Dr. Mary Mcleod Bethune Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Dr. Mary Mcleod Bethune Elementary

1501 AVENUE U, Riviera Beach, FL 33404

https://mmbe.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.

Mission: The mission of Dr. Mary McLeod Bethune Elementary School is to Educate, Affirm, and Inspire each student in an equity-embedded school system" where students reach their full potential with grade-level skills in Reading, Mathematics, Science, History, Technology and Character.

Provide the school's vision statement.

Vision: Dr. Mary McLeod Bethune Elementary School believes all students will demonstrate academic and character proficiency.
• We believe that we must evaluate students' learning needs and provide differentiated
instruction to meet the needs of each student to significantly improve student outcomes as measures by FAST (PM3).
• We believe in enforcing high expectations in academic achievement and character through academic and extracurricular programs to provide our students the complete educational experience.
• We believe in continued professional learning and collaboration with all stakeholders.
• We believe in an continuity plan of strategic instruction and mental health/social/emotional resources and supports that include a hybrid of online and brick and mortar teaching and learning.

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

Name	Position Title	Job Duties and Responsibilities
		Evaluate students' learning needs and provide differentiated instruction to meet the needs of each student Enforce high expectations in academic achievement and character Participate in professional learning and collaboration with all stakeholders School wide Positive Behavior Support Scholar Way implementation and monitoring Academic descriptive feedback to students Supports teachers in the implementation of standards based instruction through collaboration
Crummell, Sherrita	Other	Provide science support, coaching, professional development and monitoring. Monitors standards based instruction of all content areas Analyze data to support standards based instruction Lead School Based Team Track students data Track and montors Tier interventions and intervention groups and adjusts them as data warrants. She supports teachers with interventions and assists with implementation Cafeteria Scheduling Mentor to new teachers participating in the Employee Support Program Non-evaluative observations Green School Liaison Micro Green Project Administrator ITSA back-up IB PYP Magnet Coordinator and reauthorization point of contact Safety Patrol Advisor Tutoring Program Coordinator
Holroyd, Jacki	Other	Facilitate Professional Learning Community (PLC) Support teachers by modeling Non-evaluative observations and feedback Assist with School wide Positive Behavior Support Coordinate parent workshops Participate in School Based Team
Reeg, Tiffany	Teacher, ESE	A member member of the leadership team responsible for progress monitoring our ESE students and providing academic supports to teachers. The ESE VE teachers is one of two demo teachers under the former Project Ignite initiative. Primary duties include: ESE Caseload manager Providing and modeling high yield teaching strategies Conducting data chats Leading parent conferences Writing and implementing IEPs Tier 3 interventionist

Name	Position Title	Job Duties and Responsibilities
Lisay, Marriane	Other	Serves as the intervention specialist who provides small group literacy instruction to students who are 2 or more years below grade level. Trains teachers in literacy interventions that will assist them in meeting the needs of their students. Liaison for International teachers.
Henry-Ward, Roshawnda	Other	Assist with monitoring academic progress toward targeted goals. Monitors compliance of standards based instruction, state standard alignment Offers professional development to build teacher capacity in writing and literacy Facilities and participates in Professional Learning Comminutes Models high yields best instructional practices for new and struggling teachers

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.

Dr. Mary McLeod Bethune Elementary School develops our school-wide plan with the participation, input and feedback of stakeholders who represent the school community, including: parents, business owners, community partners, volunteers, parents, family members, district staff, homeroom teachers, paraprofessionals, the school counselor, Behavior Health Professional, resource teachers and support staff. The school Improvement Plan is our road map to improved proficiency, increased regular student attendance and participation, impactful parent and family engagement, data driven instructional practices, standards based instruction, professional development to build teacher capacity, onboarding of international and new teachers and goal and action step guide. We use the School Improvement Plan as out primary artifact to monitor academic progress and ensure a single school culture. The plan is referred to during Professional Learning Community, common planning, School Advisory Council meetings and parent trainings. This valuable school community implement the varied component of our comprehensive school wide improvement plan.

The school's leadership team collaborates with staff to review data and discuss progress made toward achieving the plan's goals, implementation of the action steps and fidelity of monitoring the implementation of the action steps.

The 2023-2024 plan was drafted by the principal, assistant principal, single school culture coordinator, math resource teacher, Professional Learning Community leaders, parent liaisons and grade level representatives.
The plan remains in draft until all stakeholder input has been considered and the plan is presented to the school advisory council. The draft plan was submitted to all stakeholders for review, input and feedback. Revisions were made. The revised document was made available for all stakeholders for review. The final draft School Improvement Plan is presented to the school community during the School Advisory Council meeting in August.

The implementation of the plan will be monitored by the principal and the school's leadership team.

Additionally, stakeholders work throughout the year to monitor and reflect upon the targets, goals and action steps in the plan. The stakeholders engage in conversation around:
• What is working?
• What is not working?
• What should we stop doing?
• What must we start doing?
A robust number of school improvement growth and reflection activities occur throughout the year as the team participates in ongoing:
Monitoring of the implementation of the Title 1 Parent and Family Engagement Plan
Assessment of the implementation of the components of the parent-student compact
Analyze the results of the School Effectiveness Questionnaire
Deep Dive into school, grade level, class, teacher and student data
Parent/Family trainings around the topics of attendance, math, literacy and educational technology
Evaluate the accuracy of academic goals, action plans/steps, criteria for success, best practices, instructional strategies, data driven standards based instructional outcomes
Partner with community resources to meet the needs of students

The School Improvement Plan, Parent and Family Engagement Plan and School/Parent Compact is available to all stakeholders and the public, via the district's Federal Programs/School Improvement page and the school's website under the Title 1. It is also available in the front office of the school in the School Improvement Plan binder.

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 principal and the leadership team take an active and visible role in monitoring the effective implementation of the components of the School Improvement Plan's goals and action steps for ESE, ELL, white and all students throughout the entire school year. As teams, during weekly Professional Communities, grade level planning, common planning, data chats, we analyze school, grade level, content and student assessment data gathered from the following state mandated assessments:

Prek assessments are administered 3 times a year.

FAST Star Assessments: Early Literacy for Reading and Mathematics Progress Monitoring (PM) K–2 three time a year; PM1: August 21–September 29, 2023; PM2: December 4, 2023–January 26, 2024; and PM3: April 15–May 30, 2024.

FAST ELA Reading (Grades 3–5) and FAST Mathematics (Grades 3–5) Progress Monitoring(PM) three time a year; PM1: August 21–September 29, 2023; PM2: December 4, 2023–January 26, 2024; and PM3: May 1–May 30, 2024.

Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) - January 22-March 15, 2024.

B.E.S.T. Writing5 4–5; April 1–12, 2024.

Statewide Science Assessment (SSA) 5; May 6–17, 2024.

Furthermore, the following District-Mandated Assessment are analyzed to monitor effective implementation of the school improvement plan and to ensure a cycle of continuous improvement:

Unit Standards Assessments (USA) in ELA, Mathematics, Science, Social Studies for grades K-5.

Benchmark Oral Reading Records (ORR) grades K–5.

Palm Beach Performance Assessments (PBPA) for Grades 2–5.

The iReady diagnostic is administered for ELA only in the Fall, Winter and Spring.

The district Science diagnostic is administered no January with a thorough analyze soon there after to make data driven decisions related to teaching and learning.

Another monitoring tool is the School Effectiveness Questionnaire (SEQ) for Parent, Student & Teacher/ Staff January 2–February 9, 2024.

Teams comprised of administration, resource teachers and specialists, ESE Teachers, ELL teachers, grade level teachers and academic paraprofessionals examine and discuss data to make necessary adjustments to instructional practices to ensure students are reaching their highest academic potential as measured by district and state assessments. Adjustments to instructional foci for remediation and academic acceleration is a priority.

Prioritized monitoring is also visible through:
classroom walks and observations
Parent conferences
Data chats with students and parents
Data chats with parents/families
Lesson plan/run of show review and feedback
iObservations
Professional Development
Instructional feedback with teachers after classroom visits and observations

We embrace a climate of high expectations for teaching and learning. 'Look fors' developed by the district are used to ensure the level of instruction aligns with the state standards and the schools expectations. A 'what would you see when this goal is implemented well' is used for each instructional block. When monitoring, we 'Look for' teachers to collect student evidence through work samples in journals, exit tickets, graphic organizers, observations, and conferences. We monitor for evidence of teachers:
Activating prior knowledge
Goal setting
Descriptive feedback

Monitoring enables administration and teachers to directly address student learning needs and gauge the degree to which the school-wide, grade-level, and individual student learning goals are being met.

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	96%
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: C
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	56	32	31	62	26	30	0	0	0	237
One or more suspensions	17	25	8	32	17	14	0	0	0	113
Course failure in English Language Arts (ELA)	35	20	29	53	28	26	0	0	0	191
Course failure in Math	29	17	33	44	26	23	0	0	0	172
Level 1 on statewide ELA assessment	0	0	0	62	22	26	0	0	0	110
Level 1 on statewide Math assessment	0	0	0	53	22	31	0	0	0	106
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	35	20	29	62	22	26	0	0	0	194

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	37	29	32	77	33	40	0	0	0	248

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	11	3	1	20	24	12	0	0	0	71
Students retained two or more times	0	1	0	0	1	1	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	41	60	56	60	34	45	0	0	0	296
One or more suspensions	5	24	1	17	10	26	0	0	0	83
Course failure in ELA	20	26	34	47	44	48	0	0	0	219
Course failure in Math	13	25	32	40	29	43	0	0	0	182
Level 1 on statewide ELA assessment	0	0	0	42	26	32	0	0	0	100
Level 1 on statewide Math assessment	0	0	0	30	30	43	0	0	0	103
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	14	39	21	32	44	0	0	0	150

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	19	39	34	56	49	64	0	0	0	261

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	2	32	15	6	0	0	0	56
Students retained two or more times	0	0	0	1	3	0	0	0	0	4

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	41	60	56	60	34	45	0	0	0	296
One or more suspensions	5	24	1	17	10	26	0	0	0	83
Course failure in ELA	20	26	34	47	44	48	0	0	0	219
Course failure in Math	13	25	32	40	29	43	0	0	0	182
Level 1 on statewide ELA assessment	0	0	0	42	26	32	0	0	0	100
Level 1 on statewide Math assessment	0	0	0	30	30	43	0	0	0	103
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	14	39	21	32	44	0	0	0	150

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	19	39	34	56	49	64	0	0	0	261

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	2	32	15	6	0	0	0	56
Students retained two or more times	0	0	0	1	3	0	0	0	0	4

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*	29	53	53	36	59	56	25		
ELA Learning Gains				62			34		
ELA Lowest 25th Percentile				61			35		
Math Achievement*	32	57	59	35	53	50	27		
Math Learning Gains				57			29		
Math Lowest 25th Percentile				44			35		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	35	54	54	20	59	59	14		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	64	56	59	69			32		

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	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	181
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	384
Total Components for the Federal Index	8
Percent Tested	99
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	18	Yes	4	2
ELL	55			
AMI				
ASN				
BLK	28	Yes	1	1
HSP				
MUL				
PAC				
WHT				
FRL	27	Yes	1	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	31	Yes	3	1
ELL	59			
AMI				
ASN				
BLK	43			
HSP	35	Yes	1	
MUL				
PAC				
WHT	35	Yes	1	
FRL	49			

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	29			32			35					64
SWD	20			17			9				4	
ELL	42			58							3	64
AMI												
ASN												
BLK	28			31			33				4	
HSP												
MUL												
PAC												
WHT												
FRL	28			31			31				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	36	62	61	35	57	44	20					69
SWD	26	50		18	46		14					
ELL	45	69		45	69							69
AMI												
ASN												
BLK	36	60	53	36	58	39	22					
HSP	40			30								
MUL												
PAC												
WHT	42			27								
FRL	35	59	58	34	56	47	20					82

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	25	34	35	27	29	35	14					32
SWD	12	19		9	6		0					
ELL	30			25								32

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	25	35	35	26	29	35	15					18
HSP												
MUL												
PAC												
WHT												
FRL	24	35	35	27	30	35	15					29

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	36%	56%	-20%	54%	-18%
04	2023 - Spring	39%	58%	-19%	58%	-19%
03	2023 - Spring	20%	48%	-28%	50%	-30%

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2023 - Spring	23%	57%	-34%	59%	-36%
04	2023 - Spring	46%	52%	-6%	61%	-15%
05	2023 - Spring	38%	56%	-18%	55%	-17%

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2023 - Spring	32%	51%	-19%	51%	-19%

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.

The following data sources were analyzed to identify last year's lowest performance component:
FAST Star Assessments: Early Literacy for Reading and Mathematics Progress Monitoring (PM3) K–2
FAST ELA Reading (Grades 3–5) and FAST Mathematics (Grades 3–5) Progress Monitoring (PM3)
Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)
B.E.S.T. Writing 4th and 5th grade
Statewide Science Assessment (SSA) 5
Spring iReady diagnostic is administered for ELA only

According to the Florida Assessment of Student Thinking (F.A.S.T.), district data vs our school data note, ELA showed the lowest performance with the following trends present:

ELA for 3rd, 4th and 5th grades overall percentages on track for PM 1 at 53%, PM2 at 52% and PM 3 at 49% (District) to PM 1 at 36%, PM2 at 30% and PM 3 at 30% (School).

Grade level F.A.S.T.:
3rd grade: Percentage on track is for PM 1 at 53%, PM2 at 52% and PM 3 at 47% (District) to PM 1 at 33%, PM2 at 23% and PM 3 at 19% (School).

4th grade: Percentage on track is for PM 1 at 55%, PM2 at 55% and PM 3 at 58% (District) to PM 1 at 39%, PM2 at 37% and PM 3 at 39% (School).

5th grade: Percentage on track is for PM 1 at 57%, PM2 at 57% and PM 3 at 56% (District) to PM 1 at 36%, PM2 at 37% and PM 3 at 37% (School).

ELA for students with disabilities' overall 3rd, 4th and 5th grade ELA percentages on track for PM 1 at 37%, PM2 at 36% and PM 3 at 32% (District) to PM 1 at 23%, PM2 at 23% and PM 3 at 18% (School).

Grade level F.A.S.T. for SWDs:
3rd grade: Percentage on track PM 1 at 39%, PM2 at 36% and PM 3 at 26% (District) to PM 1 at 26%, PM2 at 28% and PM 3 at 22% (School).
4th grade: Percentage on track for PM 1 at 37%, PM2 at 38% and PM 3 at 31% (District) to PM 1 at 17%, PM2 at 15% and PM 3 at 7% (School).

5th grade: Percentage on track for PM 1 at 36%, PM2 at 35% and PM 3 at 28% (District) to PM 1 at 25%, PM2 at 25% and PM 3 at 25% (School).

School trends by categories show increases in the percentage of students At/Near the Standard and Above the Standard at PM3:
Reading Across Genres Vocabulary: PM1 at 32%, PM2 at 38% and PM 3 at 46%.
Reading Information Text: PM1 at 43%, PM2 at 63% and PM 3 at 48%.
Reading Prose and Poetry: PM1 at 42%, PM2 at 55% and PM 3 at 64%.

Florida FY23 STAR K-2 Reading, Math, and Literature Benchmark Categories:

2nd grade PM2: PM3 indicates At/Above Benchmark is 30%, On Watch is 6%, Intervention is13% and Urgent Intervention is 51% (District) to At/Above Benchmark is 20%, On Watch is 10%, Intervention is 20% and Urgent Intervention is 50%.

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

Prior year data gives the school team critical information to discover trends, identify necessary shifts in instruction and lead to solid data driven decisions. As a team, we analyzed school, grade level, subgroup, teacher and student data to identify the data component showing the greatest decline from the prior year to conclude that ESE students showed the greatest decline from the prior year. This decline is attributed to:

Emotional instability of students in the Emotionally Behaviorally Disturbed cluster unit. Even a minor crisis interfered with teaching and learning.

In analyzing FY23 FAST vs FY22/21 FSA ELA, we noticed:
3rd grade overall 3+ students was 29% (2021); 35% (2022); and 20% (2023); - 15% difference 2023to 2022
4th grade overall 3+students was 19% (2021); 40% (2022); and 39% (2023); -1.7% difference 2023-2022
5th grade overall 3+ students was 29% (2021); 28% (2022); and 37% (2023); +8% difference 2023 to 2022.

