

The School District of Palm Beach County

Belle Glade Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Belle Glade Elementary School

500 NW AVENUE L, Belle Glade, FL 33430

<https://bges.palmbeachschools.org>

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Belle Glade Elementary School is to build a collaborative partnership with its community members that will challenge and guide every student to achieve high academic standards, become self-disciplined, self-motivated, respectful, and college and career ready to become productive citizens.

Provide the school's vision statement.

Belle Glade Elementary foresees the best practices we facilitate will create a highly successful school center and provide a life long foundation for student academic success beyond our doors and into the community.

School Leadership Team, 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
Walker, Robera	Principal	To serve as an instructional leader of the campus and provide direction in the school system. Develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities to ensure a safe and secure campus.
Sumner, Maria	Assistant Principal	To serve as an instructional leader of the campus and provide direction in the school system. Develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, hire and evaluate staff and oversee facilities to ensure a safe and secure campus
Hart , Stephanie	Other	Collaborate and plan with K - 5 teachers to ensure planning includes curriculum resources and benchmarks that are aligned to rigorous instruction and student tasks. Analyze assessments for quality, identify strength and weaknesses on weekly assessments, and articulate academic alignment of targets/benchmarks/tasks to support teacher growth.
Estrada, Illian	ELL Compliance Specialist	Weekly meetings are held to update the leadership team on ELL targets, data is reviewed and goals are addressed or revised.
Cadet, Beatrice	Other	Coordinator of the ESE department. Create and monitor schedules, IEP's and ESE teachers. Attend bi-weekly meetings review goals, analyze data and recommend adjustments when needed.
Prince, Octavian	Reading Coach	Weekly meetings are held to update the leadership team on Reading targets, data is reviewed and goals are addressed or revised. Collaborate and plan with Literacy Leadership Team and ELA teachers to ensure curriculum resources and standards are aligned to tasks. Model and /or teach lessons when additional support is needed.
Hawkins, Jordan	Math Coach	Weekly meetings are held to update the leadership team on Mathematics targets, data is reviewed and goals are addressed or revised. Collaborate and plan with mathematics teacher to ensure curriculum resources and standards are aligned to tasks. Model lessons and or teach critical content when there's a need for additional support.

Stakeholder Involvement and SIP Development

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

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

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools. Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.

A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus, and most recently

Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

SIP Monitoring

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

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

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

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

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

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

The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on Blender . This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	86%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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: D 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	44	57	33	53	27	29	0	0	0	243	
One or more suspensions	3	2	5	10	7	5	0	0	0	32	
Course failure in English Language Arts (ELA)	43	34	38	67	15	11	0	0	0	208	
Course failure in Math	26	35	37	38	5	29	0	0	0	170	
Level 1 on statewide ELA assessment	0	0	0	79	45	37	0	0	0	161	
Level 1 on statewide Math assessment	0	0	0	65	36	34	0	0	0	135	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	79	45	37	0	0	0	161	

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	30	40	37	84	37	40	0	0	0	268

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	3	1	0	2	23	16	0	0	0	45
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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	56	55	56	52	45	73	0	0	0	337	
One or more suspensions	6	6	5	15	8	30	0	0	0	70	
Course failure in ELA	11	40	45	53	24	20	0	0	0	193	
Course failure in Math	5	26	47	24	9	52	0	0	0	163	
Level 1 on statewide ELA assessment	0	0	0	72	42	73	0	0	0	187	
Level 1 on statewide Math assessment	0	0	0	55	48	88	0	0	0	191	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	11	40	45	53	24	20	0	0	0	193	

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	12	37	46	72	48	96	0	0	0	311

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	56	55	56	52	45	73	0	0	0	337	
One or more suspensions	6	6	5	15	8	30	0	0	0	70	
Course failure in ELA	11	40	45	53	24	20	0	0	0	193	
Course failure in Math	5	26	47	24	9	52	0	0	0	163	
Level 1 on statewide ELA assessment	0	0	0	72	42	73	0	0	0	187	
Level 1 on statewide Math assessment	0	0	0	55	48	88	0	0	0	191	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	11	40	45	53	24	20	0	0	0	193	

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	12	37	46	72	48	96	0	0	0	311

