Pompano Beach Elementary School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	D	F*

School Board Approval

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

SIP Authority

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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

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

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

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

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

School Leadership Team

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

Duties

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

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

Early Warning Systems

Year 2017-18

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	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Friday 9/28/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest data component is our proficiency for ELA. However this is an increase from the year before. There is no apparent trend from one year to the next.

Which data component showed the greatest decline from prior year?

Learning Gain in ELA showed a decrease from 58 percent to 42.

Which data component had the biggest gap when compared to the state average?

ELA has the largest gap when comparing to state average.

Which data component showed the most improvement? Is this a trend?

Science showed the most improvement. This is not a trend. In previous years we decreased.

Describe the actions or changes that led to the improvement in this area.

Systematic approach to teaching science can attribute to the actions or changes that led to the improvement in this area. Ability grouping of students and strong instructional practices through push in and pull out support.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	30%	56%	56%	28%	50%	52%
ELA Learning Gains	42%	57%	55%	33%	52%	52%
ELA Lowest 25th Percentile	57%	51%	48%	32%	45%	46%
Math Achievement	42%	62%	62%	30%	57%	58%
Math Learning Gains	50%	60%	59%	39%	58%	58%
Math Lowest 25th Percentile	38%	47%	47%	33%	45%	46%
Science Achievement	44%	49%	55%	27%	43%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (20)	0 (20)	0 (16)	0 (21)	0 (19)	0 (9)	0 (105)
One or more suspensions	0 (3)	0 (2)	0 (5)	0 (1)	0 (5)	0 (2)	0 (18)
Course failure in ELA or Math	0 (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 (60)	0 (47)	0 (54)	0 (161)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

				ELA		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	32%	59%	-27%	57%	-25%
	2017	22%	57%	-35%	58%	-36%
Same Grade Comparison		10%				
Cohort Comparison						
04	2018	15%	58%	-43%	56%	-41%
	2017	31%	56%	-25%	56%	-25%
Same Grade Comparison		-16%				
Cohort Comparison		-7%				
05	2018	36%	56%	-20%	55%	-19%
	2017	25%	54%	-29%	53%	-28%
Same Grade Comparison		11%				
Cohort Comparison		5%				

				MATH		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	44%	63%	-19%	62%	-18%
	2017	30%	61%	-31%	62%	-32%
Same Grade Comparison		14%				
Cohort Comparison						
04	2018	27%	63%	-36%	62%	-35%
	2017	45%	64%	-19%	64%	-19%
Same Grade Comparison		-18%				
Cohort Comparison		-3%				
05	2018	47%	62%	-15%	61%	-14%
	2017	31%	60%	-29%	57%	-26%
Same Grade Comparison		16%				
Cohort Comparison		2%				

				SCIENCE		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	43%	51%	-8%	55%	-12%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	6	41	53	18	47	38	13				
ELL	14	28	50	37	42	20	36				
BLK	26	44	73	41	49	48	43				
HSP	35	47	36	45	50	23	38				
WHT	39	20		39	53		60				
FRL	30	42	56	43	50	37	43				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	52	56	12	28	13					
ELL	21	45	45	37	53	40	18				
BLK	21	57	63	33	53	43	15				
HSP	31	48		38	47		24				
WHT	33	70		32	67		50				
FRL	24	57	66	35	55	46	22				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA
Rationale	The 2017-2018 FSA data indicated a decline of 16%.
Intended Outcome	The percentage of students scoring at level 3 or above in ELA will increase from 30% to 50% by the end of June 2019 as measured by the Spring administration of the FSA.
Point Person	Shezette Blue-Small (blue-small@browardschools.com)
Action Step	
Description	1. Staff Professional Development on English Language Arts best practices. 2. Push-in/Pull-out support through Academic Tutors 3. Coaching/modeling support throughout the reading block and intensive reading bock for select teachers 4. Instructional Focus Calendar and Crunch Time Plan by standard based on mid-year data 5.
Person Responsible	Shezette Blue-Small (blue-small@browardschools.com)
Plan to Monitor Effectiveness	
Description	Frequent Progress Monitoring will occur throughout the year to monitor effectiveness of instruction, pull-out/push-in support/camps, and professional development. Classroom walkthroughs will occur to monitor the effectiveness of instruction daily.
Person Responsible	Shezette Blue-Small (blue-small@browardschools.com)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Our goal is to increase parental attendance at school event such as parent conferences, Open House, family nights, and SAC/SAF meetings.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

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.

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.

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 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 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.

Violence Prevention Programs
At Pompano Beach Elementary School, we have put the Anti-Bullying Policy in full effect. Our prevention specialist is Jamie Ferguson. 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 2018-19 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.

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

NA