ESE students scored significantly lower in 3rd grade in 2022 when compared to their non-ESE peers; 4th grade ESE scores significantly lower in 2023 when compared to their non-ESE peers; 5th grade scores for 2022 and 2023 showed a 2% decrease.

3rd grade overall 3 and above students was 29% (2021); 15% (2022); and 22% (2023)
4th grade overall 3 and above students was 6% (2021); 36% (2022); and 7% (2023)
5th grade overall 3 and above students was fewer that 10 students (2021); 27% (2022); and 25% (2023)

Furthermore,
3rd grade noticings:
Black students scoring level 3 or higher showed 20% (2023); 34% (2022) - Difference of -13%; 28% (2021); Difference 2023-2021 -7.8%

Non-ELL students soring level 3 or higher showed 20% (2023); 36% (2022) - Difference of -15%; 27% (2021); Difference 2023-2021 -6.7%

ESE students scoring level 3 or higher showed 22% (2023); 15% (2022) - Difference of 6.8%; 29% (2021); Difference 2023-2021 -6.3%

Non-ESE students scoring level 3 or higher showed 19% (2023); 39% (2022) - Difference of -19%; 29% (2021); Difference 2023-2021 -10%

4th grade noticings:
Black students scoring level 3 or higher showed 37% (2023); 41% (2022) - Difference of -4%; 18% (2021); Difference 2023-2021 18%

Non-ELL students scoring level 3 or higher showed 39% (2023); 42% (2022) - Difference of -3%; 19% (2021); Difference 2023-2021 -21%

ESE students scoring level 3 or higher showed 7% (2023); 36% (2022) - Difference of -29%; 5.9% (2021); Difference 2023-2021 1.3%

Non-ESE students scoring level 3 or higher showed 48% (2023); 41% (2022) - Difference of 7.9%; 22% (2021); Difference 2023-2021 26.4%

5th grade noticings:
Black students scoring level 3 or higher showed 37% (2023); 27% (2022) - Difference of 10%; 31% (2021); Difference 2023-2021 7%

Non-ELL students scoring level 3 or higher showed 39% (2023); 26% (2022) - Difference of 13%; 30% (2021); Difference 2023-2021 9%

ESE students scoring level 3 or higher showed 25% (2023); 27% (2022) - Difference of -2%; 0% (2021); Difference 2023-2021 25%

Non-ESE students scoring level 3 or higher showed 39% (2023); 29% (2022) - Difference of 10%; 36% (2021); Difference 2023-2021 2%

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 following data was analyzed in order to identify the data component with the greatest gap when compared to the state average:
FAST ELA Reading (Grades 3–5) and FAST Mathematics (Grades 3–5) Progress Monitoring (PM3)

According to Palm Beach School District FY23 State Assessment Results Release (June 29, 2023), the FAST assessments for ELA and mathematics are progress monitoring (PM) assessments and are administered three times per year. The administration of PM1 occurs at the very beginning of the school year and is designed to provide a baseline score for teachers to begin to track student achievement progress. PM2 is administered mid-year and PM3 is the summative assessment of standards-based learning for the year. Per Florida Department of Education, comparison from FY22 and performance to FY23 student performance should not be made due to the change from FSA to the new F.A.S.T. progress monitoring system. The results from PM1 and PM2 are for informational purposes and data used to identify areas that may need additional instruction or support. Comparing PM1 and PM3 provide educators and parents with a summative measure of student mastery of grade level content and reflects standards-based learning growth across the school year.

The percentages of students scoring level 3 or higher for the district, state and school note:
Grade 3 F.A.S.T. ELA:
PM1 22% (district); 22% (state); 34% (school)
PM2 34% (district); 35% (state); 23% (school)
PM3 48% (district); 50% (state); 20% (school)

Grade 4 F.A.S.T. ELA:
PM1 33% (district); 32% (state); 39% (school)
PM2 44% (district); 44% (state); 37% (school)
PM3 58% (district); 58% (state); 37% (school)

Grade 5 F.A.S.T. ELA:
PM1 35% (district); 34% (state); 36% (school)
PM2 44% (district); 41% (state); 35% (school)
PM3 56% (district); 54% (state); 37% (school)

In summary, the school out performed the district and state for:
Grade 3 F.A.S.T. ELA:
PM1 22% (district); 22% (state); 34% (school)

Grade 4 F.A.S.T. ELA:
PM1 33% (district); 32% (state); 39% (school)

Grade 5 F.A.S.T. ELA:
PM1 35% (district); 34% (state); 36% (school)

Gaps at the school level are evident when comparing the district and state PM2 and PM3 results:
Grade 3 F.A.S.T. ELA:
PM2 34% (district); 35% (state); 23% (school)
PM3 48% (district); 50% (state); 20% (school)

Grade 4 F.A.S.T. ELA:
PM2 44% (district); 44% (state); 37% (school)
PM3 58% (district); 58% (state); 37% (school)

Grade 5 F.A.S.T. ELA:
PM2 44% (district); 41% (state); 35% (school)
PM3 56% (district); 54% (state); 37% (school)

Overall gaps are evident in ELA and mathematics in grades 3rd, 4th and 5th during PM3 compared to the state average. Third grade mathematics and ELA present the most significant gaps:
Grade 3 F.A.S.T. ELA:
PM3 50% (state); 20% (school) - 30

Grade 4 F.A.S.T. ELA:
PM3 58% (state); 37% (school) - 21

Grade 5 F.A.S.T. ELA:
PM3 54% (state); 37% (school) - 17

Mathematics:
Grade 3 F.A.S.T. Math:
PM3 59% (state); 23% (school) - 36

Grade 4 F.A.S.T. Math:
PM3 61% (state); 47% (school) - 14

Grade 5 F.A.S.T. Math:
PM3 55% (state); 38% (school) - 17

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

The Statewide Science Assessment results - percentages of students scoring level 3 or higher for the district, state and school was analyzed in order to identify the data component showing the most improvement.

Data Results:

FY22: 44% (district); 38% (state); 23% (school)
FY23: 51% (district); 51% (state); 32% (school)

The 5th grade registered an increase on the Statewide Science Assessment from FY22 to FY23 with respect to the percentage of students scoring level 3 or higher.

Our school wide mantra is Believe, Build. Bloom. We attribute this improvement to our commitment to our alignment with the district's core values of BELIEF. We refer to our teachers as scholar makers and our students as scholars. We firmly believe:
-Every student can learn and is capable of growth and success.
-Every student is deserving of programs and opportunities that match their needs and interests.
-We all have a role in student success.
-High expectations for both students and employees will promote high performance.
-Investing in our employees is an investment in their ability to serve our students.
-Diversity makes our community stronger and must be celebrated and fostered.
-Palm Beach County Schools are the community's best choice, and we must prove that each day with an unwavering commitment to prioritizing the needs of our students.

Essentially, we embrace a single school culture of ensuring that all children attain the required skills and knowledge for future success, and each child is continuously growing to fulfill their individual capabilities and aspirations.

This was accomplished through:
Ensuring all scholars and scholar makers engage in standards based teaching and learning that results in academic excellence. Professional Development, Professional Learning Communities and grade level planning prepares instructional staff, teachers and academic paraprofessionals, to create classrooms where scholars feel safe, valued and respected enough to take educational risks. Our scholar's intellectual, mental, emotional and social being matter. We build strong connections with each scholar. Our scholar's positive self-esteem and self-confidence is developed through ongoing intentional and individualized support from our school counselor, Behavior Health Professional, paraprofessionals, mentors, administration and scholar makers.

