PAC												
WHT	33			38							3	39
FRL	31			29			25				5	51

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	40	59	73	37	37	50	17					47
SWD	23	61	63	21	45	55	7					47
ELL	36	56	72	36	43	52	18					47
AMI												
ASN												

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
BLK	43	75		33	47		27					50
HSP	38	55	68	34	33	38	13					48
MUL												
PAC												
WHT	50			50								36
FRL	41	60	72	37	36	48	17					48

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	37	53	45	33	30	29	34					40
SWD	19	38		15	24	40	17					31
ELL	34	50	38	29	31	29	23					40
AMI												
ASN												
BLK	35			36								20
HSP	39	55	44	33	27	22	33					43
MUL												
PAC												
WHT	39	40		41								44
FRL	38	53	42	32	31	29	32					40

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.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	56%	-24%	54%	-22%
07	2023 - Spring	*	48%	*	47%	*

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2023 - Spring	34%	58%	-24%	58%	-24%
03	2023 - Spring	28%	48%	-20%	50%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	*	36%	*	48%	*
03	2023 - Spring	34%	57%	-23%	59%	-25%
04	2023 - Spring	25%	52%	-27%	61%	-36%
05	2023 - Spring	32%	56%	-24%	55%	-23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	24%	51%	-27%	51%	-27%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	65%	*	66%	*

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.

In FY23, Progress Monitoring 3, achievement data is as follows:
 *ELA - 3rd (28%), 4th (34%), 5th (32%), SWD (10%), and Hispanic (32%)
 *Math - 3rd (34%), 4th (25%), 5th (32%), SWD (9%), and Hispanic (30%)
 *Science - 5th (24%), SWD (0%), and Hispanic (22%)

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

In FY21, our achievement data is as follows:

- *ELA - 3rd (33%), 4th (32%), 5th (46%), SWD (16%), and Hispanic (21%)
- *Math - 3rd (34%), 4th (27%), 5th (34%), SWD (11%), and Hispanic (33%)
- *Science - 5th (31%), SWD (14%), and Hispanic (31%)

In FY19, our achievement data is as follows:

- *ELA - 3rd (44%), 4th (46%), 5th (46%), SWD (20%), and Hispanic (46%)
- *Math - 3rd (55%), 4th (52%), 5th (46%), SWD (24%), and Hispanic (55%)
- *Science - 5th (37%), SWD (5%), and Hispanic (36%)

When comparing FY19 through FY23, all grades in all content areas demonstrated a decrease in proficiency. However, when looking at FY21 to FY22 we see an increase in ELA and Math in 3rd, 4th, SWD, and Hispanic. When looking at 5th grade, there is a decrease in ELA, Math, and Science. Comparing FY22 to FY23, there is a decrease in ELA in grades 3-5 and SWD. In addition, there is a decrease in Math achievement in grades 3-5. However, we noticed an increase in Science achievement of 10%.

Some of the contributing factors to the decrease include, but are not limited to the following: new ELA standards, new assessment platform (from paper pencil to computer-based testing) and ESSA SWD lack test taking strategies, such as computer embedded tools. Students struggle effectively using time management strategies to maximize their learning opportunities. We also had significant teacher vacancies that most times did not result in an effective substitute due to ongoing shortages and a large number of new teachers that lacked experience with new standards, classroom routines and management.

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

When comparing FY22 to FY23, a decrease in ELA in grades 3-5 and SWD. In addition, there is a decrease in math achievement in grades 3-5. However, we noticed a significant increase in science achievement of 10%.

We saw significant contributing factors such as new ELA standards, new assessment platform (from paper pencil to computer-based testing) and ESSA SWD lack test taking strategies such as computer embedded tools. Students struggle effectively using time management strategies to maximize their learning opportunities. We also had significant teacher vacancies that most times did not result in an effective substitute due to ongoing shortages and a large number of new teachers that lacked experience with new standards, classroom routines and management.