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	25	53	53	19	59	56	18		
ELA Learning Gains				48			41		
ELA Lowest 25th Percentile				44			47		
Math Achievement*	33	57	59	25	53	50	21		
Math Learning Gains				46			30		
Math Lowest 25th Percentile				40			17		
Science Achievement*	38	54	54	8	59	59	14		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	39	56	59	62			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)	CSI
OVERALL Federal Index – All Students	30
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	152
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	37

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	292
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	16	Yes	4	2
ELL	27	Yes	2	1
AMI				
ASN				
BLK	28	Yes	2	1
HSP	35	Yes	2	
MUL				
PAC				
WHT	42			
FRL	29	Yes	2	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	24	Yes	3	1
ELL	37	Yes	1	
AMI				
ASN				
BLK	32	Yes	1	
HSP	37	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	56			
FRL	37	Yes	1	

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	25			33			38					39
SWD	10			18			30				4	
ELL	21			29			29				5	39
AMI												
ASN												
BLK	24			29			33				5	39
HSP	25			43			55				5	40
MUL												
PAC												
WHT	33			44			60				5	39
FRL	23			32			35				5	39

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	19	48	44	25	46	40	8					62
SWD	12	29	24	15	35	41	3					31
ELL	19	44	50	22	40	54	7					62
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	17	45	35	20	46	33	8					55
HSP	25	47		37	42		7					62
MUL												
PAC												
WHT	28	81		39	56							74
FRL	19	49	44	25	47	41	9					63

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	18	41	47	21	30	17	14					32
SWD	3	39		7	13	15	6					25
ELL	15	49	64	22	43	27	17					32
AMI												
ASN												
BLK	16	32	40	17	22	19	8					38
HSP	20	53		29	39		21					26
MUL												
PAC												
WHT	35			35								44
FRL	18	41	47	21	30	17	14					32

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	38%	56%	-18%	54%	-16%
04	2023 - Spring	24%	58%	-34%	58%	-34%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	16%	48%	-32%	50%	-34%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	25%	57%	-32%	59%	-34%
04	2023 - Spring	40%	52%	-12%	61%	-21%
05	2023 - Spring	44%	56%	-12%	55%	-11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	51%	-16%	51%	-16%

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.

ELA FY 22 FY 23

3rd Gr 16% 16%

4th Gr 37% 24%

5th Gr 13% 38%

Overall 21% 26%

Math FY 22 FY 23

3rd Gr 30% 25%

4th Gr 42% 40%

5th Gr 10% 44%

Overall 27% 36%

Science 9% 35%

Subgroups ELA Data:

SWD 24

ELL 37

BLK 32

HSP 37

WHT 56
FRL 37

Based on the data trend our goal will be to increase subgroup performance on ELA as well as increase learning gains and achievement across all content areas. Our data trends show additional support is needed in all content areas. Math, ELA, reading, and science classrooms. We will focus on remediation of standards, foundational skills, and scaffolding instruction using research-based strategies. We will specifically focus on our ESSA-identified subgroups- ELL, SWD, and FRL- who will continue to receive strategic, targeted support through various modes of instruction, including technology, small group, tutorials, data chats, and student monitoring.

ELA showed the lowest performance. Contributing factors to ELA performance was a lack of foundational skills with 3rd-grade students. New ELA teachers in 3rd - 5th Grade. Having standards and teachers not having a deep understanding of the standards. The curriculum and the assessment were new as well. Computer-based testing was also a challenge for our students.

There was an increase in reading proficiency school-wide. However, there was a decrease in reading proficiency in 4th grade SY23 compared to SY22. Based on F.A.S.T. data in FY23 reading proficiency school-wide is 26% compared to 19% SY22. 3rd-grade reading proficiency is 16% FY 23 compared to 16% for SY22. 4th Grade reading proficiency was 24% compared to 38% in FY22. 5th grade was 14% in SY22 compared to 38% SY23.

Based on SY 22 to SY 23 FSA data, Science had a 27% increase from 9% to 36%. Science improved significantly last year. However, we are still performing below the District and State with both having 51% proficiency.

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

We are fortunate in that none of our data components showed a decline from the prior year but we recognize that we are still on the journey of continuous improvement.

