Pompano Beach Elementary School

2017-18 Schoolwide Improvement Plan

Pompano Beach Elementary School

700 NE 13TH AVE, Pompano Beach, FL 33060

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	97%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	F*	F

*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Pompano Beach Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

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

Pompano Beach Elementary School (PBE) staff is dedicated to learning about the students' cultures and building relationships between teachers and students. All teachers have participated in training to conduct Restorative Circles as part of their daily practice. These restorative practices are designed to give students the opportunity to set right the outside influences that may negative impact a child's opportunity for learning. These conversations provide opportunities for students and teachers to increase awareness to various cultures, differences, and beliefs that make PBE unique.

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

PBE has three clearly defined rules for all staff and students. 1) Be kind to each other. 2) Always do your best. 3) Be a leader everyday. These rules promote a safe, nurturing environment where everyone can feel respected and valued as a member of PBE school. These traits are taught as part of PBE's vision. Staff and parents strive to teach, demonstrate, and model these characteristics at all times. These behaviors are encouraged and expected before, during, and after school.

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.

PBE has established protocols for handling disciplinary incidents which include clear behavior expectations as part of classroom management and as part of the school-wide positive behavior plan.

This system includes training all students on the correct ways to demonstrate the school rules and values. All students will engage in classroom-based lessons and an Expectation Assembly to clearly define and promote the school-wide expected behaviors. When negative behaviors reoccur within the same school day, teachers and students will engage in the following action steps to support student in making better choices. First Offense - Student completes reflection document and teacher notifies parent of incident. Second Offense - Student reflects in a neighboring classroom to determine a solution for returning to class. Teacher notifies parent of second incident. Third Offense - Administration removes student from class and contacts parent. Parent must work with administration and student to develop a plan for changing negative behavior and returning to class. All reflection documents will be kept on file and recorded in school's database system. Administration will utilize district's Discipline Matrix for determining the appropriate consequences for repeated and/or major infractions to ensure consistency and fairness.

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.

Pompano Beach Elementary has worked extensively to increase awareness and support for the social-emotional needs of all students. All classes will engage in daily restorative circles to provide students the opportunity to share and overcome the negative outside influences that may impact student learning. Students in need of additional mentoring opportunities have also been invited to participate in an after-school karate program to build character and mental fitness. Local agencies have provided a full time counselor, on site, to provide counseling and mentoring to at-risk students as well.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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.

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	20	20	16	21	19	9	0	0	0	0	0	0	0	105
One or more suspensions	3	2	5	1	5	2	0	0	0	0	0	0	0	18
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	60	47	54	0	0	0	0	0	0	0	161

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	2	0	1	17	11	7	0	0	0	0	0	0	0	38

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

Students identified by the early warning system will be evaluated through the Child Study Team meetings. It is during this time the team will work with teacher to establish the problem solving process to determine the root cause and identify an appropriate intervention to improve student's academic performance. This intervention will be monitored closely through Response to Intervention and data will be recorded in BASIS. Adjustments will be made to interventions as necessary.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP 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/543202.

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.

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 and the Elks 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 recognition awards and incentives. The businesses that support our school provide resources for students in need such as backpacks and supplies. The most needy students receive a back pack of food each Friday to take home for the weekend. 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. Local businesses, service organizations and municipal agencies encourage staff to volunteer as readers at the school.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Blue-Small, Shezette	Principal
Brown, Stacey	Instructional Coach
Foster, Shamelle	Instructional Coach
Ferguson, Jamie	Assistant Principal

b. Duties

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

Shezette Blue-Small, Principal and J. Ferguson 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.

All Instructional Coaches (Stacey Brown, Denise Olson, Shamelle Foster, and Colleen Roach) provide guidance on the K-12 reading plan, facilitate and support data collection activities and support classroom teachers through the coaching cycle. Coaches also assist in data analysis and technical assistance to teachers regarding data based instructional planning. Coaches support the implementation of Tier1, Tier 2, and Tier 3 plans. Instructional Coaches 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. In addition, coaches 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, and participate in the design and implementation for progress monitoring, data collection and data analysis. All coaches 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. Ms. Roach provides behavior and social-emotional recommendations for students that need support in those areas. She monitors, supports, and provides resources to at-risk students, homeless families, and foster care families. Additionally, she meets with individual students and groups to provide counsel and mediation services. Serves as the contact person for the school-wide 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.

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.

The MTSS and Child Study 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 for 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 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Shezette Blue-Small	Principal
Stacey Brown	Teacher
Rhonda Leon	Teacher
Phil Schulte	Teacher
Christopher Fuller	Parent
Victoria Payne	Parent
Latoya Jones	Teacher
Destiny Smith	Business/Community
	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
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. 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.

c. 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.

2. 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.

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
Blue-Small, Shezette	Principal
olson, denise	Teacher, K-12
Brown, Stacey	Instructional Coach
Ferguson, Jamie	Assistant Principal
Foster, Shamelle	Instructional Coach
Mack, Anjanette	Teacher, K-12

b. Duties

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

Literacy is the school-wide focus for all students. The school's goal is for 100 percent of all students to be on grade level in reading. Literacy is at the forefront of all professional development, coaching, planning sessions, and professional learning communities (PLCs).

Pompano's PLCs will include the continued implementation of the Florida State Standards in English Language Arts. We will implement this year PLCs to 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 the administration of Benchmark Assessment System

(BAS) and using this data to inform instruction for all students. 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.

c) All teachers have been assigned a coach for additional support in literacy to achieve 100 percent on grade level reading.

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
a) This will be a large focus in PLCs and will include common, formative, and summative assessments to guide instructional decisions
b) Teachers will meet quarterly with administration to conduct data chats and discuss progress towards 100 percent grade level reading goal.

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

1. 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 four 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 new and veteran staff. All teachers have been assigned an Instructional Coach for targeted support in reading. Second grade teachers are part of the Demonstration Classrooms and working with master teachers to develop quality instructional strategies that can be modeled and demonstrated for all teachers.

2. 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.

Administrators attend job fairs to recruit, interview, and hire new educators. To develop and retain highly qualified teachers, all staff have been assigned mentors and/or coaches for support. Administrators have created an atmosphere that is safe and inviting for teachers to explore and develop new strategies while learning best practices to impact student achievement.

3. 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 and Title One Coordinator.

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 full 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.

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.

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 school-wide 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.

This year, all K-5 teachers are engaged in guided reading through a balanced literacy approach. 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 are being provided to all teachers to support this new instructional model. All teachers have received training in the Benchmark Assessment System 3 to determine the instructional needs of students.

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.

All teachers have been trained in utilizing the Benchmark Assessment System in reading. Data collected from this assessment is to be used to identify teaching targets for each individual students. Based on these results, groups are designed to address needed areas and teachers engage students in one-on-one conferencing to differentiate instruction.

All teachers have been assigned an instructional coach to monitor the implementation of effective instructional strategies and monitor the impact these strategies have on student learning. The Lead Instructional Coach meets with coaching staff to identify trends and target professional development based on teacher/student needs.

All teachers engage in PLCs to focus on a cycle of CARE (Curriculum, Assessment, Remediation, and Enrichment). Through this process, teachers analyze student work to determine best practices and results on student learning to adjust instruction accordingly. Teachers meet weekly to plan for instruction and a second time each week to analyze student work.

In addition, we focus on providing a variety of assessments to guide instructional decisions: Benchmark Assessment System - Running Records administered frequently to students for the purpose of identifying student reading level and teaching targets.

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. Pompano will begin to create and develop SchoolCity to administer and monitor common formative assessments to students.

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.

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: 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: Leveled Literacy Intervention (LLI), Fundations, 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
Brown, Stacey, brow716@bellsouth.net

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

Data will be collected from a variety of assessments depending on the type of intervention and strategy instruction the students are receiving. BAS (running record data) will be analyzed and interpreted based on the area of need. Additional assessments include: Phonological Awareness Screening Inventory (PASI), Phonics Screening Inventory (PSI), Common Formative Assessments, and Broward's Assessment in Reading/Math.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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.