In FY23, Progress Monitoring 3, achievement data is as follows:

- *ELA - 3rd (28%), 4th (34%), 5th (32%), SWD (10%), and Hispanic (32%)
- *Math - 3rd (34%), 4th (25%), 5th (32%), SWD (9%), and Hispanic (30%)
- *Science - 5th (24%), SWD (0%), and Hispanic (22%)

In FY22, our achievement data is as follows:

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

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.

When comparing the results from FY23 Progress Monitoring #3, we noticed:

State School

ELA

3- 50 28

4 58 34

5 54 22

State

Math

3 59 34

4 61 25

5 55 32

Science

State School

5 51 24

We saw significant contributing factors such as new ELA standards, new assessment platform (from paper pencil to computer-based testing) and ESSA SWD lack test taking strategies such as computer embedded tools. Students struggle effectively using time management strategies to maximize their learning opportunities. We also had significant teacher vacancies that most times did not result in an effective substitute due to ongoing shortages and a large number of new teachers that lacked experience with new standards, classroom routines and management.

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

During the FY23 school year we participated in the district's science cadres. We established a science lab for students to participate in hands on activities and experiments to enhance learning. We updated the structure of the science block with a strategic focus on the standards and the content. We replicated structures and curriculum focus to include hands on learning, teacher demonstrations, labs and student centers that were in place at the highest performing science elementary scores in a similar demographic school.

FY 23 *Science - 5th (24%), and Hispanic (22%)

FY22 *Science - 5th (14%), and Hispanic (13%)

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are

ensuring our students receive the support needed for growth and achievement. When looking at our Early

Warning System indicators our two potential areas of concern are:

Options are below (choose two)

? Course Failure in ELA and Math

? Reading Deficiency

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

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

1. ELA Achievement Growth for SWD & Hispanics - Ensuring learning gains & progress for ESSA sub groups. We will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students. In addition, we will thoroughly review ELL student data and provide support as needed.
2. Math, and Science Achievement will be supported and reinforced through extended day tutorials to ensure students receive additional support in the content areas. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students. In addition, we will thoroughly review ELL student data and provide support as needed.
3. Attendance Tracking - Engage parents after five unexcused absences and implement an attendance contract to promote partnership in continued student learning.
4. Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students. We plan to ensure that teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction, ongoing professional development in reading, math, and science in grades 3-5, ongoing professional development in the Benchmark Reading Series, using iReady Diagnostic Results to create fluid instructional groups, and aligning human resources to provide intervention to targeted students.
5. AVID - Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons.

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 Small Group Instruction

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.

In FY23, Progress Monitoring 3, achievement data is as follows:

*ELA - 3rd (28%), 4th (34%), 5th (32%), SWD (10%), and Hispanic (32%)

*Math - 3rd (34%), 4th (25%), 5th (32%), SWD (9%), and Hispanic (30%)

*Science - 5th (24%), SWD (0%), and Hispanic (22%)

In FY22, our achievement data is as follows:

*ELA - 3rd (37%), 4th (42%), 5th (34%), SWD (23%), and Hispanic (38%). Learning gains in 3-5 show an increase of 8%, from 51% in FY19 to 59%.

*Math - 3rd (40%), 4th (35%), 5th (21%), SWD (21%), and Hispanic (34%)

*Science - 5th (14%), SWD (7%), and Hispanic (13%)

In FY21, our achievement data is as follows:

*ELA - 3rd (33%), 4th (32%), 5th (46%), SWD (16%), and Hispanic (21%)

*Math - 3rd (34%), 4th (27%), 5th (34%), SWD (11%), and Hispanic (33%)

*Science - 5th (31%), SWD (14%), and Hispanic (31%)

In FY19, our achievement data is as follows:

*ELA - 3rd (44%), 4th (46%), 5th (46%), SWD (20%), and Hispanic (46%)

*Math - 3rd (55%), 4th (52%), 5th (46%), SWD (24%), and Hispanic (55%)

*Science - 5th (37%), SWD (5%), and Hispanic (36%)

As a school aligned to the District's Strategic Plan, we will use trends in student data and work samples to identify learning needs in order to adjust instruction. At BES, we aspire to positively influence student achievement and student growth in a respectful and safe environment with equity for all. Our instructional priority is to deliver content, concept, or skill that is aligned to the the benchmark/standards and intended learning.

Measurable Outcome:

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

Student Outcomes

Belvedere's mid-year measurable outcome for January 2024 in ELA proficiency +5% increase, +10% ELA learning gains, and +5% increase for SWDs as measured by PM 2.

Belvedere's end of year measurable outcome for June 2024 in ELA proficiency +5% increase, +10% ELA learning gains, and +5% increase for SWDs as measured by PM 3.

Teacher Practice Outcomes

By December 2023, 70% of our teachers will be implementing small group differentiated instruction effectively as measured by classroom walkthroughs, small group plans and student performance data.

By April 2024, 85% of our teachers will be implementing small group differentiated instruction effectively as measured by classroom walkthroughs, small group plans and student performance data.

By June 2024, 99.9% of our teachers will be implementing small group differentiated instruction effectively as measured by classroom walkthroughs, small group plans and student performance data.

Monitoring:

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

School leadership will monitor lesson plans, engage teachers in data analysis of iReady, Imagine Learning, Benchmark K-5 unit assessments, grades 3-5 FSQs and/or USAs. CWTs will be conducted to ensure planning in PLC is aligned to instruction.

Person responsible for monitoring outcome:

Amy Lopez (amy.lopez@palmbeachschools.org)

Evidence-based 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.)

1. SWD mentoring/buddy program
2. Instructional Coach/mentoring allows for teachers to receive the support needed towards developing capacity. This would allow for improved instruction towards achievement and supporting resource teachers to differentiate instruction in small groups in reading.
3. Incorporate extended learning opportunities after school to support ELA standards based on differentiated instruction for target at risk students .
4. Professional Learning Communities (on going PD) allow teachers to work collaboratively with a strategic focus on planning of standards based lessons with evidence based strategies towards student needs and work with District Reading Specialist to provide teachers with ongoing PD.
5. Adaptive Technology: iReady and Imagine Learning offers personalized and differentiated learning paths.
6. Small group differentiated instruction

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Mentoring program will provide support, build confidence, and cultivate essential skills to create an inclusive and empowering environment.
2. Instructional Coach/mentoring: Coaches will help teachers build capacity in order to improve planning, and delivery of instruction.
3. Extended Learning: By using data to group students and provide additional, targeted learning opportunities, the achievement gap can begin to close.
4. Professional Learning Communities: PLCs allow for adequate planning of differentiated lessons and continue to develop teaching the science of reading. Teachers can share strategies and resources to increase their toolbox.
5. Adaptive Technology iReady:allows for remediation and/or enrichment. By differentiating instruction based on data, students' individual needs will be addressed.
6. Incorporate small group instruction utilizing USA and FSQ data to meet the students need for standards based practice and to identify areas of weakness for targeted remediation.

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.

1. Mentoring/Buddy Program
Develop an in-school club that partners SWD and student mentors (buddies).
Develop criteria for student mentors
Create a schedule of monthly topics, activities and celebrations.

Solicit references from classroom teachers of SWD and buddies
Communicate club with teachers and parents.

Person Responsible: Erin Miller (erin.miller@palmbeachschools.org)

By When: October 2023 through June 2024

2. Instructional Coaching

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

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

By When: August 2023 through June 2024

3. Extended Learning

Student data analysis to determine students' needs/strengths

- Teacher data analyzed to determine which teachers should provide extended learning
- Teachers develop lesson to remediate, enrich or re-teach as necessary for the extended learning groups
- Teachers progress monitor to make changes to instruction and strategies used

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

By When: September 2023 through May 2024

4. Professional Learning Community

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

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

By When: August 2023 through May 2024

5. Adaptive Technology

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

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

By When: August 2023 through June 2024

Small group instruction

1. Students will be assessed using USAs and FSQs in both Math and Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.
2. Teachers will analyze student data to determine strengths and weaknesses in content area.
3. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs & Hispanics).
4. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
5. Teachers develop ongoing formative assessments to track student learning and adjust instruction.

