

Broward County Public Schools

Pompano Beach Elementary School



2015-16 School Improvement Plan

Pompano Beach Elementary School

700 NE 13TH AVE, Pompano Beach, FL 33060

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	92%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	89%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	F	F	D

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Pompano Beach Elementary School inspires a love of learning by meeting each child's academic, social, and emotional needs while challenging all students to become productive citizens in our ever-changing global community.

Provide the school's vision statement

All stakeholders play a vital role in the success of our students.

Students: Engage in a curriculum that motivates them to make connections between the classroom and the real world.

Faculty: Facilitates a rigorous integrated global curriculum that focuses on collaboration, communication, creativity, critical-thinking, and problem solving.

Community: Increasing citizenship through the establishment of local and global community and business partnerships.

Parents: Contribute as active participants in the school and home learning community.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At Pompano Beach Elementary School we are ensuring that the school is learning about the culture of the students. We are now focusing on the Global Community by researching different aspects of other countries. We are also building relationships with parents by implementing gatherings such as Parent Night and sending out a parent link to inform families as to what is occurring at the school. Field trips are also occurring every nine weeks within grade levels. Grades 3-5 have implemented their own micro society within their classrooms. These micro societies involve students having different roles in the classroom and learning through a token economy.

Describe how the school creates an environment where students feel safe and respected before, during and after school

At Pompano Beach Elementary School, we have many policies and procedures in place to ensure the safety of the students. Each classroom has a behavioral management system. The school utilizes the District Matrix to ensure fairness when assigning consequences. Students and staff are presented with an anti-bullying video that discusses different scenarios of bullying. Our teachers also must complete a child abuse prevention course offered through the district. Located throughout the campus, during the morning and afternoon, are our safety patrols. These patrols are hand selected by the teacher because of their leadership abilities within the classroom. Their overall goal is to ensure that each student makes it to his or her destination safely. Pompano is the diligently building relationships between the staff, community, parents, and students. We believe that the educational process must involve all four.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

One of our main focuses at Pompano Elementary School is ensuring that all students are learning. We follow the District Matrix in order to make sure that all students are treated fairly. We are also a CHAMPs school. The overall goal of the CHAMPs classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. Each year the school also implements Expectation Assemblies where students are presented with acceptable and unacceptable behaviors. There is also a consistency of school wide rules set in place that have been established by the teachers and administration. Within each grade level there is a grade level behavioral management plan that must be followed though by the grade level before administration is to get involved. The teachers at the school are also using a digital behavior DOJO monitoring program. Class Dojo is a classroom tool that helps teachers improve behavior in their classrooms quickly and easily. It also captures and generates data on behavior that teachers can share with parents and administrators.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Pompano Beach Elementary School has a zero tolerance for bullying. As mentioned before, teachers as well as students are required to watch the Anti-Bullying video mandated by the district. Our school is also all about building relationships. We have joined forces with Pompano Beach High School by allowing Teen Trendsetters to come to our school to mentor students as well as assist students within the classroom. Pompano Beach High School is now also allowing our students to join them on Fridays to participate in their JROTC program. The program teaches students character education, student achievement, wellness, leadership, and diversity. In grades 3-5, we offer single gender classes. Offering single-gender classes is an effective response to school-level data that shows achievement gaps between males and females, and allows teachers to focus on instructional strategies that enhance gender performance.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The early warning system utilized by the school is BASIS. The early warning system tracks academic indicators, behavioral indicators, social indicators, attendance, and provides suspension data on each student in the school. Teachers are able to access their individual class while school level users can monitor warning indicators for the entire school.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

NA

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/177780>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Pompano Beach Elementary School is a school that builds and sustains partnerships with the local community. We actively seek new partnerships and continue to build the ones we have in existence. We have different local organizations that are supporting our school such as the Kiwanis, The United Way and Rotary Club. They provide both material resources and support character education initiatives we have in place within the school. We have also have the local Chamber of Commerce which provides access to initiatives within local community such as Gardening Grants. The businesses that support our school provide resources for students in need such as backpacks and supplies. Not only do we encourage and seek out partnerships to improve the school and increase student achievement, but we also celebrate the success of these programs.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Larson, Stephen	Principal
Foster, Shamelle	Instructional Coach
olson, denise	Instructional Coach
porter, traci	Assistant Principal
O'Shea, Maricay	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

S. Larson, Principal and T. Porter, Assistant Principal: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing RtI, conduct assessment of RtI skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support the MTSS implementation, and communicate with parents regarding school-based plans and activities.