Equitable participation in programs and resources and intentional well-planned action steps accelerate student learning in science using innovative and differentiated approaches to include:
-Hands-on labs
-Virtual labs
-Making the science connection in the home using everyday items
-Dedicated uninterrupted science instruction as indicated on the Bell-to-Bell schedule
-Science partnerships with FPL, the Science Museum and Planetarium
-Science spirit weeks
-The interactive Human Body exhibit facilitated by the 5th grade scholars
-Science Fair experiments
-Focus on Science vocabulary building
-Think Big Career day sponsored by the T. Leroy Jefferson Medical Society. A group of medical professionals, engineers, scientist and researchers.
-Science Day (a day of interactive engagement around state science standards)
-Science Professional Learning Communities facilitated by the district Science Specialist
-The Single School Culture Coordinator oversees science planning and instruction weekly by collaborating with the 5th grade team.
-Daily classroom walks during the science block with immediate feedback
-A non-negotiable expectation of science instruction in grades K-5

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

The Early Warning Sign Indicator of greatest concern is students absent 10% or more days. Chronic absence is defined as a student missing 10% or more of school for any reason. Early Warning Sign data indicate the number of students absent 10% or more days per grade level as follows:

Kindergarten: 56 students were absent 10% or more days
1st grade: 32 students
2nd grade: 31 students
3rd grade: 62 students
4th grade: 26 students
5th grade: 30 students

A total of 237 students out of 550 were absent 10% or more days during the 2022-2023 school year. Conversely, 43% of students in kindergarten through 5th grade were absent 10% or more during last school year. The highest number of absences are in kindergarten (56 out of 100 students) and in 3rd grade (62 students out of 108). Many children bypass, pre-kindergarten leaving kindergarten as the first structured school experience for many children. Third grade is the critical year for intermediate level critical thinking, state mandatory testing resulting in retention and good cause initiatives. The two highest important grade levels with the highest number of absent students--kindergarten & 3rd. In almost all cases on campus, the pattern of absences started in kindergarten and continues beyond 3rd grade. This, in turn, is one of the major factors impacting our overall student achievement.

When students miss school they are at academic risk of falling years behind, their sense of belonging is underdeveloped and their emotional and physical well being is compromised.

Researchers, Balfanz, Robert and Vaughn Byrnes. Baltimore: Johns Hopkins University Center for Social Organization of Schools. May 2012, evaluated chronic absence data from six states—Georgia, Florida, Maryland, Nebraska, Oregon and Rhode Island—to assess trends and predict the size of the nation's attendance challenge. The six states reported chronic absenteeism rates from 6 percent to 23 percent, with high poverty urban areas reporting up to one-third of students chronically absent and rural areas showing one in four students.

The study goes on to report missing school matters:
- In a nationally representative data set, chronic absence in kindergarten was associated with lower academic performance in first grade. The impact is twice as great for students from low-income families.
- A Baltimore study found a strong relationship between sixth-grade attendance and the percentage of students graduating on time or within a year of their expected high school graduation.
-Chronic absenteeism increases achievement gaps at the elementary, middle, and high school levels.
-Because students reared in poverty benefit the most from being in school, one of the most effective strategies for providing pathways out of poverty is to do what it takes to get these students in school every day to educate them and to train their parents in proven strategies.

We offer a Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 4 to 5. The program is supported by the Department of Early Childhood Education and follows all Florida statutes, rules, and contractual mandates.

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

Dr. Mary McLeod Bethune Elementary School's highest priorities for school improvement for the upcoming school year are captured under two pillars, mental health and wellness and academic excellence and growth. Our overall goal is to impact student achievement for success--academically, mentally, socially and physically; equip students how to recover from traumatic experiences and thrive as productive citizens.

Priority #1: Mental Health and Wellness, including social emotional health and school attendance
Our school is committed to utilizing district and community resources to support student emotional, behavioral, mental, and physical wellness. When children witness or experience violence, neglect, COVID-19, illnesses and/or other traumatic occurrences adversely impacts school attendance, academic growth and overall mental health and wellness.

Chronic absence as defined as missing 10 percent or more of school for any reason: excused absences, unexcused absences and out-of-school suspensions is an early warning sign that a student is likely to be off track for academic success and/or in crisis.

Our objectives:
To cultivate a climate where all students describe the school as a place where they belong, are valued and loved.
To maintain a safe, warm and inviting spaces to learn grow and recover from trauma.
To provide support through our co-located therapist

Plan of Action:
-Lead daily Skills for Living and Life lessons, grades Prek-5
-Train all staff on how to identify characteristics or symptoms of adolescent trauma and make appropriate referrals through our school counselor and Behavioral Health Professional.
-Establish a team of support including the school counselor, Behavior Health Professional and Co-Located Therapist.
-Offer mental health and wellness parent/family training.
-Train staff on youth mental health and wellness.
-The Behavior Health Professional is the case manager for students in need.

Priority #2: Academic Excellence and Growth
Ensure that all children have an equitable opportunity to attain the required skills and knowledge for life long success, and each child is continuously growing to fulfill their individual capabilities and aspirations.

Objectives:
-All students engage in standards based teaching and learning that results in remediation, advancement and acceleration leading to academic excellence.
-Offer global learning experiences to students to develop critical thinking, to cultivate empathy, and respect for others and the community and the planet.

Plan of Action:
-Create robust professional development for international teachers.
-Offer data driven B.E.S.T. standards based instruction in ELA, mathematics, science and social studies in grades Prek to 5th grade.
-Use current data to make instructional decisions and to adjust instruction.
-Conduct at least 3 parents conference during the school year to review data, develop a home/school continuum of learning.
-Monitor student engagement and learning. Collaborate over observations to provide descriptive feedback.
-Provide students with teaching, learning, support and guidance to be college, military and career ready.
-Create a conducive learning environment and positively affect attendance, motivation, engagement, and learning.
-Increase the number of proficient students in ELA, mathematics and science as measured by the state assessments.
-Decrease the number of students 2 or more years below grade level in ready as measured by the iReady diagnostic #3.

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

#1. Positive Culture and Environment specifically relating to Early Warning System

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.

One Area of Focus identified as a crucial need is regular school attendance. Data reviewed indicate a total of 237 students were absent 10 or more days during the school year.

Absent 10% or more days
56 - kinder
32 - 1st grade
31 - 2nd grade
62 - 3rd grade
26 - 4th grade
30 - 5th grade

Absences impact the climate of the school and often sends a negative message to students who are present. Absences send a message that school is not important or is negotiable.

Likewise, students who arrive at school after instruction has started or are picked up from school before dismissal, disrupt the flow of the learning environment.

Late arrivals and early dismissals are a disruptive form of behavior with doors opening and shutting, the rustling of backpacks and students distractingly passing in front of the teacher and other students to get to their seats or to exit the classroom. Parent's devaluation for their child's education, cause the student to miss out on important instruction and opportunities to learn grow.

As reported by the University of Delaware Center for Research in Education and Social Policy (#P18-002.5 | JUNE 2018)
Chronic absence, especially in the elementary years, sets the stage for academic achievement, future absences, and, ultimately, graduation rates (Attendance Works & Healthy Schools Campaign, 2015). Longitudinal research has found that achievement in reading and mathematics is hindered for students who are chronically absent as early as kindergarten, and chronic absence in elementary school is linked to an increased likelihood of dropout even if attendance improves over time (Romero & Lee, 2007; Schoeneberger, 2012). Low-income students are the most vulnerable, with research indicating that the negative consequences of chronic absenteeism in kindergarteners is 75% larger than the impact of absenteeism on higher-income
classmates (Ready, 2010).

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

Measurable outcome:
By June 2024, the number of students with 10 or more days absent in grades kindergarten through 5th grade will decrease by 10 students at each grade level.

Objectives:
Ensure that the school has a positive school-wide culture around attendance.
Support teachers around understanding the value of attendance and modeling, promoting and recognizing good attendance.
Attendance is taken daily at specific time, 8:30 am.
Communicate consistent messages around the importance of attendance, consequences of poor

attendance such as lower academic achievement as well as school consequences, and how the school defines a student being fully present as opposed to tardy or partially absent.
Use the automated callout to report tardies and absences to families by 8:45 am.
Seek community partners to support families in need.
Constantly recognize, model and promote good attendance through positive incentives.
Student absences, tardies and early departures are monitored regularly by the classroom teacher.

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

Monitoring:
Teachers will email the principal and attendance clerk when student are absent 2 days.
Absences will be tracked by the attendance clerk in real time via SIS.
An attendance report will be generated by the attendance clerk and provided to the principal by 9:30 am daily.
Adult mentors will be assigned to students who are developing a pattern of absences.
The attendance clerk will meet with students weekly.
An attendance School Based Team will meet bi-weekly to review attendance trend data for all students and identifies how many and which students fall into the different tiers of needed support.
Parent notification will be made regarding student attendance in the event student absences become excessive.
Analyze student attendance reports from previous years (both excused and unexcused) to determine trends across the school year

Person responsible for monitoring outcome:

Katrina Granger (katrina.granger@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.)