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.

NA

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

NA

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

NA

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.

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.

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"Â? 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.

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

　1　 = Problem Solving Step　　🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Through the implementation of standards-based instruction emphasizing mathematics, student proficiency will increase for all students, especially subgroups not meeting proficiency targets.

G2. Through the implementation of standards-based instruction, literacy performance will increase using strategies and action steps related to our Student Success Opportunity Schools (SSOS) transformational design concept.

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. Through the implementation of standards-based instruction emphasizing mathematics, student proficiency will increase for all students, especially subgroups not meeting proficiency targets. `1a`

🔍 G099387

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal `3`

- Some teachers lack content knowledge of standards and instructional strategies to improve mathematical practices.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Instructional coaches to provide support to teachers during instruction

- Acaletics

- Tiered support services to target math needs of students and match appropriate instruction

- Progress monitoring system to track student progress within subgroups - Pompano Database

Plan to Monitor Progress Toward G1. `8`

Analyzing student performance data on various assessments and implementation of professional development support through coaching will produce increase student performance in the content area of mathematics.

Person Responsible

Jamie Ferguson

Schedule

Every 3 Weeks, from 8/19/2016 to 6/9/2017

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 development schedules

G2. Through the implementation of standards-based instruction, literacy performance will increase using strategies and action steps related to our Student Success Opportunity Schools (SSOS) transformational design concept. `1a`

🔑 G099388

Targets Supported `1b`

Indicator	Annual Target
ELA Achievement District Assessment	60.0
Math Achievement District Assessment	60.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal `3`

- Lack of consistency of incorporating effective instructional practices into lesson plans that utilize data and interventions

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Instructional Coaches

- Digital 5 in grade 5

- District Support (Peer Reviewers, District Coaches, RtI 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

Plan to Monitor Progress Toward G2. `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
Jamie Ferguson

Schedule
Every 3 Weeks, from 9/19/2016 to 6/9/2017

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. Through the implementation of standards-based instruction emphasizing mathematics, student proficiency will increase for all students, especially subgroups not meeting proficiency targets. `1`

🔑 G099387

G1.B1 Some teachers lack content knowledge of standards and instructional strategies to improve mathematical practices. `2`

🔑 B267654

G1.B1.S3 Adjust master schedule to provide 2 hour block of time every seven days to provide uninterrupted time to teachers for common planning and analyzing student work/data. `4`

🔑 S283562

Strategy Rationale

Increase content knowledge of teachers and the use of data to support teachers as they plan to address student need.

Action Step 1 `5`

Master schedule will be adjusted to provide 2 hour window for common planning every seven days.

Person Responsible

Jamie Ferguson

Schedule

On 8/22/2017

Evidence of Completion

Master Schedule

Action Step 2 `5`

Teachers will meet every seven days as part of a PLC to discuss math content standards and student work.

Person Responsible

Jamie Ferguson

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Master schedule, PLC minutes

Action Step 3 `5`

Coaches will provide support to teachers to deepen understanding of standards and content.

Person Responsible

Stacey Brown

Schedule

On 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Coaches and Administration will monitor PLCs to support the fidelity of implementation.

Person Responsible

Shezette Blue-Small

Schedule

Daily, from 8/28/2017 to 6/1/2018

Evidence of Completion

PLC Minutes, Coach Schedules

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Student math data will be collected and analyzed to monitor and support the effectiveness of implementation.

Person Responsible

Shezette Blue-Small

Schedule

Every 3 Weeks, from 8/28/2017 to 6/1/2018

Evidence of Completion

Student data, Analysis of Student Work, Minutes from CARE Cycle

G2. Through the implementation of standards-based instruction, literacy performance will increase using strategies and action steps related to our Student Success Opportunity Schools (SSOS) transformational design concept. 1

🔑 G099388

G2.B3 Lack of consistency of incorporating effective instructional practices into lesson plans that utilize data and interventions 2

🔑 B267661

G2.B3.S3 Coaches will meet weekly with grade level/targeted teachers to discuss student data and planning for instruction. 4

🔑 S283567

Strategy Rationale

monitor and support effective use of data specific to the needs of students.