ELA FY 22 FY 23
Overall 21% 26%

Math FY 22 FY 23
Overall 27% 36%

Science 9% 35%

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 data indicates our ELA achievement has the largest gap as we are 25% below the state average of 50%. Although we recognize an increase of 5% overall from FY22 to FY 23, we are continuing to make small steady improvements. Some contributing factors are:

- Building teacher capacity in new BEST ELA standards
- Providing professional development on the new district provided curriculum (Benchmark)
- Number of students who missed more than 10% of the school year
- Number of students who were already performing 2 or more years below grade level
- High population of ELL and ESE students
- New computer based platform used to assess students

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

The data component that showed the most improvement is science. The 5th grade science increased from 9% in SY22 to 36% in SY23. Some of our contributing factors to the 26% increase in proficiency are:

- Highly effective teachers looped with students from 4th to 5th grade
- Small group instruction with hands-on practice
- Tutorial sessions with hands-on practice
- The use of adaptive technology programs
- Science PLCs with a focus on data analysis and standards-based planning
- SLA Professional Development on implementing strategies and best practices
- Region Think Tank planning and collaboration sessions

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. One greatest area of concern from our Early Warning Systems Data is the number of students that were absent 10% or more days. In 3rd grade alone, 53 students, which is 50% of the grade level were absent 10% or more days. 3rd grade was also the level that had only 16% of the students proficient in ELA. It is evident that attendance is correlated to student achievement.

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

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

ELA - Increase achievement growth for all students with a focus on increase proficiency

Attendance - Reduce the number of students absences by 10%

Instructional Coaching/Professional Learning - Provide teachers with time to collaborate on strategies, analyze data, plan for instruction to ensure student growth and achievement

Science - Increase student achievement for all students with a focus on differentiated instruction and small groups to support students with retention of content and remediation of learning

Math - Increase student achievement for all students with a focus on differentiated instruction and small groups to support students with retention of content and remediation of learning

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

- (g) History of 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.

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**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.

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

There was an increase in reading proficiency school-wide. However, there was a decrease in reading proficiency in 4th grade SY23 compared to SY22. Based on F.A.S.T. data in FY23 reading proficiency school-wide is 26% compared to 19% SY22. 3rd grade reading proficiency is 16% FY 23 compared to 16% for SY22. 4th Grade reading proficiency was 24% compared to 38% in FY22 . 5th grade was 14% in SY22 compared to 38% SY23.

At Belle Glade Elementary there are new teachers in 3rd - 5th grade that need additional support through coaching. This is a system that we will strengthen this year as we tier the teachers and implement a consistent and effective coaching approach to positively impact student outcomes and teacher practices.

Measurable Outcome:

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

The target for ELA is 38 % based on accountability data from F.A.S.T. and iReady Diagnostic.

Overall Increase Reading Proficiency by 13% by May 2024 PM3

February 24 PM2 May 24 PM3

Overall: 26% to 32% +6 32% to 38% +6

SWD 24 24% to 28% +4 28% to 32% +4

ELL 37 37% to 41% +4 41% to 45% +4

BLK 32 32% to 36% +4 36% to 41% +5

HSP 37 37% to 41% +4 41% to 45% +4

WHT 56 56% to 60% +4 60% to 64% +4

FRL 37 37% to 41% +4 41% to 45% +4

Monitoring:

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

This area of focus will be monitored using F.A.S.T data from progress monitoring 1, 2, and 3, FSQ's, USA's and iReady Diagnostics. During data team meetings, all data from the assessments will be compiled in a google document to monitor and track all students.

Person responsible for monitoring outcome:

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

Evidence-based 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.)

Instructional coaches will support teacher practices using the coaching framework. Teachers will be tiered based on needs. Coaches will use coaching logs to document support provided to teachers. Coaches will support rigorous benchmark aligned planning focusing on data and small group support during PLC's and collaborative planning. PLC's will have the following components, What is the target and expected outcome, The How will include the instructional strategies and resources that will be used, Tracking tool to

track students' learning and Next Steps that will include small groups. The FCIM will be implemented to ensure plan, do, check and act.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

More than 50% of the teachers have less than 3 years of experience teaching reading. The Instructional Coaches will provide teachers the opportunity to focus on benchmark aligned instruction. This will support making modifications to ensure differentiated small group instruction is strategically planned and they will ensure teachers use strategies and resources to support all learners all the time. Supplemental resources will also be used to support writing.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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

Person Responsible: Octavian Prince (octavian.prince@palmbeachschools.org)

By When: Beginning in August and On-going

#2. 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.