Tier 2 Early Intervention
Individualized student success plan that includes attention to attendance
Attendance contract
Attendance strategies added to IEP
Home visit
Mentors
Intensive tutoring
Check-In/Check-Out
Small group interventions and supports for students
Alternatives to discipline and suspension when behavior is a factor
A referral to the school's Attendance School Based Team.

Tier 3 Intensive Intervention
Students who have not improved their attendance as a result of early interventions or students who have missed approximately 10% of school receive a follow-up referral to the School Based Team or the Multi-Tiered Systems of Support (MTSS) Team to investigate and review data and determine cause of attendance concerns as well as academic and behavior concerns.
Interagency case management with the Co-Located therapist
Housing stability supports
Student attendance referral to the district specialist

Also, anti-bullying programs, social-emotional learning practices, access to physical and mental health supports, attendance incentives, enhanced climate and safety practices.

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

Using the team approach to reviewing available data, allows the team to to identify patterns and indentify interventions. Analyzing the why behind absences, tardies and early departures, including excused and unexcused, could answer questions to lead to problem solving. Deep diving into the why behind each case reveals issues of physical illnesses, school refusal, anxiety, student disabilities, school culture gaps, and family concerns, such as homelessness, transportation issues, safety concerns, abuse or parent's beliefs around the importance of attendance and/or education. The team can also ensure that attendance policies, systems and procedures are clearly written and communicated regularly to all stakeholders using our website, ParentLink, email, newsletters, the marquee, parent trainings and conferences and faculty/ staff meeting and PLCs.

The strategies support a positive school-wide culture around attendance with all staff communicating with students and families to promote strong attendance, student belonging, empathy, and communicates to the student that he/she matters.

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.

Absences will be tracked by the attendance clerk in real time via SIS.

An attendance report will be generated by the attendance clerk and provided to the principal by 9:30 am daily.

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

By When: By 9:30 am daily, until June 2024.

Adult mentors will be assigned to students who are developing a pattern of absences.

Administration will identify members of the faculty and staff to serve as mentors.

Mentors will:
-Build supportive relationships with students, serve as positive role models, and encourage on time arrival and regular attendance.
-Acknowledging each day the student is in school and
-Take time to understand the underlying causes of absenteeism and begin to address them.

Mentors work improve the student's attendance by making the student feel more valued, celebrated, and supported at school.

Person Responsible: Sherrita Crummell (sherrita.crummell@palmbeachschools.org)

By When: When the student has missed 3 days of school based on the attendance record in SIS.

Conduct bi-weekly Attendance School Based Team meetings for students with 5 or more days absent.

Mentors:

•Collaborate with teachers to create individual plans for mentee students; list academic strengths and goals. Get feedback weekly from all teachers.
•Tutor students by helping them with organizational skills.
•Conduct group or one-on-one counseling or morning drop-in homework time (with lunch or after school).
•Organize recognition activities or attendance celebrations

Person Responsible: Sherrita Crummell (sherrita.crummell@palmbeachschools.org)

By When: Students will be placed on the bi-weekly Attendance School Based Team agenda when the student has missed 5 days of school based on the attendance record available in SIS.

The attendance clerk will sort and print the attendance report for ELL and ESE students.
A copy of the report will be given to the principal for review and recommended next steps.
Printed reports will be organized in an attendance binder.

A message will be forwarded to parents after one day absent.

Person Responsible: Sherrita Crummell (sherrita.crummell@palmbeachschools.org)

By When: The report will be generated before 10 am daily.

including but not limited to:
(g) History of the 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: Katrina Granger (katrina.granger@palmbeachschools.org)

By When: August 2023-2024

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.

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

By When: August 2023-2024

#2. Instructional Practice specifically relating to Math
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.

An area of focus that is critical to the academic success of our students include instructional practices specifically relating to Mathematics. Our overall Math school data indicates that students in grade level K-5th grade are performing below state and district averages.

Primary grade level data analysis indicates that 57% of students in grades Kg-2nd grade are performing on grade level in the area of Mathematics. 52% of our Kindergarten students met grade level proficiency, 71% of 1st grade students are on grade level, and 50% of 2nd grade students are showing proficiency in math.

Consequently, further analysis of data identified Math as a critical area of need as 34% of our students in grades 3rd-5th are meeting grade level expectations in the area of reading. 23% of our 3rd graders scored a level 3 or above, 45% of 4th graders scored a level 3 or higher, and 38% of 5th grades met the threshold of level 3 or higher.

SY23 Progression Monitoring #3 Math Data:
Kindergarten:
Urgent Intervention-16%
Intervention-23%
On Watch-10%
At/Above Benchmark-52%

1st Grade:
Urgent Intervention-8%
Intervention-8%
OnWatch-12%
At/Above Benchmark-71%

2nd Grade:
Urgent Intervention-29%
Intervention-6%
OnWatch-15%
At/Above Benchmark-50%

3rd Grade:
Level 1- 52%
Level 2- 25%
Level 3- 16%
Level 4- 7%
Level 5- 0%

4th Grade:
Level 1- 39%
Level 2- 16%
Level 3- 26%
Level 4- 7%
Level 5- 12%

5th Grade:
Level 1- 42%
Level 2- 20%
Level 3- 23%
Level 4- 9%
Level 5- 5%

STAR Math (K-2) Domain Mastery:
Algebraic Thinking: 4%
Counting and Cardinality: 45%
Data Analysis: 21%
Geometric Concepts:29%
Measurment:24%
Number Operations:31%
Number Sense:12%
Operations:12%
Perimeter, Area, and Volume:0%
Time and Money:7%

Grades 3rd-5th Mastery by Category:
Algebraic Reasoning:12%
Fractional Reasoning:4%
Geometric Reasoning:11%
Number Sense Additive Reasoning:10%
Number Sense Mutiplicative Reasoning:13%
Number Sense Operation Fractions Decimals:17%
Number Sense Operation with Whole Numbers:21%

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

By June of FY24, 50% of students in grades 3-5 will be performing on or above grade level in the area of Mathematics as measured by FY24 FAST Math Progress Monitoring #3. While 60% of students in grades K-2 will be performing on or above grade level in the area of Math as measured by FY24 STAR Math Progress Monitoring #3.

By Progress Monitoring #3, each Math category will increase by 10-points across grade levels as an indication of student progression toward grade level mastery of the B.E.S.T. Math standards. Students will show growth in the areas of Algebraic Thinking/Reasoning, Data Analysis, Geometric Concepts/ Reasoning, Measurement, Number Operations, and Number Sense.

Additionally, K-5 students will engage in productive struggle as they are exposed to grade level mathematic content while drawing from previously taught content. They will provide evidence that they are able to transfer their thinking to real world mathematical applications.

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

1. Utilize color coded data cards to track and monitor student progress toward grade level mastery on data wall. Data will be constantly reviewed during PLCs and common planning. Data wall will be updated to reflect the most recent data.
2. Data folders will be used to monitor student mastery toward grade level standards
3. Data chats will be conducted with staff and students to identify learning gaps. assess and remediation needs and ensure aggressive monitoring during Math block.

4. Un-interrupted Math block
5. Student attendance and arrival will be closely monitored to urge daily and on-time attendance.
6. Walk-throughs with descriptive feedback for continuous improvement.
7. Implement the use of student Math notebook across grade levels. Weekly monitoring of notebooks conducted during PLC.
8. Parent conferences
9. Math challenges to increase math fact fluency
10. Visible Math data wall in all K-5 classrooms to track and monitor student progress.

Person responsible for monitoring outcome:

Erica Medina (erica.medina@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.)

Strategies include:
1. Small group differentiated instruction: The school will utilize paraprofessionals/double downs to provide small group differentiated instruction. Paraprofessionals will participate in grade level PLCs and receive professional development related to data analysis, small group instruction, Envision Math, intervention tools/resources, and iReady.
2. Instructional coaching cycle: observations and debriefing sessions and feedback for continuous improvement.
3. Collaborative Planning/Professional Learning Communities/Professional Development: Teachers will have the opportunity to participate in grade level Common Planning (during/after school), weekly PLC meetings, and Professional Development to develop engagement strategies to strengthen instructional practices and increase student engagement, build higher order thinking question stems, unpack standards (understand standard clarification) and conduct meaningful data chats.
4. Building instructional capacity for rigorous instruction.
5. Training teachers to deliver, content, concepts and skills that are aligned to the benchmark and intended learning.
6. Monitoring student understanding and providing corrective feedback aligned to the benchmark and intended learning.