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

By When: August 2023 to May 2024

#2. Positive Culture and Environment specifically relating to Other

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.

In alignment to the District’s Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

Attendance Data

Number of Students in the School with 7 or more days Absent by month

Aug Sept Oct Nov Dec Jan Feb March April May

2022 5 13 11 2 11 13 5 2 7 14

2023 4 6 4 5 3 6 5 6 6 15

Measurable Outcome:

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

School-wide Class Dojo

By November 2023 at least 70% of students receive position reinforcements.

By February 2024 at least 85% of students receive position reinforcements.

By May 2024 at least 100% of students receive position reinforcements.

Monitoring:

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

During classroom walkthroughs school administrators and coaches will look for use of Class Dojo incentives, use of Belvedere Cafe in the Cafeteria, and use of Starbucks (school money).

Person responsible for monitoring outcome:

Scott Gayle (scott.gayle@palmbeachschools.org)

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.)

Schoolwide Attendance Plan

SWPBS

Required Instruction Florida State Statute 1003.42 and Policy 2.09

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.

SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order To increase instructional time.

Required Instruction 1003.42 and Policy 2.09: 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. Stakeholders play a key role in school performance and addressing equity.

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.

Schoolwide Attendance Plan:

Parents sign the school's compact in the beginning of the year.

Teachers should call parents after 3 unexcused days

School's data processor sends home 5-day attendance letter

School's data processor sends home 10-day attendance letter

School counselor conducts a school visit after 15 unexcused absences

Develop school incentive program

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

By When: August 2023 to May 2024

SwPBS Action Steps:

a. Cafeteria assemblies are conducted to review expectations

b. Teachers reinforce expected behaviors in and out of the class through positive rewards

c. Trimester celebrations are held

d. Ongoing student recognition through the use of the Class Dojo app

e. School-wide use of classdojo for parent communication and student incentives. Students receive Starbucks (school currency) that is used to purchase incentives in classroom

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

By When: August 2023 through May 2023

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

(g) History of Holocaust

(h) History of Africans and African Americans

(i) History of Asian Americans & Pacific Islanders

(o) Health Education, Life Skills & Social Media

(q) Hispanic Contributions

(r) Women's Contributions

(t) Civic & Character Education

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

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

3. Our school highlights multicultural diversity within the curriculum and the arts.

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

By When: August 2023 through May 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement, Targeted Support & Improvement and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.
8. The District Reading Collaboration team provides professional development to schools based on needs.
9. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotional growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
10. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.
11. Develop Mentoring program to support SWD student engagement, self esteem and academic growth

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

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

According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY23 data 29% of our incoming third grade students are reading at an on-grade level data. iReady also shows that our overall primary grades proficiency is low.
 Kindergarten - 43% Proficient
 First Grade - 51% Proficient
 Second Grade - 29% Proficient

It also gives us data to support a lack of proficiency in foundational skills.
 Phonological awareness - 87% Proficient
 Phonics - 65% Proficient
 High-Frequency Words - 81% Proficient
 Vocabulary- 43% Proficient

Due to a lack of foundational skills, students overall reading comprehension proficiency is 45% for literature text and 45% for informational text.

When looking at FY24 FAST PM #1-#3, we see the following percentages are on track
 PM1 PM2 PM3
 K: 33.8% 43.5% 42.1%
 1st: 31.4% 32.1% -- %
 2nd: 19.1% 14.3% --%

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

If we focus on Standards-based instruction to increase overall 3-5 proficiency school-wide in ELA, then we will increase student proficiency in all students to ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA identified subgroups:

FY19 FY22 FY23 PM3
 ELA
 3 44% 37% 27.7%
 4 46% 42% 33.7%
 5 45% 34% 31.9%
 SWDs 26% 14.1% 10.4%
 Blacks 29% 34.5% 24.1%

ELA Learning Gains in 3, 4, 5 for FY22 = 59%

Our FAST Data shows the following percentages are level 3 or higher.

PM1 PM2 PM3
 3rd: 15% 22% 25%
 4th: 25% 34% 38%
 5th: 40% 42% 51%

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

The measurable outcomes for 2023 are:
 February 2023 May 2023
 Kindergarten - 35% On Track 40% On Track
 First Grade - 30% On Track 35% On Track
 Second Grade - 25% On Track 30% On Track

Grades 3-5 Measurable Outcomes

The measurable outcomes for 2023 are:
 February 2023 May 2023
 3rd 20% Proficient --% Proficient
 4th 45.7% Proficient 45.6% Proficient
 5th 43.9% Proficient 42.9% Proficient

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.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring checks, Oral Reading Records, and end of unit assessments from the Benchmark Series.

We will also use grade level FSQ and USA to track growth within standards.

We will also review of Lesson Plans, Data Analysis, Classroom Walk-Throughs, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Lopez, Amy, amy.lopez@palmbeachschools.org

Evidence-based Practices/Programs

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?

Websites that could provide evidence-based practices/programs include:

Results: Literacy (ed.gov) <https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Literacy>

Reading Program Repository | Florida Center for Reading Research (fccr.org) <https://fccr.org/repository>

Reading | Evidence For ESSA <https://www.evidencefoessa.org/programs/reading>

WWC | Practice Guides (ed.gov) <https://ies.ed.gov/ncee/wwc/practiceguides>

1. Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.

2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale:

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?

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the students' need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards. Small groups make it easy for teachers to give students the one-on-one attention they need, to observe their learning in action, and to provide constructive feedback. Students take personalized feedback and use it during whole class instruction and when doing homework, so the result is improved student outcomes.

2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD. It also fosters a positive and inclusive learning culture, where students feel valued, respected, and motivated. By differentiating instruction and assessment, teachers can enhance the quality and effectiveness of your teaching and learning.

3. PLC's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies. The process will allow teachers to match instructional resources to each student's education need(s). PLCs allow educators opportunities to directly improve teaching and learning. PLCs allow teachers an easy way to share best practices and brainstorm innovative ways to improve learning and drive 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
<p>Develop Literacy Leadership Schools must have a Literacy Leadership Team, consisting, in part, of a School administrator(s), Amy Lopez and Scott Gayle SSCC, Kiesha Haynes Media specialist, Jessica DeQuesada Lead teacher, Jennifer Martindale</p> <p>Develop a plan to monitor the implementation & ensure compliance with the reading plan Walkthroughs to weekly monitor and support reading instruction & intervention (Look Fors, CAO updates) School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data)</p>	<p>Lopez, Amy, amy.lopez@palmbeachschools.org</p>
<p>1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching)</p> <p>a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQ's in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment).</p> <p>b. Teachers will analyze student data to determine strengths and weaknesses in content area.</p> <p>c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities</p> <p>d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.</p> <p>e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning & adjust instruction continuously</p>	<p>Gayle, Scott, scott.gayle@palmbeachschools.org</p>
<p>Interventions (Assessment / Professional Learning)</p> <p>1. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.</p> <p>2. Use K-5 Reading intervention with guidelines for schools to determine students' needs</p>	<p>Haynes, Kiesha, kiesha.haynes@palmbeachschools.org</p>
<p>Professional Development</p> <p>1. School admin and Literacy Leadership Teams attend training on the operational plan for collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in Core (Tier 1) and to monitor progress of students receiving Supplemental (Tier 2) and Intensive (Tier 3) interventions.</p> <p>2. School leaders share the plan with staff in faculty meetings and PLCs.</p>	<p>Lopez, Amy, amy.lopez@palmbeachschools.org</p>