49% of students K - 5 was absent 10% or more days during the school year. Additionally, 1st and 3rd grade had the greatest attendance concern with about 50% of their students being absent 10% or more days.

Measurable Outcome:

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

The goal is to decrease student absenteeism by 30%. Last year we decreased student absenteeism by 28%. Therefore a 2% increase compared to last year's data is achievable.

Monitoring:

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

Attendance data will be monitored weekly by the attendance clerk and teacher. Once students have 3 or more absences within any given period, a phone call will be made to the parent. Once a student has 5 more absences, a referral to SBT will be completed and the truancy process will begin.

Person responsible for monitoring outcome:

Stephanie Hart (stephanie.hart@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.)

SBT (School based team) is a team that provide additional support to the parent and child to help improve in the area or areas of need.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The consistency and support of the school based team will help improve student attendance that will have a significant impact on student outcomes.

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.

Using strategies from attendanceworks.org, we will engage students and parents, recognize good and improved attendance, and monitor attendance data and practice. Additionally, the Newsletter will be sent with key points on how improved and good student attendance have a significant impact on students' success.

We will engage parents and students through monthly parent of the month activities, which attendance will be tied directly to.

We will engage students by Implementing a school-wide attendance initiative PreK - 5 (Pizza party for the

highest attendance average)

Attendance Team will be created consisting of all stakeholders

- change arrival procedures (parents have to sign kids in after 8:05 a.m.)

- monitor data biweekly to provide SBT and Parents with data to support the needs of students.

Attendance Pep Rally will be held 3 times per year

Person Responsible: Robera Walker (robera.walker@palmbeachschools.org)

By When: Starting August and Ongoing

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

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

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

Based on SY 22 to SY 23 FSA data, Science had a 27% increase from 9% to 36%. Science improved significantly last year. However, we are still performing below the District and State with both had 51% proficiency.

Measurable Outcome:

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

Based on NGSSS and the SSA SY24, science proficiency will increase from 36% to 41%.

Monitoring:

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

Data meetings will be held bi-weekly to analyze NGSSQ data.

Science is now a part of the Fine Arts wheel to provide additional support in fair game standards.

Resources will be readily available to teachers to implement science experiments and engage students in science content.

We have a turnover in 5th grade due to teachers transitioning to other positions in our District.

Person responsible for monitoring outcome:

Robera Walker (robera.walker@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.)

Region specialists will support science teachers with rigorous benchmark aligned planning.

5th grade reading teacher from last year will support new science teachers with planning and instructional strategies around science. PLC's will have the following components, What is the target and expected outcome, The How will include the instructional strategies and resources that will be used, Tracking tool to track students' learning and Next Steps that will include small groups. The FCIM will be implemented to ensure plan, do, check and act.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Due to limited science background, professional development is needed. Planning will help ensure small groups are aligned to the critical, rigorous content.

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.

Data driven PLCs and collaborative planning to support alignment of standards, lessons and small groups. Data analysis and reflection to make adaptation to instruction and for small group planning monitoring for the action steps will occur through lesson plan review, student data analysis, administrative data chats and classroom fidelity walkthroughs. The fidelity walks will include next steps for teachers and support will be provided based on observations.

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

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

Person Responsible: Robera Walker (robera.walker@palmbeachschools.org)

By When: On-Going

CSI, TSI and ATSI Resource Review

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

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

Resources and allocations are focused on: (choose the ones that align with your school).

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. 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

emotional growth through the resources found in the Skills for Learning Life (SLL) Resource Center to promote character education.

7. 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.

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

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

Approximately 32% of K - 2 students are reading a year or more below grade level and 60% are less than a year below grade level based on SY23 Fall IReady Diagnostics.

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

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

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

Approximately 74% of 3 - 5 grade students are reading below grade level based on the F.A.S.T. SY23 results.

Belle Glade Elementary will provide 2 SAI teachers and Academic Tutors to assist in small group/

differentiated instruction. Research based intervention will be implemented to provide additional support for students who are below grade level and who are in need of intervention. After school and In house tutorial will occur 2x a week to provide foundational and grade level content in order to close the learning gaps.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the 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

Based on PM 3 data from SY 23, students will show a 10% increase in proficiency. Additionally, students will show a 75% increase in their typical growth from Fall to Spring based on iReady Diagnostics.