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

The rationale for this evidence-based strategy is based on the FAST Math data from the Progress Monitoring Assessment administered in the of Spring 2023, which shows 43% of students in grades K-2 scored below the proficiency threshold according to STAR Math data from PM#3. Meanwhile, 66% of students in grades 3rd-5th scored below proficiency according to FAST Math data from PM#3.

To add, 48% of our Kindergarten students are performing below grade level, 29% of our 1st grade students are not meeting the threshold, and 50% of our 2nd grader scored below level on the STAR Math Assessment. 77% of our 3rd graders scored a level 1 or 2 on the Math portion of the FAST Assessment, 55% of our 4th graders scored a level 1 or 2, and 63% of our 5th graders scored a level 1 or 2.

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.

Collaborative Planning, Professional Learning Communities, and Professional Development Action Steps:
1. The instructional /leadership Team will meet weekly to review assessment data, debrief classroom walk throughs, share glows and grows to assess needs and determine the instructional focus for Collaborative Planning, Professional Leaning Communities, and Professional Development.
2. Admin Team will develop a schedule for PLCs and Common Planning that is reflective of all content area and include resource teachers and paraprofessionals.
3. Administrative Team and Team Leaders will create PLC/common planning agendas through data-driven analysis.
4. Members of the leadership team will facilitate grade level PLCs while building teacher-leaders
5. Teachers and academic support staff will participate in Common Planning/PLCs and bring student work samples, journals, data reports to determine instructional adjustments.
6. Time and materials will be given to teachers and academic support staff to create anchor charts, lesson planning, plan higher order thinking questions, and unpack standards.

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

By When: Action fully completed by May 2024.

Recruitment, Retention and Capacity Building of Instructional Staff (Paraprofessionals) Action Steps:
1. Recruit and employ out of system tutors to serve as double downs in grades 3rd-5th to provide students with additional literacy support.
2. Launch an on boarding program for new instructional staff
3. The Assistant Principal, SSCC and District and Regional support will provide training to tutors.
4. Involve paraprofessionals in professional development and collaborative planning.
5. Provide Incentives, recognition, and awards to promote retention
6. Paraprofessional will provide tutorial and small group instruction and support to ensure student individual needs are being met.
7. Paraprofessionals will enhance their effectiveness of small group rotation.

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

By When: Action fully completed by May 2024.

Parent Engagement and Education Action Steps:
1. The school will be committed to conducting outreach, assist with parent education events to provide parents with information and skills to support their child's learning style and needs.
2. The school will develop and lead implementation of the Parent Engagement Plan for the school year in alignment with Title I and SAC goals.
3. The school will use parent/school communication agendas, Class Dojo, and ParentLink to provide parents with information and strategies to use at home to work with their children to increase academic proficiency and school attendance.
4. Parent Education and training will be offered to build parent's capacity and understanding of the curriculum, assessments, and problem solving skills.

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

By When: Action fully completed by May 2024.

Single School Culture/Instructional Capacity Building Action Step:
1. Paraprofessionals, ELL, and ESE Teachers will provide tutorial and small group instruction and support to ensure the differentiated needs of students are met.
2. Paraprofessionals will enhance the effectiveness of small group rotations.
3. Paraprofessionals, ELL, and ESE Teachers will participate in professional development and PLCs with the teachers they work with to build their capacity for effective instruction.
4. Conduct data analysis during PLCs, data chats, collaborative planning, and leadership meetings to

assist teachers in developing secondary benchmark calendars, tutorial groups, identifying small group for remediation, and proving ongoing coaching with descriptive feedback.

Person Responsible: Sherrita Crummell (sherrita.crummell@palmbeachschools.org)

By When: Action fully completed by 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).

The School District of Palm Beach County requires every school to develop, implement and monitor a Schoolwide Improvement Plan (SIP). All SIPs must align with the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. We embrace the full Strategic Plan with an intentional focus on all children attaining the required skills and knowledge for future success, and each child is continuously growing to fulfill their individual capabilities and aspirations. Additionally, we acknowledge and support student emotional, behavioral, mental, and physical wellness.

Schools identified for Comprehensive Support & Improvement (CSI), Targeted Support & Improvement (TS&I), 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 tailored 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 aare aligned with the district's strategic plan. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Reginal 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 in 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. The Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
5. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
6. The District Reading Collaboration team provides professional development to schools based on needs.
7. Curriculum Resources: Curriculum resources to enhance ELA, Science, Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
8. 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, including:
Bridges of Riviera Beach
The Center for Child Counseling

Kiwanis of Riviera Beach
Community Churches
Mentoring Program Jewish Federation
Building Better Readers Literacy Program (Volunteers)
Palm Beach Alumni Association oion of Bethune Cookman University
Sororities and Fraternities
Suncoast High School iMentor Program

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

Dr. Mary McLeod Bethune Elementary School is identified under the Reading Achievement Initiative for Scholastic Excellence (RAISE) Act due to more than 50 percent of our students scoring below a Level 3 on the statewide, standardized English Language Arts assessment.

Our primary grade level, K-2, data analysis of Progress Monitoring #3 indicates that 40% of students in grades Kg-2nd grade are reading on grade level. 45% of our Kindergarten students met grade level proficiency, 38% of 1st grade students are reading on grade level, and 36% of 2nd grade students are showing proficiency in reading.

SY23 Progression Monitoring #3 ELA Data:
Kindergarten:
Urgent Intervention- 24%
Intervention- 16%
On Watch- 16%
At/Above Benchmark- 45%

1st Grade:
Urgent Intervention- 30%
Intervention- 21%
On Watch- 11%
At/Above Benchmark- 38%

2nd Grade:

Urgent Intervention- 35%
Intervention- 19%
On Watch- 10%
At/Above Benchmark- 36%

Early Literacy (K-2) Domain Mastery:
Finding Meaning:12%
Fluency: 49%
Phonics and Word Analysis:17%
Phonological Awareness: 18%
Print Concepts: 59%
Reading Across Genres: 56%
Reading Informational Text: 53%
Reading Prose and Poetry: 13%

STAR Reading (K-2) Domain Mastery:
Finding Meaning: 29%
Phonics and Word Analysis: 24%
Reading Across Genres: 18%
Reading Informational Text: 21%
Reading Prose and Poetry: 23%

iReady Reading Diagnostic Beginning of the year and End of the year data indicates:
Kindergarten: +64% from 14% Fall FY23 to 78% in the Spring FY23
1st Grade: +34% from 14% Fall FY23 to 48% in the Spring FY23
2nd Grade: +23% from 19% Fall FY23 to 42% in the Spring FY23

Subsequently, 52% of 2nd grade students (SY23 as 1st graders) are not on track to score at or above grade level on the statewide ELA progress monitoring assessment as measured by SY23 progress monitoring #3 assessment. The end of the year iReady Reading diagnostic indicates that 35% of students in grades K-2 are one grade level below, 8% are two or more grade levels below. Assessment data indicate deficiencies in student learning as it relates to:
Phonological Awareness
Phonics
Vocabulary
Comprehension

Our data driven school wide goal is for every student to read on grade level at grade level, therefore, our school wide focus is to:

1. Ensure all K-2 students engage in teaching and learning that results in grade level reading skills and practices.
2. Accelerate student reading competencies in phonemic awareness, phonics, fluency, vocabulary, comprehension, knowledge and writing using innovative and differentiated instructional approaches
3. Improve equitable student participation in literacy programs and language development resources for ELL, ESE and general education students.

The well planned integration of background knowledge, writing, language development, and Skills for Life and Learning is critical to our population.

Conclusively, the administrative and leadership teams recognize that more than 50 percent of its students are not on track to pass the statewide, standardized grade 3 assessment for any grade level, kindergarten through grade 3. Strategic and intentional professional development, collaboration,

professional learning communities, monitoring student progress toward the target and data analysis must positively align with our area of focus on an ongoing basis.

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

The 2013 National Assessment of Education Progress (NAEP) reading test results demonstrate that far too many young people continue to read below grade level. Sixty five percent of all U.S. fourth graders scored "below proficient," or are not reading at grade level.

Similarly, our analysis of data identified ELA as a critical area of need as 30% of our students in grades 3rd-5th are meeting grade level expectations in the area of reading. 20% of our 3rd graders scored a level 3 or above, 39% of 4th graders scored a level 3 or higher, and 36% of 5th grades met the threshold of level 3 or higher.

Reading below grade level impacts students' ability to communicate orally and in writing, process and recall information, problem solve and peer engagement and interaction. Below grade level in reading is a direct correlation to mandatory retention and high school drop rates.

Our area of focus is to increase the number of students reading at or above grade level in reading by building good grade level readers. Specifically, we will implement action steps to increase student's phonemic awareness, improve vocabulary and language development, sound structure, language patterns and demonstrate awareness of print and literacy concepts. Our area of focus emphasizes support of ESE, ELL and white students, along with the general population.

Our rationale is based on data that indicates that our students struggle with decoding, word recognition, reading comprehension, print concept development, spelling and foundational skills. Student are not reaching their highest achievement potential when they become stagnant. Struggling readers often become frustrated readers who become truant and/or demonstrate behaviors that interfere with learning.

3rd Grade:
Level 1- 61%
Level 2- 20%
Level 3- 15%
Level 4- 5%
Level 5- 0%

4th Grade:
Level 1- 39%
Level 2- 23%
Level 3- 18%
Level 4- 18%
Level 5- 4%

5th Grade:
Level 1- 35%
Level 2- 28%
Level 3- 18%
Level 4- 16%
Level 5- 3%

Grades 3rd-5th Mastery by Category:
Reading Across Genres & Vocabulary: 12%

Reading Informational Text: 11%
Reading Prose and Poetry: 18%

iReady Reading Dagnostic Beginning of the year and End of the year data indicates:
3rd Grade: +31% from 17% Fall FY23 to 48% in the Spring FY23
4th Grade: +15% from 21% Fall FY23 to 36% in the Spring FY23
5th Grade: +22% from 23% Fall FY23 to 45% in the Spring FY23

ELA data indicates that 64% of 3rd grade students (SY23 as 2nd graders), 80% of 4th grade students (SY23 as 3rd graders), and 60% of 5th grade students (SY23 as 4th graders) are not on track to score a level 3 or above on the statewide ELA progress montoring assessment as measured by SY23 progress monitoring #3 assessment. The end of the year iReady Reading diagnostic indicates that 33% of of students in grades 3-5 are one grade level below, 23% are two or more grade levels below.

Assessment data indicate deficiencies in student learning as it relates to:
Vocabulary
Comprehension (specifically informational text)

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

By June of FY24, 50% of students in grades K-2 will be performing on or above grade level in the area of reading as measured by FY24 STAR Reading Progress Monitoring #3.

By Progress Monitoring #3, each ELA category will increase by 10 points across grade levels as an indication of student progression toward grade level mastery of the B.E.S.T. ELA standards. Students will show growth in the areas of Finding Meaning, Phonics and Word Analysis, Reading Across Genres, Reading Informational Text, and Reading Prose and Poetry

Additionally, K-5 students will engage in productive struggle as they are exposed to grade level texts while drawing from previously taught content. They will also provide evidence that they are able to think about, within, and beyond grade level texts.

Grades 3-5 Measurable Outcomes

By June of FY24, 45% of students in grades 3-5 will be performing on or above grade level in the area of reading as measured by FY24 FAST ELA Progress Monitoring #3.

By Progress Monitoring #3, each ELA category will increase by 10 points across grade levels as an indication of student progression toward grade level mastery of the B.E.S.T. ELA standards. Students will show growth in the areas of Reading Across Genres, Reading Informational Text, and Reading Prose and Poetry.

Additionally, K-5 students will engage in productive struggle as they are exposed to grade level texts while drawing from previously taught content. They will also provide evidence that they are able to think about, within, and beyond grade level texts.

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.

Teachers will attend professional development and PLCs focused on effective ways to actively monitor students for the mastery of the learning goal and to clarify misconceptions. During grade level decision making, the instructional team (teachers, paraprofessionals, resource teachers, and the Single School Culture Coordinator), will use a variety of ways to analyze various data sources to examine the effectiveness of instruction and interventions.

The team will focus on the target -- what is the standard asking the student to do; and what is the standard asking the students to know --- and the impact of Professional Learning Communities, Professional Development, interventions, small group instruction and coaching.

The school will use performance monitoring to collect and analyze data following diagnostics #1, #2 and #3, unit assessments, and Progress Monitoring #1, #2 and #3 to track progress toward targets and goals. Throughout the year, we will specifically analyze data for students in the subgroups ELL, ESE and white to ensure students are meeting interiem goals and benchmarks. Our progress monitoring plan will give teachers and parents vital information to help children learn and advance.

The team will track data Teachers will know how students are progressing each day including:
Do Now Enterance and Exit Tickets
Student reflection about what they know and areas for improvement
Revising Knowledge
Student engagement through responses to higher order questions on whiteboards and literacy notebooks

Additionally:
1. Monitor and analyze Benchmark Advance data looking for strengths and weaknesses.
2. Intentional instructional walks by Leadership Team.
3. Teachers will bring student work samples to PLC as evidence of how students are progressing toward grade level standards.
4. Leadership will monitor weekly iReady data to look for trends.
5. Leadership conducts teacher observations-immediate/descriptive feedback.
6. Academic tutor/resource teacher observations.
7. Analyze student data from Progress Monitoring 1,2 & 3.
8. Students can state the learning goal/essential question & can prove learning through comprehension checks
9. Increase teacher-led small group instructional time (Intervention).
10. During PLC, the team will deep dive into specific information, student warning signals edit goals and objectives, teaching techniques and best practices that will result in reaching the goal. Learning gaps and unfinished learning will be identified and addressed through high yield teaching practices that are monitored by administration.
11. Student data chats will be conducted after each assessment to evaluate progress toward the intended target.

12. Teacher data chats will be conducted after each assessment to evaluate progress toward the class goal.

13. Students will be required to communicate what they know via specific engagement strategies that a monitored by the classroom teacher and support staff. Instructional adjustments will be made and next steps will be planned.

14. Teachers will require students to respond to questions using whiteboards, partner work, accountable tasks, summarizing, responding to reading with writing, problem solving, and/or voting with their feet. Teacher will record student

We will gather and analyze data to assess student academic performance, measure the rate of student progress and determine student's responses to instruction and prescribed intervention.

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

Granger, Katrina, katrina.granger@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?

In order to improve student reading skills and competencies, evidence based practices and programs will be used to improve:
Decoding skills
Word recognition
Reading comprehension
Print concept development
Spelling
Foundational skills

Student are not reaching their highest achievement potential when they become stagnant. Struggling readers often become frustrated readers who become truant and/or demonstrate behaviors that interfere with learning.

The leadership and literacy team identified evidence-based practices/programs that align with the district's K-12 Comprehensive Evidence-based Reading Plan and align to the B.E.S.T. ELA Standards.

The evidence based practices and programs being implemented for statistically significant with a substantively positive effects include:
1. Students will receive targeted small group differentiated instruction during the core ELA block.
2. The grade level-specific Decision Trees and Decision Tree Guides will be used to determine if a

student is meeting or approaching grade-level standards, or if a student is in need of Supplemental (Tier 2) or Intensive (Tier 3) Intervention.
3. Benchmark Advance will be used in grades K-5.
4. Effective use of high order question stems (Marzano and Blooms Taxonomy) and providing feedback in small groups will be employed.
5. Academic vocabulary from the standards incorporated throughout the year via the modules of instruction.
6. Academic student engagement conversations.
7. Additional support in classrooms with academic tutors and SSCC.
8. Data-driven Professional Learning Communities and common planning.
9. Deep dive data analysis during the Instructional Leadership Team Meetings.
10. iReady reading

Additionally, iii/intervention - Tier II will be implemented for students with reading deficiencies. Students receive small group intensive instruction in reading than they receive during core instruction. The student/teacher ratio is reduced and instruction is individualized. Support, instruction, materials and resources are individualized to align with the student's needs. During iii/intervention - Tier II, specific target skills are addressed explicitly and systematically. Groups of 3-5 students received instruction based on need to accelerate or remediate learning. The continuous cycle standards based planning, instruction, monitoring, immediate feedback and assessment is utilized.

Florida's five components of reading are incorporated:
•Phonemic
Awareness
•Phonics
•Fluency
•Vocabulary
•Comprehension

Phonological Awareness evidence-based practices include:
Sentence Segmenting
Ryhmining and alliteration
Syllable blending and segmenting
Onset-blending and segmenting
Phoneme Blending and Segmenting

Phonics evidence-based practices include:
Teaching students the relationship between phonemes and graphemes
Letter sound correspondences are taught in a logical order; teacher modeling, guided practice and independent practice will occur in the classroom daily.

Fluency evidence-based practices include:
Teaching students to read quickly, with proper expression through closely monitored oral reading with feedback.

Vocabulary evidence-based practices include:
The pronunciation of words
Using vocabulary and context clues to improve reading comprehension

Comprehension evidence-based practices:
Using graphic organizers and standards
Explicit instructional strategies where the teacher models and explains; then the students practice what the teacher modeled

Coordinated instructional sequences
Practice opportunities for students to apply the skills learned throughout the day

Taking into account our target population, subgroups of ESE, ELL and white student subgroups, the evidence-based practices will significantly improve student outcomes resulting in an increase in proficient readers.

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?

The rationale for selecting the practices/programs is to significantly improve student outcomes resulting in an increase in proficient readers among our supgroups and general education population. At Dr. Mary McLeod Bethune Elementary School, classroom instruction in reading occurs in a dedicated block of time of at least 120 minutes. The 90-minute reading block (Core/Tier 1/Initial instruction) consists of both whole group instruction and differentiated instruction that is B.S.E.T. standards-based and includes components aligned with the Science of Reading.

To align with the district's literacy plan, in addition to the Core (Tier 1) Instruction, the target population receives targeted intervention support in the form of Supplemental (Tier 2) and/or Intensive (Tier 3) Intervention. Based upon screening, diagnostic, statewide assessments, and other formative assessment data or through teacher observations, teachers will provide Supplemental (Tier 2) Intervention daily for students identified with a reading deficiency, and Supplemental (Tier 2) and Intensive (Tier 3) Intervention daily for any students who exhibit a substantial reading deficiency (Florida Statute 1008.25).

The rationale for these evidence-based practices and programs is based on the FAST ELA data from the Progress Monitoring Assessment administered in the of Spring 2023, which shows 60% of students in grades K-2 scored below the proficiency threshold according to STAR Early Literacy or Reading data from PM#3. Meanwhile, 70% of students in grades 3rd-5th scored below proficiency according to FAST ELA data from PM#3.

To add, 56% of our Kindergarten students are performing below grade level, 62% of our 1st grade students are not meeting the threshold, and 65% of our 2nd graders scored below level on the STAR Early Literacy or Reading Assessment. 80% of our 3rd graders scored a level 1 or 2 on the ELA portion of the FAST Assessment, 61% of our 4th graders scored a level 1 or 2, and 64% of our 5th graders scored a level 1 or 2.

The leadership and literacy team determined that the instructional strategies, resources and routines are the instructional practices likely to provide students with the types of experiences that research predicts will result in successful reading.

The teams used the International Reading Association questions to select the materials:

• Does this program or instructional approach provide systematic and explicit instruction in the particular strategies that have been proven to relate to high rates of achievement in reading for the children I teach?

• Does the program or instructional approach provide flexibility for use with the range of learners in the various classrooms where it will be used? Are there assessment tools that assist teachers in identifying individual learning
needs?
Are there a variety of strategies and activities that are consistent with diverse learning needs?
• Does the program/ instructional approach provide a collection of high-quality literary materials that are diverse in level of difficulty, genre, topic, and cultural representation to meet the individual needs and interests of the children with whom it will be used?

Our district supports examining the match between the instructional approach/program and the population/subgroups we teach.

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
Literacy Coaching: The Assistant Principal is an instructional leader with specialized knowledge in the science of reading, evidence based practices, English Language Arts state standards, as well as the knowledge of how to work with educators as adult learners. The Assistant Principal has a proven track record of providing collaborative and impactful job-embedded support to ensure data-informed decisions that impact teaching and learning. The Assistant Principal, a former Literacy Coach, will lead professional development and the implementation of BenchMark Advance curriculum, Blender the ELA and writing B.E.S.T. standards.. The coaching model-- planning, demonstrating, and providing feedback-- is utilized with teachers and academic tutors. Professional development/coaching is aligned to the needs of students based upon progress monitoring and iReady data. The Assistant Principal, utilizing literacy coaching training and expertise, provides support to classroom teachers in the MTSS/Response to Intervention (RTI) process and ensures our School Improvement goals are met for ELA (Reading/Writing). Literacy Coaching will address our area of focus through: 1. Strategically using evidence-based instructional practices grounded in the science of reading. 2. Supporting teachers in developing engaging, effective, standards-aligned lessons (e.g., stacking benchmarks, curriculum mapping, vertical progression of the standards) following the FCIM coaching cycle. 3. Teaching and monitoring teachers in the alignment of instruction and intervention to the district's scope and sequence of reading skill development and the stages of language and literacy development for all students. 4. Training teachers in the literacy learning processes and language development of English Language Learners and Students with Disabilities in collaboration with district and regional English for Speakers of Other Languages and Exceptional Student Education staff. An assessment, accommodation and monitoring for progress plan to measure student performance on specific standards will be developed for: iReady diagnostics Florida Assessment of Student Thinking (FAST) Assessments Statewide Science Assessment Writing Assessment ACCESS for ELL	Medina, Erica, erica.medina@palmbeachschools.org
Professional Learning: Our high-quality professional learning is connected to student outcomes. Administration promotes a culture of professional learning by ensuring policies, systems, structures, standard operating procedures, PLCs, common planning, resources, calendars, and bell-to-bell schedules support teachers in continuously improving their content knowledge, use of high yield strategies and implementation of research based interventions. The Principal, Assistant Pricnipal, Single School Coordinator and resource staff collaborate with district and regional staff to develop and offer a coherent program of learning and leadership development opportunities for growth of all instructional and support staff.	Holroyd, Jacki, jacki.holroyd@palmbeachschools.org

Action Step	Person Responsible for Monitoring
We prioritize continuous improvement of teaching and learning through PLCs and Professional Development covering: 1. Analyzing and interpreting multiple types and sources of data (e.g., student performance, discipline, classroom observations, climate surveys) to determine student and adult learning needs. 2. How to use resources, technology, academic tutors, materials and supplies to improve teacher and student outcomes. 3. Data driven shifts in instruction, monitoring/feedback, reflection, modeling, interventions, practices, mindsets to align with student learning needs. 4. Professional Development to practice support to teachers with immediate feedback, modeling, co-teaching and side-by-side coaching to foster growth in teachers as learners. Evidence of job-embedded learning among colleagues through Collaborative Planning around analyzing data, best practices, small group instruction, and monitoring student learning for continuous improvement. Dr. Mary McLeod Bethune Elementary School is the recipient of ESSER Funding. Through ESSER, we gained a Learning Team Facilitator responsible for leading and supporting teachers through Professional Learning Communities (PLCs) to enhance and support teacher effectiveness and build instructional capacity through collaboration and communication. This includes bringing teachers together and providing a community where we discover solutions to academic challenges students are facing. The meetings occur weekly per grade level. Teachers will learn best practices to improve student outcomes in reading through the B.E.S.T. standards and BenchMark Advance.	

Literacy Leadership:
Adminstration will participate in weekly leadership tem meetings to analyze student data, paticipate in data based collaborative discussions, and develop and discuss best teaching practices to support teachers. Classroom walk-throughs notes, palm beach focus model, and prinicpal/teacher data chats will be used to give teachers immediate descriptive feedback to improve core, small group instuction, and instructional rotations.

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

Granger, Katrina,
katrina.granger@palmbeachschools.org

In addition to new progress monitoring 1 and 2, iReady Reading diagnostic gives teachers data on how well students have mastered the B.E.S.T. Standards. This supports the monitoring of student learning by provding feedback that teachers can use to make adjustments to instruction to improve student learning outcomes.

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.

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))

N/A

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))

N/A

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