Action Step 1 5

All teachers will be tiered to determine the amount of support they need to implement data-informed instruction to students.

Person Responsible

Stacey Brown

Schedule

Quarterly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Tiered List of teachers with assigned coaches.

Action Step 2 5

Grade level teams will meet weekly to identify and plan the types of assessments and formative tasks that will be utilized to determine the effectiveness of instruction (student learning).

Person Responsible

Tamara Felder

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S3 `6`

Students will engage in monthly assessments based on standards taught to monitor the fidelity of implementation.

Person Responsible

Stacey Brown

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Data from mini assessments.

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 `7`

Coaches will meet monthly with Principal and Assistant Principal to share data and coaching logs to monitor the effectiveness of support and planning.

Person Responsible

Shezette Blue-Small

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Coach's Log, Support Team Meeting Minutes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 🔑 M416576	Analyzing student performance data on various assessments and implementation of professional...	Ferguson, Jamie	8/19/2016	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 development schedules	6/9/2017 every-3-weeks
G2.MA1 🔑 M416579	Analyzing student performance data on various assessments and implementation of Professional...	Ferguson, Jamie	9/19/2016	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	6/9/2017 every-3-weeks
G1.B1.S3.A1 🔑 A382804	Master schedule will be adjusted to provide 2 hour window for common planning every seven days.	Ferguson, Jamie	8/21/2017	Master Schedule	8/22/2017 one-time
G1.B1.S3.MA1 🔑 M416570	Student math data will be collected and analyzed to monitor and support the effectiveness of...	Blue-Small, Shezette	8/28/2017	Student data, Analysis of Student Work, Minutes from CARE Cycle	6/1/2018 every-3-weeks
G1.B1.S3.MA1 🔑 M416571	Coaches and Administration will monitor PLCs to support the fidelity of implementation.	Blue-Small, Shezette	8/28/2017	PLC Minutes, Coach Schedules	6/1/2018 daily
G1.B1.S3.A2 🔑 A382805	Teachers will meet every seven days as part of a PLC to discuss math content standards and student...	Ferguson, Jamie	8/28/2017	Master schedule, PLC minutes	6/1/2018 weekly
G1.B1.S3.A3 🔑 A382806	Coaches will provide support to teachers to deepen understanding of standards and content.	Brown, Stacey	8/21/2017		6/1/2018 one-time
G2.B3.S3.MA1 🔑 M416577	Coaches will meet monthly with Principal and Assistant Principal to share data and coaching logs to...	Blue-Small, Shezette	9/11/2017	Coach's Log, Support Team Meeting Minutes	6/1/2018 monthly
G2.B3.S3.MA1 🔑 M416578	Students will engage in monthly assessments based on standards taught to monitor the fidelity of...	Brown, Stacey	9/11/2017	Data from mini assessments.	6/1/2018 monthly
G2.B3.S3.A1 🔑 A382810	All teachers will be tiered to determine the amount of support they need to implement data-informed...	Brown, Stacey	8/28/2017	Tiered List of teachers with assigned coaches.	6/1/2018 quarterly
G2.B3.S3.A2 🔑 A382811	Grade level teams will meet weekly to identify and plan the types of assessments and formative...	Felder, Tamara	8/28/2017		6/1/2018 weekly

V. Professional Development Opportunities

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

G1. Through the implementation of standards-based instruction emphasizing mathematics, student proficiency will increase for all students, especially subgroups not meeting proficiency targets.

G1.B1 Some teachers lack content knowledge of standards and instructional strategies to improve mathematical practices.

G1.B1.S3 Adjust master schedule to provide 2 hour block of time every seven days to provide uninterrupted time to teachers for common planning and analyzing student work/data.

PD Opportunity 1

Coaches will provide support to teachers to deepen understanding of standards and content.

Facilitator

Stacey Brown

Participants

Grade Level Teams

Schedule

On 6/1/2018

VI. Technical Assistance Items

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