Grades 3-5 Measurable Outcomes

Based on iReady Diagnostics from Fall to Spring, students will show a 75% increase in their typical growth. Additionally, students will show a 10% increase in ELA based on PM 3 data.

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.

Belle Glade Elementary is currently working on rigorous tasks, benchmark aligned instruction, and data driven small groups. Benchmark aligned instruction will be evident based on Instruction (whole group or teacher led) is aligned to the intended learning, Intended learning is aligned to the grade-level standard/benchmark, Lesson is implemented as planned, Lesson meets district requirements (scope, sequence, alignment to curriculum). Rigorous tasks will be evident based on students' Independence, Higher Order Questioning, student collaboration and reflection, students sharing their thinking, accountable talk and academic discourse. Data driven small groups will be evident based on, formative Assessments/Exit Tickets, Aggressive Monitoring, Tracking, Intentional and Fluid Small Group, Teachers will Participate in Data Analysis during PLC's.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Hart , Stephanie, stephanie.hart@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?

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

Rationale:

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?

Benchmark Advance is the district adopted program for K-5. In 2022, K-2 implemented Benchmark Advance and the K-2 students showed significant growth on iReady Diagnostics from Fall to Spring. Additionally, 3-5 implemented Benchmark Advance in SY23 and had significant increases in reading proficiency.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

In order to address the school's Area of Focus, Mr. Prince, our Literacy Coach will provide ongoing PD to support the implementation of Benchmark Advance in Grades K-5. Additionally a literacy leadership team will be developed and meet biweekly to address needs for literacy. Florida Center for Reading Research strategies will be implemented to ensure interventions are appropriate.

Prince, Octavian,
octavian.prince@palmbeachschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage* where the SIP is made publicly available.

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

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

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)

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

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))

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

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA				\$179,139.75
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	6400	120	2401 - Belle Glade Elementary School	UniSIG	0.06	\$3,500.00
			Notes: Teacher salaries for collaborative leadership planning. Salaries: 20 teachers x 1 day per week x 7 hour per day x 1 weeks x \$25 per hour = \$3,500. SDPBC Code 180.			
	6400	120	2401 - Belle Glade Elementary School	UniSIG	0.08	\$5,000.00
			Notes: Teacher salaries for collaborative planning for data monitoring, tracking student progress, planning for small group instruction. Salaries: 40 teachers x 1 day per week x 7 hour per day x 5 weeks x \$25 per hour = \$5,000. SDPBC Code 180.			
	6400	200	2401 - Belle Glade Elementary School	UniSIG		\$1,150.00
			Notes: Benefits for collaborative leadership planning: \$3,500.00 x 32.85% = \$1,150. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%			
	6400	200	2401 - Belle Glade Elementary School	UniSIG		\$1,642.00
			Notes: Benefits for collaborative planning: \$5,000.00 x 32.85% = \$1,642. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%			
	6400	330	2401 - Belle Glade Elementary School	UniSIG		\$4,159.00
			Notes: To strengthen teachers' instructional abilities to create and build a climate of self-advocacy and goal aspirations, staff will attend AVID in Orlando in June of 2024. Out of County Travel: \$950 registration + \$300 transportation + \$721.50 lodging + \$108 per diem = \$2,079.50 x 2 attendees = \$4,159.			
	6400	330	2401 - Belle Glade Elementary School	UniSIG		\$4,404.00
			Notes: Staff will attend the BSI summer Institute to build capacity in School Improvement. Out of County Travel: \$180 transportation + \$777.00 lodging + \$144 per diem x 4 attendees = \$4,404.			
	6400	750	2401 - Belle Glade Elementary School	UniSIG		\$10,640.00
			Notes: PD Substitutes: Teachers will collaborate during the school day to plan for instruction for the upcoming units. 20 subs x 1 day per week x 7 hours per day x 4 weeks x \$19.00 per hour = \$10,640.			
	6400	200	2401 - Belle Glade Elementary School	UniSIG		\$335.00
			Notes: Benefits for PD subs: \$3,500.00 x 3.15% = \$335. Medicare - 1.45% and Work Comp/Unemployment - 1.70%.			
	5100	750	2401 - Belle Glade Elementary School	UniSIG		\$99,900.00
			Notes: Part-time out-of-system certified tutorial Push-in/Pull-out tutorials for ELA and math for Grades K-5 during school day starting August 2023. Salaries for certified tutors: 2 tutors x 5 days per week x 7.5 hours per day x 36 weeks x \$37 per hour = \$99,900.			
	5100	200	2401 - Belle Glade Elementary School	UniSIG		\$23,826.00
			Notes: Benefits for out of system certified tutors: \$99,900 x 23.85% = \$23,826. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Work Comp/Unemployment - 1.70%			
	5100	750	2401 - Belle Glade Elementary School	UniSIG		\$14,700.00
			Notes: Part-time out-of-system non-certified Push-in tutorials for ELA and math for Grades 2-5 during school-day starting September 2023. Salaries for out of system, non-certified			