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<p>3. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure the plan is implemented effectively.</p>	
<p>4. The Regional and Instructional Superintendents monitor the implementation, and the District Reading Collaboration team provides professional development.</p>	
<p>5. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the School-level Reading Plan implementation and monitor progress.</p>	
<p>6. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/ Instructional Superintendents to determine individual school needs and provide additional training and support.</p>	
<p>7. The District Reading Collaboration team provides professional development to schools based on needs.</p>	

Professional Development (Professional Learning/Literacy Coaching)

- a. Coach, SSCC will create an ongoing PD session that consist of mandatory and voluntary sessions that teachers will attend.
- b. Coach and SSCC will provide ongoing modeling, pre and post conferences, and in class room support
- c. ongoing observations from principal and assistant principal with feedback will be provided to teachers.

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PLC's: (Professional Learning)

- a. Development of a PLC schedule to include all content area teachers and resource teachers.
- b. The PLCs sessions will focus on data analysis and effective instruction based on the needs
- c. Instructional coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
- d. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.

Haynes, Kiesha,
kiesha.haynes@palmbeachschools.org

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.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

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))

Building positive relationships with parents, families, and other community stakeholders is essential for a school to fulfill its mission, support students' needs, and maintain effective communication. Here's a comprehensive plan for a school to achieve these goals:

Open Communication Channels: The school will establish various communication channels to engage parents and stakeholders, including regular newsletters, email updates, and a dedicated school website. Social media platforms will also be utilized to share information, events, and achievements.

Parent-Teacher Conferences: The school will conduct regular parent-teacher conferences to provide parents with updates on their child's progress, strengths, and areas of improvement. These conferences will be scheduled at convenient times to accommodate busy parent schedules.

Family Engagement Events: The school will organize family engagement events, such as open houses, parent workshops, and academic showcases. These events will encourage parents to actively participate in their child's education and create a sense of belonging within the school community.

Parent Volunteers and Committees: Parents will be invited to participate as volunteers and serve on school committees. This involvement will give them a voice in decision-making processes and enable them to contribute to the school's success.

Parent Ambassadors: The school will appoint parent ambassadors who can act as liaisons between the school and other parents. These ambassadors will help facilitate communication and address concerns from other parents.

Home-School Partnerships: Teachers and staff will work closely with parents to understand their child's individual needs and learning styles. Strategies will be developed collaboratively to support each student's academic and emotional growth.

Community Outreach: The school will actively engage with other stakeholders in the community, such as local businesses, civic organizations, and non-profits. These partnerships will provide additional resources, support, and opportunities for students.

Cultural Competency Training: The school staff will undergo training on cultural competency to ensure they understand and respect diverse backgrounds, promoting an inclusive environment for all families.

Two-Way Feedback: Parents will be encouraged to share their thoughts, concerns, and suggestions through surveys and feedback forms. The school will analyze this feedback and make improvements accordingly.

Parent Education Workshops: The school will offer workshops and resources for parents on topics related to parenting, child development, and educational support. These workshops will empower parents to be more involved in their child's learning journey.

Celebrating Parent Involvement: The school will recognize and celebrate the efforts of involved parents and community stakeholders through awards, appreciation events, and public acknowledgments.

Transparency in Decision Making: The school will keep parents informed about important decisions and policy changes. There will be transparency in governance, finances, and academic performance.

Multi-Lingual Support: The school will ensure that information is available in multiple languages to accommodate the diverse linguistic needs of families within the community.

By implementing these strategies, the school will foster positive relationships with parents, families, and community stakeholders, leading to a supportive and thriving educational environment for students.

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)

Standards Alignment: The school will ensure that the curriculum aligns with national or state educational standards, ensuring that students are adequately prepared for standardized tests and higher education.

Differentiated Instruction: Teachers will employ differentiated teaching strategies to cater to diverse learning styles and abilities within the classroom. This approach will enable students to progress at their own pace and be appropriately challenged.

Faculty and staff will receive regular professional development opportunities to stay abreast of the latest teaching methods, technology integration, and best practices in education.

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