Reading Specialist, Denise Olson: Provides guidance on the K-12 reading plan, facilitates and supports data collection activities. Assists in data analysis, provides professional development and technical assistance to teachers regarding data based instructional planning. Supports the implementation of Tier 1, Tier 2, and Tier 3 plans. Instructional Coaches (D. Olson-Reading, L. Cooper – Math, and S. Foster, Science): Develop, lead, and evaluate school core content standards/programs. Identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence based intervention strategies. Assist with school screening programs that provide early intervention services for children to be considered “at-risk”. Assist in the design and implementation for progress monitoring, data collection, and data analysis. Participate in the design and implementation for progress monitoring, data collection and data analysis. Participate in the design and delivery of professional development and provide support for assessment and monitoring. Classroom Teacher: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instructions with Tier 2/3 activities.

Guidance Counselor: Serves as a member of the Collaborative Problem Solving Team. Provides behavior and social-emotional recommendations for students that need support in those areas. Monitors, supports, and provides resources to at-risk students, homeless families, and foster care families. Additionally, meets with individual students and groups to provide counsel and mediation services. Serves as the contact person for the schoolwide anti-bullying program. Coordinates the Kids of Character program. Helps maintain the balance between meeting students' academic needs as well as their social and emotional. Provides interventions to child-linking services and community agencies that help support families with a child's academic, emotional, behavioral and social success. ESE Specialist, K. Cohen: Participates in collection, interpretation, analysis of data, facilitates development of intervention plans utilizing the Collaborative Problem Solving Model. Provides support for intervention fidelity, documentation, and technical assistance for problem-solving activities. Additionally, participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction and collaborates with general education teachers through co-teaching. She will be the consistent coordinator for Tier interventions.

K. Van Lieu, Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design. Assists in the selection of screening measures and helps identify systemic patterns of student need with respect to language skills.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best at Pompano Beach Elementary, focusing on students and instructional and behavioral strategies?

The team meets once a week to engage in the following activities:

Review universal screening data such as placement assessments and link results to instructional

decisions. Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or high risk for not achieving mastery. Based on the results of the student data, the team will identify professional development, instructional activities, and resources for teachers and students. The team will collaborate regularly to problem solve, share effective practices, evaluate implementation through classroom snapshots, make curricular decisions, and practice new processes and skills. The team will also facilitate the process of building consensus and making decisions about implementations of supplementary curriculum materials and intervention activities.

The MTSS team will enter data into BASIS at every meeting and document the progress of the identified students (tracking progress). All minutes will be uploaded into the school's database for storage and easy access.

The Title I program is to support our school's efforts that all children meet challenging standards and have a fair, equal, and significant opportunity to obtain a high quality education. Title I funds are used to provide supplementary instruction to raise achievement of students who are failing, or at-risk of failing. This is accomplished at Pompano Beach Elementary by providing the following: affording parents meaningful opportunities to participate in the education of their child, improving and strengthening accountability of teaching and learning, and by meeting the educational needs of low achieving children in our school. Funds are used for teacher salaries, parent involvement and professional development activities for teachers that are district and school based. Professional development activities such as CHAMPS training, Florida Standards Reading, Mathematics, Writing and Science workshops are coordinated. Resources are distributed where needs are greatest. The Title I, Part C funded students are offered after school tutorial services. This will allow our students to receive an additional dose of reading daily for either remediation or enrichment. District Homeless Division and school social worker provide resources to homeless students. • Guidance Counselor monitors for social and emotional well being.

Supplemental Academic Instruction (SAI)

Funds are used to provide additional instructional support during the school day.

Violence Prevention Programs

At Pompano Beach Elementary School, we have put the Anti-Bullying Policy in full effect. Our prevention specialist is Debbie Melisi. We have presented the information to teachers, students, parents and community members. Our guidance counselor does conflict mediation with students in an attempt to get the students back on track with learning. For the 2014-15 school year we will continue to empower staff with strategies and tools that will assist us in becoming a bully-free school. Our investigative specialist is our assistant principal, who investigates the reports, and interviews the students, teachers, and witnesses in order to determine the sequence of events and to get to the truth in a timely manner.

Head Start

In the Ely/Pompano Zone, schools have worked with area preschools to share early childhood curriculum and standards. The Head Start program, on campus, also allows students to develop the readiness skills necessary for school.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Maricay O'Shea	Teacher
Rhonda Leon	Teacher
Lexley Mohorn	Parent
Lizabeth Schatten	Parent
Rodny Felix	Education Support Employee
William Butler	Parent
Ansy Aurelus	Parent
Nicole Mitchell	Parent
Latonya Cooper	Teacher
Janeka Fluerjuste	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Last year when developing the plan, there was a collaboration with the SAC to develop goals, strategies, and action steps. We also developed ways to monitor the fidelity of implementation, the effectiveness and progress towards meeting the goal. The results were shared with the SAC committee at each meeting and a final assessment was conducted at the end of the school year. The results were used to guide the writing of this school year's School Improvement Plan.

Development of this school improvement plan

SAC participates in the creation of the new School Improvement Plan every year. At the beginning of each year, the school leadership team in conjunction with the Florida Department of Education create a draft SIP. At the September SAC meeting, this document is reviewed with all members of the committee. At this time, school staff, parents, community members, and business partners provide suggestions and feedback on the plan. This is then incorporated into the final draft that will guide our school decisions as it relates to student achievement.

Preparation of the school's annual budget and plan

The district office and school principal work to develop the school's annual budget. This is shared during monthly SAC meetings. How to use Title I funds and school accountability funds is determined through collaboration and voting at SAC meetings. The SAC chair is required to sign off on the final school budget.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Last year, the school began the year with \$3,517.00 in accountability funds. Throughout the course of the year, the School Improvement Committee voted to spend the money (\$2730.00) to purchase student agendas. The rationale for this decision was to increase communication between the school and the parents. In addition, the committee voted to purchase poetry journals for grades K-1. The primary teachers presented data showing that young students need a foundation in poetry that will help them with comprehension as they get into the upper grades. The remaining funds (\$760.00) were used for this purchase to enhance student achievement and understanding of poetry.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Larson, Stephen	Principal
olson, denise	Instructional Coach
porter, traci	Assistant Principal
Mack, Anjanette	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Major initiatives will include the continued implementation of the Florida State Standards across curriculum areas. We will implement this year PLCs that focus on Curriculum, Assessment, Remediation, and Enrichment. This PLC focus will be integrated within collaborative planning of all grade level teams. The focus is to increase student achievement in literacy.

In addition, the LLT will focus on the following this year:

I. Professional Development

a) Will facilitate training for all teachers on administration of Reading Assessments listed on the Struggling Readers Chart and skills included in the district MTSS Literacy plan. Training will also encompass the interpretation of test results and identify individual student needs.

b) During monthly PLCs, grade level teams will discuss literacy standards and how to differentiate instructions to meet student needs.

II. Parent Involvement

a) Will facilitate parent involvement activities that focus on connecting the home and school learning.

b) Strategies will be modeled for the purpose of home implementation.

III. Monitoring Student Assessments and Benchmark Data

- This will be a large focus in PLCs and will include common, formative, and summative assessments to guide instructional decisions

IV. Florida State Standards

- Provide professional development
- Provide support for the effective implementation of the standards
- Coaching support
- Monitoring

V. Response to Intervention/ MTSS

- Weekly meetings to discuss students that are struggling in literacy
- Prescribe interventions
- Progress Monitor student achievement on mastery of skills
- Make recommendations on appropriate instructional strategies to utilize with all students

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school encourages positive working relationships through strategic master scheduling. Each grade level is provided one hour each week during the school day for collaborative planning. Part of this collaborative planning integrates our current PLC Plan by allowing teachers the opportunity to discuss instructional strategies and plan instruction. This plan focuses on having teachers collaborate and plan around four areas: Curriculum, Assessment, Remediation, and Enrichment. Each piece of the plan calls for teachers to share best practices. In addition, the school has three instructional coaches that assist with the planning and modeling of instructional strategies. Teachers are encouraged to visit one another's rooms in order to build a more collaborative climate. The school has a mentoring program through Teacher Incentive Funds (TIF) and the New Educator Support System (NESS) that helps build relationships between need and veteran staff.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

When hiring new teachers at Pompano Beach Elementary, resumes are reviewed for candidates who are highly qualified and possess the experience and training background commensurate with the needs of our school.

For teachers new to the profession, mentoring includes providing guidance in lesson development and planning and can take the form of consultation and modeling. This support will be provided by an instructional coach as well by members of the grade level team. The reading coach and math coach are also available as mentors.

Additional mentoring opportunities are provided for teachers that are new within a grade level. Mentoring includes orienting them to the procedures and practices of Pompano Beach. This additional support is provided by the Team Leader or Instructional Coaches.

1. Regular monthly meetings of new teachers with Principal and Assistant Principal
2. Partnering and monthly meetings with teachers who are identified as needing additional instructional assistance with veteran staff - Person Responsible - Administration and Coaches
3. Quarterly monitoring of teachers who are completing coursework for ESOL endorsement - Responsible Party - Administration
4. Professional Learning Community (PLC) - Responsible Party - Administration

Pompano Beach Elementary is a part of the TIF Grant. In order to recruit high qualified teachers to our school, a bonus is offered to teachers that take a position within the school. Additionally, each faculty member is provided one thousand dollars for professional development needs. Those scoring effective and highly effective on their end of the year evaluations are provided with an additional monetary incentive.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teachers new to the profession or new to the school are paired with an Instructional Coach, who offers assistance in all areas of curriculum, lesson planning, as well as classroom management as needed. Instructional Coaches are also available for coaching, modeling and mentor assistance.

Teachers aspiring to administrative roles are offered opportunities to take on leadership positions within the school, including but not limited to Team Leader, Administrative Designee, Academic Camp Coordinator, SAC Chair.

Through TIF funds, the school is appointed three mentors who are matched up with instructional staff members to improve the level of support needed for various reasons. Each mentor meets with their mentee a minimum of sixty minutes per week and utilizes the Coaching Cycle. Additionally, support is provided in the form of mentoring, modeling, observation, and feedback.

Pairings are strategically chosen and may be based on decisions pertaining to grade level, instructional needs, behavior management needs, and level of support.

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district adopts our core instructional programs that align with the Florida Standards through an extensive textbook adoption process and then provides grade level trainings throughout the year. In addition, training is provided schoolwide as additional support for all teachers. These materials provide the foundation for instruction in the classroom.

The school also ensures its core instructional programs and materials are aligned to Florida's Standards through our PLC collaborative planning process. As part of CARE, we focus on curriculum and what standards align with the district's curriculum framework.

All K-2 teachers are engaged in guided reading. A resource room was created with leveled readers for teachers to use with students. Each student will be instructed at their reading level while incorporating the standards into delivery. Professional Development and on-going support is being provided to all teachers to support this new instructional model.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

This is achieved through our PLC process with a focus on CARE (Curriculum, Assessment, Remediation, and Enrichment).

With in Curriculum: Teams have to follow certain steps. The steps below show how faculty plans for students at different levels.

STEP 3- Using the template provided, collaborate with your team to create the scale. Level 0.0 and Level 1.0 will never change. Level 3.0 (proficiency) will be the learning goal- what we want our students to learn. This is the benchmark and where you want all of the students to be by the end of instruction. Level 2.0 is a simpler learning goal that students need to master on their way to proficiency. Level 4.0 is a more complex goal that the students who are already reached mastery are working to achieve.

STEP 4 (Required Documentation Submitted to Administration)- Using the template provided, provide the BEST instructional strategies you will use with each Level identified on the scale-planning tool.

In addition, we focus on providing a variety of assessments to guide instructional decisions.

Formative Assessments: As you provide instruction to students, it is essential to monitor their progress toward mastery of the standard (Level 3.0). This can be done through the use of formative assessments. Various documents and CPALMS have been shared with the team that provides you with a variety of formative assessments that can be used to determine student progress. A formative assessment should be planned after each lesson or two to provide you with information on how your students are progressing.

Remediation and Enrichment activities are planned at various stages of the process to ensure that all students are being successful.

There is now a systematic process in place to identify the students that did not acquire learning as a result of classroom instruction. In order to increase student achievement, remediation must be provided to these students.

Activities are planned to extend learning for those students that have met the standard.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

During the extended school day, students will be provided with specific differentiated reading interventions, strategies, and practices, to ensure academic success.

Strategy Rationale

Each grade level is provided with specific interventions. These interventions include the following depending on grade level: Foundations, Great Leaps, Phonics for Reading, Words Their Way, Intermediate Rewards, Six Minute Solution, QAR. Students are assigned interventions based on individual needs. The ultimate goal of the extended hour is to improve student achievement in the area of literacy.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Larson, Stephen, stephen.larson@browardschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected from assessments such as FAIR, BSA, DRA, DAR, statewide assessments, formative assessments and curriculum assessments.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Individual Education Plan meetings are held at the end of the previous school year, for each ESE preschool child at their current school, to determine what their needs will be upon entering the Kindergarten year. Meetings are also held with outgoing 5th grade students going into middle school students as they transition into the next level.

Pompano Beach Elementary currently has one Head Start, one VPK program, and one Behavior Intensive Pre-K. The purpose of these classes is to prepare preschool students for entrance into the kindergarten program. A Kindergarten Round-up is held with parents from the Pre-K and Head Start programs in the Spring and before the new school year to assist in the transition for students and parents. Incoming Kindergarten students are assessed upon entering school in order to ascertain individual group needs and to assist with the development of instructional/intervention programs. Students are assessed for knowledge in Letter Names, Letter Sounds, and Concepts of Print. Screening tools such as the DRA will be administered during the year in order to determine student-learning gains to determine the need for changes to the instructional/intervention programs. Individual school information regarding kindergarten readiness is reported and available on the Student Assessment and School Performance Website.

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the Head Start classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing

students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

Regarding the logistics of registering students at the elementary schools, the Head Start and VPK Programs ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The family services support teams and the teachers provide ongoing guidance to the families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

Toward the end of the year, the various local middle schools and magnet schools visit the 5th grade students to share their various programs with them. In addition, the 5th grade students take a field trip to the feeder middle school for orientation to allow for a smooth transition between levels.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If staff participate in authentic professional learning communities; then all students will make annual growth in proficiency in literacy.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If staff participate in authentic professional learning communities; then all students will make annual growth in proficiency in literacy. **1a**

G074648

Targets Supported **1b**

Indicator	Annual Target
ELA Achievement District Assessment	55.0
Math Achievement District Assessment	55.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal **2**

- Instructional Coaches
- Digital 5 in grade 5
- District Support (Peer Reviewers, District Coaches, Rtl Facilitator)
- Response to Intervention Team
- Additional support in every literacy classroom
- Additional hour of literacy instruction
- Partnership with the high school (Teacher Assistants, Teen Trendsetters, Mentors)
- Additional hour of weekly grade level planning
- Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension Intervention Programs
- Reading and Math Instructional Framework

Targeted Barriers to Achieving the Goal **3**

- Lack of an effective Professional Learning Community framework for staff to collaborate on effective literacy strategies, data, interventions and lessons aligned to the standards

Plan to Monitor Progress Toward G1. **8**

Analyzing student performance data on various assessments and implementation of Professional Learning Communities will produce increased student performance in the content area of literacy.

Person Responsible

traci porter

Schedule

Monthly, from 10/2/2015 to 5/27/2016

Evidence of Completion

Data management system, assessment data, authentic student work, data chats with administration, review of lesson plans that include feedback from administration, targeted classroom walkthroughs, Professional Learning Community meeting observations and minutes

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If staff participate in authentic professional learning communities; then all students will make annual growth in proficiency in literacy. **1**

 G074648

G1.B2 Lack of an effective Professional Learning Community framework for staff to collaborate on effective literacy strategies, data, interventions and lessons aligned to the standards **2**

 B194949

G1.B2.S1 Develop a progress monitoring system across all grade levels to track student data **4**

 S206550

Strategy Rationale

Allows faculty to analyze student performance data and provides evidence that the instructional practices utilized in literacy were effective; helps develop necessary interventions; information from data analysis will help provide next steps for lesson design

Action Step 1 **5**

Grades K-5 will administer common assessments bi-weekly to track student mastery on the Florida Standards.

Person Responsible

traci porter

Schedule

Biweekly, from 9/18/2015 to 5/27/2016

Evidence of Completion

Professional Learning Community minutes, completed assessments (student work samples)

Action Step 2 5

Each grade level will develop a spreadsheet, to be hosted in Google Drive, that will be utilized to track student performance data on common assessments.

Person Responsible

Stephen Larson

Schedule

Monthly, from 8/20/2015 to 6/10/2016

Evidence of Completion

Completed spreadsheets, Professional Learning Community minutes

Action Step 3 5

Student performance data collected by teams will be discussed during Professional Learning Communities.

Person Responsible

traci porter

Schedule

Biweekly, from 9/15/2015 to 5/27/2016

Evidence of Completion

Professional Learning Community minutes

Action Step 4 5

Grade level teams will develop remediation and enrichment activities for students based on student performance data results discussed during Professional Learning Communities.

Person Responsible

denise olson

Schedule

Biweekly, from 9/29/2015 to 5/27/2016

Evidence of Completion

Professional Learning Community minutes, lesson plans, observation/walkthrough data

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will monitor digital data spreadsheets on a monthly basis, review Professional Learning Community minutes to ensure data is discussed, and check intervention activities developed based on student performance data

Person Responsible

traci porter

Schedule

Monthly, from 9/22/2015 to 5/27/2016

Evidence of Completion

Spreadsheets will track mastery of Florida Standards by maintaining record of student performance data, Professional Learning Community minutes, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Present spreadsheets and performance data during Professional Learning Communities, teacher by teacher, for comparison of student performance and the effectiveness of instructional literacy strategies used in the classroom

Person Responsible

denise olson


Schedule

Biweekly, from 9/22/2015 to 5/27/2016

Evidence of Completion

Professional Learning Communities minutes, lesson plans with remediation/enrichment activities based on student data, observational notes on data conversations between teams, data team charts with teacher data, iObservation

G1.B2.S2 Develop a Professional Learning Community framework for instructional staff to follow during collaborative sessions **4**

 S206551

Strategy Rationale

Provides a structure for instructional staff that ensures they are sharing effective instructional literacy practices, reviewing student data, planning lessons aligned to standards, and designing interventions for students in need

Action Step 1 **5**

Create an 8-Step Collaborative Process for staff to follow during Professional Learning Communities

Person Responsible

Stephen Larson

Schedule

Evidence of Completion

Professional Learning Communities "The Pompano Way" document

Action Step 2 **5**

Develop a monthly Professional Learning Community Framework calendar that details which steps grade level teams should be collaborating on and the focus standard for the week.

Person Responsible

denise olson

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Professional Learning Communities "The Pompano Way" document

Action Step 3 5

Grade level Professional Learning Communities will follow the 8-step framework for each instructional cycle. Steps 1-4: select a standard, create learning goals and scales for standard, discuss instructional strategies, and teach; Steps 5-8: assess the standard, reflect on data, react, and select a new standard.

Person Responsible

traci porter

Schedule

Weekly, from 9/15/2015 to 5/27/2016

Evidence of Completion

Professional Learning Community minutes, observation, lesson plans, learning goals and scales, progress monitoring data

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Leadership Team members (administration and instructional coaches) will attend grade level Professional Learning Communities to ensure the framework and calendars are being followed.

Person Responsible

traci porter

Schedule

Weekly, from 9/15/2015 to 5/27/2016

Evidence of Completion

Professional Learning Community minutes and observational notes, products of the eight steps

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

The leadership team will analyze student data for growth in the area of literacy.

Person Responsible

traci porter

Schedule

Monthly, from 10/2/2015 to 5/27/2016

Evidence of Completion

Student performance spreadsheets, increase in student running record levels, comparison of beginning, middle, and end of the year data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Grades K-5 will administer common assessments bi-weekly to track student mastery on the Florida Standards.	porter, traci	9/18/2015	Professional Learning Community minutes, completed assessments (student work samples)	5/27/2016 biweekly
G1.B2.S2.A1	Create an 8-Step Collaborative Process for staff to follow during Professional Learning Communities	Larson, Stephen	9/1/2015	Professional Learning Communities "The Pompano Way" document	one-time
G1.B2.S1.A2	Each grade level will develop a spreadsheet, to be hosted in Google Drive, that will be utilized to track student performance data on common assessments.	Larson, Stephen	8/20/2015	Completed spreadsheets, Professional Learning Community minutes	6/10/2016 monthly
G1.B2.S2.A2	Develop a monthly Professional Learning Community Framework calendar that details which steps grade level teams should be collaborating on and the focus standard for the week.	olson, denise	9/1/2015	Professional Learning Communities "The Pompano Way" document	5/27/2016 monthly
G1.B2.S1.A3	Student performance data collected by teams will be discussed during Professional Learning Communities.	porter, traci	9/15/2015	Professional Learning Community minutes	5/27/2016 biweekly
G1.B2.S2.A3	Grade level Professional Learning Communities will follow the 8-step framework for each instructional cycle. Steps 1-4: select a standard, create learning goals and scales for standard, discuss instructional strategies, and teach; Steps 5-8: assess the standard, reflect on data, react, and select a new standard.	porter, traci	9/15/2015	Professional Learning Community minutes, observation, lesson plans, learning goals and scales, progress monitoring data	5/27/2016 weekly
G1.B2.S1.A4	Grade level teams will develop remediation and enrichment activities for students based on student performance data results discussed during Professional Learning Communities.	olson, denise	9/29/2015	Professional Learning Community minutes, lesson plans, observation/ walkthrough data	5/27/2016 biweekly
G1.MA1	Analyzing student performance data on various assessments and	porter, traci	10/2/2015	Data management system, assessment data, authentic student work, data chats	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	implementation of Professional Learning Communities will produce increased student performance in the content area of literacy.			with administration, review of lesson plans that include feedback from administration, targeted classroom walkthroughs, Professional Learning Community meeting observations and minutes	
G1.B2.S1.MA1	Present spreadsheets and performance data during Professional Learning Communities, teacher by teacher, for comparison of student performance and the effectiveness of instructional literacy strategies used in the classroom	olson, denise	9/22/2015	Professional Learning Communities minutes, lesson plans with remediation/ enrichment activities based on student data, observational notes on data conversations between teams, data team charts with teacher data, iObservation	5/27/2016 biweekly
G1.B2.S1.MA1	Administration will monitor digital data spreadsheets on a monthly basis, review Professional Learning Community minutes to ensure data is discussed, and check intervention activities developed based on student performance data	porter, traci	9/22/2015	Spreadsheets will track mastery of Florida Standards by maintaining record of student performance data, Professional Learning Community minutes, lesson plans	5/27/2016 monthly
G1.B2.S2.MA1	The leadership team will analyze student data for growth in the area of literacy.	porter, traci	10/2/2015	Student performance spreadsheets, increase in student running record levels, comparison of beginning, middle, and end of the year data	5/27/2016 monthly
G1.B2.S2.MA1	Leadership Team members (administration and instructional coaches) will attend grade level Professional Learning Communities to ensure the framework and calendars are being followed.	porter, traci	9/15/2015	Professional Learning Community minutes and observational notes, products of the eight steps	5/27/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If staff participate in authentic professional learning communities; then all students will make annual growth in proficiency in literacy.

G1.B2 Lack of an effective Professional Learning Community framework for staff to collaborate on effective literacy strategies, data, interventions and lessons aligned to the standards

G1.B2.S1 Develop a progress monitoring system across all grade levels to track student data

PD Opportunity 1

Student performance data collected by teams will be discussed during Professional Learning Communities.

Facilitator

Traci Porter

Participants

Professional Learning Community teams

Schedule

Biweekly, from 9/15/2015 to 5/27/2016

G1.B2.S2 Develop a Professional Learning Community framework for instructional staff to follow during collaborative sessions

PD Opportunity 1

Create an 8-Step Collaborative Process for staff to follow during Professional Learning Communities

Facilitator

Steve Larson

Participants

All Instructional Staff (K-5, ESE, and Coaches)

Schedule

PD Opportunity 2

Develop a monthly Professional Learning Community Framework calendar that details which steps grade level teams should be collaborating on and the focus standard for the week.

Facilitator

Latonya Cooper

Participants

All Instructional Staff (K-5, ESE, and Coaches)

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If staff participate in authentic professional learning communities; then all students will make annual growth in proficiency in literacy.

G1.B2 Lack of an effective Professional Learning Community framework for staff to collaborate on effective literacy strategies, data, interventions and lessons aligned to the standards

G1.B2.S2 Develop a Professional Learning Community framework for instructional staff to follow during collaborative sessions

PD Opportunity 1

Grade level Professional Learning Communities will follow the 8-step framework for each instructional cycle. Steps 1-4: select a standard, create learning goals and scales for standard, discuss instructional strategies, and teach; Steps 5-8: assess the standard, reflect on data, react, and select a new standard.

Facilitator

District Employee Evaluation Peer Reviewer

Participants

Leadership Team

Schedule

Weekly, from 9/15/2015 to 5/27/2016

Budget

Budget Data						
1	G1.B2.S1.A1	Grades K-5 will administer common assessments bi-weekly to track student mastery on the Florida Standards.				\$350.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0751 - Pompano Beach Elementary School	School Improvement Funds		\$350.00
			<i>Notes: Common Formative Assessments 2.0: How Teacher Teams Intentionally Align Standards, Instruction, and Assessment (book for Professional Learning Community teams)</i>			
2	G1.B2.S1.A2	Each grade level will develop a spreadsheet, to be hosted in Google Drive, that will be utilized to track student performance data on common assessments.				\$0.00

Budget Data							
3	G1.B2.S1.A3	Student performance data collected by teams will be discussed during Professional Learning Communities.					\$0.00
4	G1.B2.S1.A4	Grade level teams will develop remediation and enrichment activities for students based on student performance data results discussed during Professional Learning Communities.					\$0.00
5	G1.B2.S2.A1	Create an 8-Step Collaborative Process for staff to follow during Professional Learning Communities					\$0.00
6	G1.B2.S2.A2	Develop a monthly Professional Learning Community Framework calendar that details which steps grade level teams should be collaborating on and the focus standard for the week.					\$0.00
7	G1.B2.S2.A3	Grade level Professional Learning Communities will follow the 8-step framework for each instructional cycle. Steps 1-4: select a standard, create learning goals and scales for standard, discuss instructional strategies, and teach; Steps 5-8: assess the standard, reflect on data, react, and select a new standard.					\$450.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0751 - Pompano Beach Elementary School	School Improvement Funds		\$450.00	
				<i>Notes: Creating and Using Learning Targets and Performance Scales (book for Step 2 of Professional Learning Community framework)</i>			
Total:						\$800.00	