			tutors: 2 tutors x 5 days per week x 7 hours per day x 114 weeks x \$15 per hour = \$14,700.			
	5100	200	2401 - Belle Glade Elementary School	UniSIG		\$3,506.00
			Notes: Benefits for out of system, non-certified long term tutors: \$14,700 x 23.85% = \$3,506. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Work Comp/ Unemployment - 1.70%			
	5100	510	2401 - Belle Glade Elementary School	UniSIG		\$4,802.75
			Notes: Instructional supplies: Assorted colored copy paper (cases), expo markers, copy paper (cases), Pens (24 per pack), Pencils (24 per pack), Dry Erase Markers (8 per case), Sticky Notes. Total = \$4,802.75.			
	5100	519	2401 - Belle Glade Elementary School	UniSIG		\$1,575.00
			Notes: Technology supplies: 15 Ink/Toner cartridges x \$105=\$1,575.00. SDPBC Code 510.			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
3	III.B.	Area of Focus: Instructional Practice: Science				\$87,549.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	750	2401 - Belle Glade Elementary School	UniSIG		\$60,750.00
			Notes: Out of system, non-certified temporary tutors will support classroom teachers by pushing into K - 5th grade science classrooms - 3 tutors x 5 days per week x 7.5 hours x 36 weeks x \$15 per hour = \$60,750.00			
	5100	200	2401 - Belle Glade Elementary School	UniSIG		\$14,489.00
			Notes: Benefits for out of system, non-certified temporary tutors: \$60,750.00 x 23.85% = \$14,489. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Work Comp/ Unemployment - 1.70%			
	5100	390	2401 - Belle Glade Elementary School	UniSIG		\$1,080.00
			Notes: To supplement science instruction, Kindergarten students will go to Lion Country Safari. Admissions: 90 students x \$12.00 admission = \$1,080.00			
	5100	390	2401 - Belle Glade Elementary School	UniSIG		\$1,330.00
			Notes: To supplement science instruction, 1st grade students will go to the Cox Science Museum. Admissions: 95 students x \$14.00 admission = \$1,330.00			
	5100	390	2401 - Belle Glade Elementary School	UniSIG		\$450.00
			Notes: To supplement science instruction, 2nd grade students will go to the Gumbo Limbo Nature Preserve. Admissions: 90 students x \$5.00 admission = \$450.00.			
	7800	390	2401 - Belle Glade Elementary School	UniSIG		\$1,900.00
			Notes: Charter Bus transportation for K field trip to Lion Country Safari. 2 buses x \$950 = \$1900.			
	7800	390	2401 - Belle Glade Elementary School	UniSIG		\$4,100.00
			Notes: Bus transportation for 1st grade field trip to Cox Science Museum. 4 buses x \$1025 = \$4100.			

	7800	390	2401 - Belle Glade Elementary School	UniSIG		\$2,050.00
			<i>Notes: Bus transportation for 2nd grade field trip to Gumbo Limbo. 2 buses x \$1025 = \$2050.</i>			
	5100	390	2401 - Belle Glade Elementary School	UniSIG		\$1,400.00
			<i>Notes: To supplement science instruction, 4th grade students will go to the Cox Science Museum. Admissions: 100 students x \$14.00 admission = \$1,400.00</i>			
Total:						\$266,688.75

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes