

Broward County Public Schools

Boulevard Heights Elementary



2016-17 Schoolwide Improvement Plan

Boulevard Heights Elementary

7201 JOHNSON ST, Hollywood, FL 33024

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Boulevard Heights Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Boulevard Heights Elementary is committed to educating ALL students to reach their highest potential.

b. Provide the school's vision statement.

Our vision will prepare students for the 21st century by engaging all learners in meaningful learning experiences that meet the highest educational and ethical standards in a collaborative, caring learning community. Student Learning is supported through fostering of partnerships with parents and families, businesses, civic organizations, and higher educational institutions.

2. School Environment

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

Boulevard Heights Elementary is a Title, Innovative Program- Dual Language schools with a diverse student population and diverse staff. Student and staff relationships are fostered through our family like atmosphere. Everyone gets to know our students and their families including clerical, custodial, instructional, and non-instructional staff. Our staff, students, and families participate in meet and greet, open house, family night activities, parent conferences, parent link messages, school marquee messages, school website, and social media outlets, and face to face before, during and after school which encourages and fosters the school to home connection.

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

Boulevard Heights has a school culture and climate where students feel safe and respected. The schools administration and school counselor are visible and available to all students throughout the school day. Before school all students report to designated areas that are monitored by designated staff members. During the school day the classrooms are managed by a school wide positive behavior plan which encourages students to openly express their feelings and concerns to any and all staff members. After school all students are safely escorted to designated dismissal gates. In addition we offer after school programs such as after school care, academic camps, and student clubs: chorus, environmental club, etc to foster student relationships. In addition, our school offers prevention programs such as GREAT in collaboration with Hollywood Police Department, mentoring programs with Apollo Middle, Hollywood PD, and parent mentors. Guidance offers groups for students who experience life difficulties, such as divorce, anger, poverty, etc. Furthermore, our school implemented RTI processes to ensure the needs of all students are met both behaviorally and academically. Currently, we are in the initial phases of Social Emotional Learning implementation.

c. 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.

Boulevard Heights Elementary has several systems and processes in place to aid in minimizing behavior distractions throughout the day. First, there is a school wide behavior chart system in every

classroom. This behavior systems allows student to move both down and up the chart based on their behavior. The students follow the same system pre-k through 5th grade. The daily behavior of the student is communicated to all parents daily through the student agenda.

In addition, to minimize discipline referrals in the intermediate grades (3-5) we implemented a quarterly All Star Dance incentive. Students in grades 3-5 who have zero discipline referrals and consistently show effort in class attend a dance sponsored by our after school care program and PTA.

Furthermore, to minimize behavior distractions in the cafeteria we implemented a points based incentive plan which includes a quarterly party for the classes with the most points per grade level. If there is a time when a student is disrupting the learning environment and preventing his/her classmates from learning the student is escorted out of class by a support staff member and taken on a stress walk in order to calm the student down and redirect them to being focused again. Once the student is calm the goal is always to return the student to the learning environment.

d. 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.

Boulevard Heights Elementary has many systems in place to ensure the social-emotional needs of all students are being met. The school counselor provides both group and individual counseling to students in need. Family counseling is also offered through our feeder pattern middle school. Families are referred to this program on an as needed basis. In addition staff is trained on completing social worker referrals for students and families who may be in need of assistance.

Boulevard Heights implements the Broward School character education program where students learn the characteristics of each trait and how to incorporate these into their daily lives. Every month a student from each class his honored for displaying the traits.

Boulevard Heights also has a school partnership with the Hispanic Unity foundation. This partnership provides parenting classes for our parents and provided both child care and meals during the trainings. Currently, we are in the initial phases of Social Emotional Learning implementation.

3. Early Warning Systems

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

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

n/a

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

n/a

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/305774>.

2. Description

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

2. 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.

Boulevard Heights has partnerships with multiple community resources. In order to build relationships administration and staff visit local business owners to initiate contact and develop a lasting relationship. We have a partnership with the Hollywood Police Department which provides police mentors for our at risk students with behavior difficulties. In addition we have a partnership with Hispanic Unity to provide resources as well as parenting classes for our families. We have business partners that provide financial assistance to the programs we have in place, these are Sunshine Child Care, Papa John's Pizza, AXA Financial, Horace Mann Insurance, and All Uniform Wear. Each year we renew our relationship with all of our business partners.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Alejo, Juan	Principal

b. Duties

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

Juan Alejo, Principal- Oversees all instructional/curriculum decisions made, interviews and hires all instructional staff, oversees all professional development, conducts all data chats with teachers, oversees all professional learning communities, observes and evaluates all teachers, monitors all school data

Kristi Rippo, Assistant Principal- Collaborates with principal on all instructional/curriculum decisions made, interviews and hires all instructional staff in collaboration with principal, collaborates with leadership team on all professional development, conducts with the principal all data chats with teachers, oversees all professional learning communities, observes and evaluates all teachers, monitors all school data

Miranti Murphy, Literacy Coach- Oversees the implementation of all ELA curriculum, oversees all ELA professional development, As Title 1 liaison- plans and coordinates all Title 1 events and processes.

Tikilah Shropshire, Guidance Counselor- Coordinates and organizes all RTI meetings including the collection of data, testing coordinator- organizes and facilitates all district and state assessments.

Theresa Urage, ESE Specialist- Conducts all IEP meetings, oversees ESE students including placement and services rendered, coordinates all speech, occupational, and physical therapy services for ESE students

2. 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.

At Boulevard Heights Within the first ten days of school, all students are given initial assessments/ placement tests that are used to appropriately place them into small groups for targeted instruction. Student progress is

monitored weekly by teacher and every 3 weeks by administration.

The guidance counselor develops an agenda for students progress to be reviewed by the team. The students retained or continuing in the RtI process (Tier 2 & 3) from the previous year are reviewed first. Data is reviewed and supports are discussed. The team establishes a timeline for the teacher to follow regarding implementation of intervention and collection of data. Ongoing monitoring allows the team to modify curriculum or adjust behavior plans as necessary. Follow up dates are always given to the teacher prior to leaving the meeting.

Title I - Funds provide additional teachers to assist students, particularly low performing students.

Staff development funds are used to develop a comprehensive professional training program to improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement.

Parental involvement funds are utilized to fund monthly academic parent nights that provide parents with new skills to support students learning at home. Improving the frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component, Monies are used to purchase food, supplies/materials and provide stipends for teacher presenters.

Extended learning opportunities and summer leadership workshops are supported with Title 1 funds. Supplemental Academic Instruction

Supplemental Academic Instruction (SAI) funds are used to support students who are not meeting appropriate grade level expectations. The school targets students who have been retained or who are not meeting criteria with Tier I instruction. Students will receive additional support such as after school tutoring, FSA Camps, and intervention programs within the classroom such as LLI and Wilson Foundations.

Violence Prevention Programs

Boulevard Heights implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has a zero tolerance for

bullying and violence. Through district support, gang prevention and bullying awareness is provided to students so they have an educational awareness and resistance that will deter them from engaging in activities that may be harmful to themselves or others such as the GREAT (Gang Resistance Education And Training)

program from Hollywood Police Department. Boulevard Heights also consistently utilizes the Character Education Program as a preventative way to reinforce positive behavior and characteristics among students. Each month a student from each class who displays the character traits is honored.

Nutrition Programs

Boulevard Height offers physical activity for every student 30 minutes daily. We also are participating in the districts Fresh Fruit and Vegetable program this year. Each month students will learn about and taste different fruits and vegetables.

Head Start

To ensure school readiness, the Head Start Program provide literacy, math, and science curricula that align with the K-3 national standards to improve educational outcomes. The 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Juan Alejo	Principal
Andrea Castano	Teacher
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC meets monthly to discuss all school related activities including the School Improvement Plan. Staff, parents, and community stakeholders collaborate to discuss the schools data and progress and use this information and make plans for improvement. SAC will review last year SIP and student achievement data on September 7, 2016. The parents, business and community members will be given an opportunity to share their feelings, concerns and suggestions about the SIP and any changes they feel needed to be addressed.

b. Development of this school improvement plan

The SAC will conduct its first full meeting on September 7, 2016, to learn the process and share in the progress on the current year's SIP (2016-2017) as well information from the previous year's assessments. The group members will review the by-laws. The parents, business and community members will be given an opportunity to share their feelings, concerns and suggestions about the SIP and any changes they feel needed to be addressed. Teachers participate in PLCs to discuss progress of the plan and additional areas that may need to be addressed.

c. Preparation of the school's annual budget and plan

The budget plan is developed in collaboration with all SAC members. They are informed of the school's annual budget. They work throughout the year as a collaborative group to decide how to spend this year's accountability funds to meet the needs of our students at Boulevard Heights.

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

School improvement funds for the 2015-16 school year were all allocated to cover the costs of the FSA camp.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
	Instructional Coach
Alejo, Juan	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT and similar groups integrates literacy via school-wide activities such as Literacy Family Nights, Dia de los Ninos, Academic Vocabulary Parade, and Reading Across Broward. We also initiate school-based trainings including Guided Reading, Document Based Question, Balanced Literacy, and Thinking Maps. We also incorporate district facilitators to ensure that our professional development is implemented with fidelity. In addition, LLT and faculty meet weekly via Professional Learning Community and Rtl in order to monitor progress and effectiveness of strategies.

D. Public and Collaborative Teaching

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

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

Boulevard Heights Elementary uses master scheduling and professional learning communities to allow for collaborative planning and instruction. Teachers on the same grade level share common planning and lunch times during the day to allow for collaborative planning. In addition teachers participate in weekly Professional Learning communities. During these meetings, student data is shared along with best practices and strategies for improvement. School administration and leadership team attends all meetings. Furthermore, we have an employee of the month program where a staff member is honored each month. At faculty meetings we draw names from a bucket where staff members nominate others for the wonderful things they are doing both inside and outside the classroom.

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

Boulevard Heights Elementary is an Innovative Program- Dual Language, Autism Spectrum Disorder cluster, and ESE inclusion school. We recruit teachers who are experts in the above listed areas. Once hired teachers are fully supported from their colleagues and leadership team throughout the year. Teachers are provided with classroom support, professional development opportunities, and time for collaboration. Our family like, shared decision working environment aides in the retention of instructional staff. In addition and to help retain our teachers, we participate in the our district's New Educator Support System program.

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

First year teachers and/or teachers who are new to Boulevard Heights are assigned a mentor and participate in the NESS (New Educator Support System). Our NESS coordinator in collaboration with administration assigns a mentor that is Clinical Educator trained. New teachers are matched with someone who can best support their needs. The mentor and new teacher meet weekly or as needed. All participants meet monthly as a group to collaborate and share best practices.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

At Boulevard Heights we use standards driven instruction, during professional learning communities the Florida Standards are used to create grade level pacing guides. Encompassed in these guides are the instructional materials that will be used as well as assessments. As each standard is taught, and an assessment is given to check for standards mastery. All instructional materials purchased and used are standards based and standards aligned.

b. Instructional Strategies

1. 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.

The leadership team collaborates to interpret the school's FSA data. This data is used for student placement. Once students are placed in classes teachers are provided with the data for their students. This data is used to group students for small group instruction in the classroom. Throughout the year interim assessments are given based off of the standards driven pacing guide. This data is uploaded online and closely monitored by administration. During Professional Learning Communities student data is used to plan instruction and fluidly group students. Intervention programs such as LLI, Foundations, Wilson, and Quick Reads are used with students having difficulty attaining proficiency. In addition, students having difficulty attaining proficiency are tracked through RTI (Response to Intervention).

2. 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: After School Program

Minutes added to school year: 3,000

The students in the lowest 25 % participate in an after school program where I-Ready is used to enhance their Reading and Math skills and proficiency.

Strategy Rationale

The students in the lowest 25 % need the most support and benefit from the additional time after school to work on their Reading and Math skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Alejo, Juan, juan.alejo@browardschools.com

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

I- Ready provides data on lessons passed, and also provides the students current Reading and Math proficiency level.

Strategy: After School Program

Minutes added to school year: 3,000

After School FSA Camp- students in grades 3-5 participate in an after school tutorial using FSA prep materials.

Strategy Rationale

The additional time allows students to focus on test taking strategies, as well as improve their Reading and Math proficiency.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Alejo, Juan, juan.alejo@browardschools.com

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

Students participating in the camp will be given a pre test, interim assessments, and a post test to monitor growth.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Boulevard Heights offers the Headstart program as well as ESE pre-k. In addition we collaborate with all the surrounding pre-schools to ensure they are aware of the kindergarten readiness expectations. We also provide a kindergarten round-up in May of the previous school year to orient new kindergarten parents to the kindergarten readiness expectations and allows them the summer months to prepare.

b. College and Career Readiness

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

n/a

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

n/a

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

n/a

4. 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.

n/a

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Our strength in 2015-2016 was our third grade students. The scored the highest of the three grade levels on FSA. Fourth and Fifth grade student scored significantly lower. The lowest quartile students in grade fourth and fifth really underperformed.

B. 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.

Our lowest quartile students were the biggest concern from last school year's data. These students have been identified and targeted. Administration met with these students to set goals for this school year and a plan of action for each individual student. These students are already participating in an after school tutorial camp. The data for these students is being tracked every three weeks. In addition administration has reached out to the parents of these students to have the necessary home support to help these students improve.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By June 2017, 56 % of students in grades 3-5 will score Level 3 or above on the FSA for Math.
- G2.** By June 2017, 50 % of students will score Level 3 or above on the FSA English Language Arts assessment.

Strategic Goals Detail

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

G1. By June 2017, 56 % of students in grades 3-5 will score Level 3 or above on the FSA for Math. 1a

G084827

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	56.0

Targeted Barriers to Achieving the Goal 3

- Student Math facts fluency

Resources Available to Help Reduce or Eliminate the Barriers 2

-

Plan to Monitor Progress Toward G1. 8

Student math data from both online resources

Person Responsible

Juan Alejo

Schedule

Weekly, from 8/29/2016 to 9/1/2016

Evidence of Completion

Usage reports along with data/score reports

G2. By June 2017, 50 % of students will score Level 3 or above on the FSA English Language Arts assessment. 1a

G084828

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Student attendance and tardies-Students who are absent or late frequently miss crucial instructional time.
- Lowest Quartile Students performance

Resources Available to Help Reduce or Eliminate the Barriers 2

•

Plan to Monitor Progress Toward G2. 8

Monthly Attendance reports

Person Responsible

Juan Alejo

Schedule

Monthly, from 8/22/2016 to 6/7/2017

Evidence of Completion

Attendance reports, truancy reports/records.

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

 = Problem Solving Step  S123456 = Quick Key

G1. By June 2017, 56 % of students in grades 3-5 will score Level 3 or above on the FSA for Math. **1**

 G084827

G1.B1 Student Math facts fluency **2**

 B225567

G1.B1.S1 Student will use online resources I Ready and Reflex math to increase Math fact fluency. **4**

 S237963

Strategy Rationale

Students who have Math fact fluency are better prepared to complete word problems.

Action Step 1 **5**

Weekly usage of I Ready and Reflex Math

Person Responsible

Juan Alejo

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Tech specialist will pull weekly reports.

Action Step 2 **5**

Weekly usage of I Ready and Reflex Math

Person Responsible

Juan Alejo

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Tech specialist will pull weekly reports.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will monitor the usage and data from online tools

Person Responsible

Juan Alejo

Schedule

Weekly, from 8/29/2016 to 9/1/2016

Evidence of Completion

Data reports from both online tools will be used.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Usage reports and data will be used to make decisions regarding

Person Responsible

Juan Alejo

Schedule

Weekly, from 8/29/2016 to 9/1/2016

Evidence of Completion

Usage reports and data reports from both online resources.


G2. By June 2017, 50 % of students will score Level 3 or above on the FSA English Language Arts assessment. 1

 G084828

G2.B1 Student attendance and tardies-Students who are absent or late frequently miss crucial instructional time. 2

 B225569

G2.B1.S1 Provide attendance incentives for students to arrive to school on time and come to school every day. 4

 S237964

Strategy Rationale

Students who are consistently in class and on time perform better on assessments.

Action Step 1 5

Quarterly Attendance awards

Person Responsible

Juan Alejo

Schedule

Quarterly, from 8/22/2016 to 6/7/2017

Evidence of Completion

Monthly Attendance reports monitored by the assistant principal.

Action Step 2 5

Attendance monitoring by classroom teacher

Person Responsible

Juan Alejo

Schedule

Weekly, from 8/22/2016 to 6/7/2017

Evidence of Completion

Teachers will send letter to parents with students consistently absent and tardy.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Attendance Monitoring

Person Responsible

Juan Alejo

Schedule

Monthly, from 8/22/2016 to 6/7/2017

Evidence of Completion

Attendance reports will be monitored monthly by administration and meetings will be set up with parents of the students.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Person Responsible

Juan Alejo

Schedule

Monthly, from 8/22/2016 to 6/7/2017

Evidence of Completion

Monthly attendance reports, Truancy letters

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Attendance reports will be pulled and contact will be made with the parents of students with concerns.

Person Responsible

Juan Alejo

Schedule

Monthly, from 8/22/2016 to 6/7/2017


Evidence of Completion

Monthly attendance reports, Truancy letters

G2.B2 Lowest Quartile Students performance 2

 B225570

G2.B2.S1 Students in the lowest quartile will be progressed monitored every 3 weeks. 4

 S237965

Strategy Rationale

These students require the most support, however are the most difficult to improve.

Action Step 1 5

Students in the lowest quartile will be progress monitored every 3 weeks.

Person Responsible

Juan Alejo

Schedule

Every 3 Weeks, from 8/29/2016 to 8/29/2017

Evidence of Completion

FSA aligned assessments

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Data Chats with teachers of lowest quartile students

Person Responsible

Juan Alejo

Schedule

Every 3 Weeks, from 8/29/2016 to 6/9/2017

Evidence of Completion

Data chat notes and plans for improvement

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Student data will be checked every 3 weeks and changes made if necessary.

Person Responsible

Juan Alejo















Schedule

Every 3 Weeks, from 8/29/2016 to 6/9/2017

Evidence of Completion

Data sheets, data chat forms

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
 G1.MA1 M314239	Student math data from both online resources	Alejo, Juan	8/29/2016	Usage reports along with data/score reports	9/1/2016 weekly
 G1.B1.S1.MA1 M314237	Usage reports and data will be used to make decisions regarding	Alejo, Juan	8/29/2016	Usage reports and data reports from both online resources.	9/1/2016 weekly
 G1.B1.S1.MA1 M314238	Administration will monitor the usage and data from online tools	Alejo, Juan	8/29/2016	Data reports from both online tools will be used.	9/1/2016 weekly
 G2.MA1 M314245	Monthly Attendance reports	Alejo, Juan	8/22/2016	Attendance reports, truancy reports/ records.	6/7/2017 monthly
 G2.B1.S1.MA1 M314240	[no content entered]	Alejo, Juan	8/22/2016	Monthly attendance reports, Truancy letters	6/7/2017 monthly
 G2.B1.S1.MA1 M314241	Attendance reports will be pulled and contact will be made with the parents of students with...	Alejo, Juan	8/22/2016	Monthly attendance reports, Truancy letters	6/7/2017 monthly
 G2.B1.S1.MA1 M314242	Attendance Monitoring	Alejo, Juan	8/22/2016	Attendance reports will be monitored monthly by administration and meetings will be set up with parents of the students.	6/7/2017 monthly
 G2.B1.S1.A1 A307881	Quarterly Attendance awards	Alejo, Juan	8/22/2016	Monthly Attendance reports monitored by the assistant principal.	6/7/2017 quarterly
 G2.B1.S1.A2 A307882	Attendance monitoring by classroom teacher	Alejo, Juan	8/22/2016	Teachers will send letter to parents with students consistently absent and tardy.	6/7/2017 weekly
 G1.B1.S1.A1 A307879	Weekly usage of I Ready and Reflex Math	Alejo, Juan	8/29/2016	Tech specialist will pull weekly reports.	6/9/2017 weekly
 G1.B1.S1.A2 A307880	Weekly usage of I Ready and Reflex Math	Alejo, Juan	8/29/2016	Tech specialist will pull weekly reports.	6/9/2017 weekly
 G2.B2.S1.MA1 M314243	Student data will be checked every 3 weeks and changes made if necessary.	Alejo, Juan	8/29/2016	Data sheets, data chat forms	6/9/2017 every-3-weeks
 G2.B2.S1.MA1 M314244	Data Chats with teachers of lowest quartile students	Alejo, Juan	8/29/2016	Data chat notes and plans for improvement	6/9/2017 every-3-weeks
 G2.B2.S1.A1 A307883	Students in the lowest quartile will be progress monitored every 3 weeks.	Alejo, Juan	8/29/2016	FSA aligned assessments	8/29/2017 every-3-weeks

VII. Budget

1	G1.B1.S1.A1	Weekly usage of I Ready and Reflex Math				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0971 - Boulevard Heights Elementary	Title I, Part A		\$0.00
2	G1.B1.S1.A2	Weekly usage of I Ready and Reflex Math				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Broward - 0971 - Boulevard Heights Elementary - 2016-17 SIP
Boulevard Heights Elementary

			0971 - Boulevard Heights Elementary	Title I, Part A		\$0.00
3	G2.B1.S1.A1	Quarterly Attendance awards				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0971 - Boulevard Heights Elementary	General Fund		\$0.00
4	G2.B1.S1.A2	Attendance monitoring by classroom teacher				\$0.00
5	G2.B2.S1.A1	Students in the lowest quartile will be progress monitored every 3 weeks.				\$0.00
Total:						\$0.00