

Broward County Public Schools

Bright Horizons



2020-21 Schoolwide Improvement Plan

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Bright Horizons

3901 NE 1ST TER, Pompano Beach, FL 33064

[no web address on file]

Demographics

Principal: Ann Andersen Kowalski

Start Date for this Principal: 7/1/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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Bright Horizons

3901 NE 1ST TER, Pompano Beach, FL 33064

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	%

School Grades History

Year

Grade

School Board Approval

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SIP Authority

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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.

The mission of Bright Horizons School is to provide an individualized, intensive and supportive education for exceptional students with significant global disabilities. Students over the age of 18 participate in a functional vocational program designed to prepare them for post-school opportunities. The Community Based Instruction program closely aligns with this instruction.

Provide the school's vision statement.

Following the belief that all students can learn, students are provided academic instruction through 12th grade in the areas of reading, math, language arts, science and social studies. Instruction is aligned with the Florida Standards Access Points. In addition, vocational, communication, social and self-help skills are emphasized.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Andersen Kowalski, Ann	Principal	<ol style="list-style-type: none"> 1.Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2.Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3.Achieve expected results on the school's student learning goals. 4.Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5.Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. 7.Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance,school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant. 8.Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action. 9.Manage and delegate tasks while consistently demonstrating fiscal efficiency. 10.Comply with district procedures to manage and safeguard district assets,equipment,inventory, property leasing, and rental of School Board property. 11.Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals. 12.Maintain high visibility at school and in the community. 13.Cultivate, support, and develop others within the school. 14.Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district. 15.Provide recognition and celebration for student, staff, and school accomplishments. 16.Establish open lines of communication and processes to determine stake holder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. 17.Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement. 18.Interact with government and service agencies relative to student welfare.

Name	Title	Job Duties and Responsibilities
Judd, Sally	Assistant Principal	<p>Assist the Principal with:</p> <ol style="list-style-type: none"> 1.Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2.Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3.Achieve expected results on the school's student learning goals. 4.Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5.Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. 7.Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance,school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant. 8.Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action. 9.Manage and delegate tasks while consistently demonstrating fiscal efficiency. 10.Comply with district procedures to manage and safeguard district assets,equipment,inventory, property leasing, and rental of School Board property. 11.Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals. 12.Maintain high visibility at school and in the community. 13.Cultivate, support, and develop others within the school. 14.Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district. 15.Provide recognition and celebration for student, staff, and school accomplishments. 16.Establish open lines of communication and processes to determine stake holder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. 17.Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement. 18.Interact with government and service agencies relative to student welfare.

Name	Title	Job Duties and Responsibilities
Naslund, Lori	Teacher, ESE	<p>Serve as the principal's designee for all exceptional student education (ESE) staffing accordance with the annual Local Education Agency(LEA)Memo. Administration and the ESE Specialists are required to submit a signed agreement annually. Coordinate required ESE meetings. Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student. Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard. Assist in identifying, reporting and correcting IDEA compliance concerns identified internally. Shall report all compliance concerns directly to the school-based leadership. Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures. Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity. Utilize the electronic management system to generate IEP documents. Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida. Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. Review current developments, literature and technical sources of information related to job responsibilities. Ensure adherence to safety rules and procedures. Follow federal and state, as well as School Board policies.</p>
Portal, Angela	Instructional Coach	<p>Assisting to set up and schedule special programming for students. Assist and support teachers with classroom curriculum, strategies, and classroom management and setup. School-wide scheduling. Establishing and maintaining community outreach programs. The outreach programs help families in need, provide post-secondary training for students. Coordinate the training in teaching strategies and techniques for teachers, administrators, staff and parents through staff development strategies including modeling demonstration teaching. Serve as a member of the school's Child Support Team. Disseminate resource materials related to specific teaching strategies. Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. Review current developments, literature and technical sources of information related to job responsibilities. Ensure adherence to safety rules and procedures. Follow federal and state, as well as School Board policies.</p>

Name	Title	Job Duties and Responsibilities
Michel, Mario	Teacher, ESE	<p>Assist the administration and staff to develop and implement a school-wide behavior management system.</p> <p>Assist in the identification of students eligible for services provided by the teacher, behavior support.</p> <p>Assist in the development and implementation of individual student behavior plans. Provide effective support for students , parents families and school staff. Coordinate the training in behavior management techniques for teacher, administrators, staff and parents through staff development strategies including modeling demonstration and teaching.</p> <p>Assist in the establishment and implementation of a specific behavior crisis plan. Assist with planning and scheduling. Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.</p>
Munoz, Fabiola	Teacher, ESE	<p>Assist the administration and staff to develop and implement a school-wide behavior management system.</p> <p>Assist in the identification of students eligible for services provided by the teacher, behavior support.</p> <p>Assist in the development and implementation of individual student behavior plans. Provide effective support for students , parents families and school staff. Coordinate the training in behavior management techniques for teacher, administrators, staff and parents through staff development strategies including modeling demonstration and teaching.</p> <p>Assist in the establishment and implementation of a specific behavior crisis plan. Assist with planning and scheduling. Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.</p>
Edwards, Tabitha	Paraprofessional	<p>The Job Coach shall:</p> <ol style="list-style-type: none"> 1. develop a thorough knowledge of jobs in which students will be placed by physically performing all tasks which will be required of students at job site. 2. provide on-site assistance to students by demonstrating the necessary work skills and, as needed, by helping the student to complete the task. 3. maintain on-going contact with student's on-the-job supervisor for as long as needed to ensure the student's successful performance in the position. 4. collect and record performance data for each student under the direction of the on-the-job training (OJT) teacher and principal. 5. provide input to the OJT teacher with regard to the student's performance on the job. 6. monitor student attendance and punctuality. 7. implement behavior management procedures as prescribed by the OJT teacher or other school support staff in order to ensure successful participation in the workplace. 8. assist student in learning strategies for obtaining transportation to and from the work site. 9. work the same schedule as the student (holidays, week-ends, nights, etc.) to the extent necessary to ensure the student's success on the job. 10. communicate with employers, fellow employees, parents, teachers, and agency personnel to facilitate long term employment for students. 11. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida. 12. participate,

Name	Title	Job Duties and Responsibilities
		successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment. 13. review current developments, literature and technical sources of information related to job responsibility. 14. ensure adherence to good safety procedures. 15. follow federal and state laws, as well as School Board policies. 16. perform other duties as assigned by the School Principal or District administrator.
O'Connell, Casey	Instructional Coach	Assisting to set up and schedule special programming for students. Assist and support teachers with classroom curriculum, strategies, and classroom management and setup. School-wide scheduling. Establishing and maintaining community outreach programs. The outreach programs help families in need, provide post-secondary training for students. Coordinate the training in teaching strategies and techniques for teachers, administrators, staff and parents through staff development strategies including modeling demonstration teaching. Serve as a member of the school's Child Support Team. Disseminate resource materials related to specific teaching strategies. Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. Review current developments, literature and technical sources of information related to job responsibilities. Ensure adherence to safety rules and procedures. Follow federal and state, as well as School Board policies.

Demographic Information

Principal start date

Friday 7/1/2011, Ann Andersen Kowalski

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

24

Total number of teacher positions allocated to the school

33

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12

Primary Service Type (per MSID File)	Special Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	2	6	5	10	11	9	14	8	8	8	15	12	50	158	
Attendance below 90 percent	1	5	3	5	5	3	5	6	4	4	6	2	18	67	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	1	4	5	5	5	3	0	0	23	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	1	4	5	5	5	3	0	0	23

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	1	0	0	0	0	0	0	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	1	5	7	

Date this data was collected or last updated

Monday 8/24/2020

Prior Year - 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		
Number of students enrolled	4	7	7	10	7	11	8	8	9	15	9	15	46	156	
Attendance below 90 percent	1	5	3	6	4	4	5	4	4	2	2	2	18	60	
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	0	1	
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	1	4	5	5	5	3	0	0	23	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	1	4	4	4	2	2	0	0	17

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - 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	
Number of students enrolled	4	7	7	10	7	11	8	8	9	15	9	15	46	156
Attendance below 90 percent	1	5	3	6	4	4	5	4	4	2	2	2	18	60
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	0	1
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	1	4	5	5	5	3	0	0	23

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	1	4	4	4	2	2	0	0	17

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	58%	61%	0%	53%	57%
ELA Learning Gains	0%	58%	59%	0%	56%	57%
ELA Lowest 25th Percentile	0%	52%	54%	0%	50%	51%
Math Achievement	0%	58%	62%	0%	53%	58%
Math Learning Gains	0%	58%	59%	0%	53%	56%
Math Lowest 25th Percentile	0%	51%	52%	0%	47%	50%
Science Achievement	0%	51%	56%	0%	46%	53%
Social Studies Achievement	0%	74%	78%	0%	71%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	35	58	67	29	45	70		13		100	
BLK	33	52		35	47						
HSP	33	55		21	36						
WHT	41	64		30	46						
FRL	36	64		26	41			7		100	
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
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	417
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Three subgroups were identified as low performers. Black/African American scored the lowest at 33%. These students have significant cognitive disabilities which impact their ability to learn at a rate commensurate with their typical peers. There are a significant percentage of these students who have medical conditions that impair their ability to retain and respond to verbal, gestural, and physical prompts on a consistent basis.

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

All of our subgroups demonstrated improvement from the prior year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our economically disadvantaged subgroup had the biggest gap compared with the state. This subgroup made an increase in learning gains but have not made enough gains to close the gap with the state average.

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

Students with Disabilities showed the greatest improvement. Quarterly data review and face-to-face individual meetings between teachers and administration contributed to the emphasized focus on the Standards and Access Points. Team PLCs addressed the unique challenges and peer collaboration was the result.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

attendance below 90 percent
students scoring Level 1

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

1. To increase performance in the Black/African American subgroup from 33% to 41%.
2. To increase performance in the Economically Disadvantaged subgroup from 34% to 41%
3. To increase performance in the Hispanic subgroup from 36% to 41%
4. To focus on the Students with Disabilities to ensure continued growth.

Part III: Planning for Improvement**Areas of Focus:****#1. Instructional Practice specifically relating to ELA**

Area of Focus Description and Rationale:	There remains a gap between the learning gains of the economically disadvantaged, black/African American, and Hispanic subgroups and the state average.
Measurable Outcome:	<ol style="list-style-type: none"> 1. To increase performance in the Black/African American subgroup from 33% to 41%. 2. To increase performance in the Economically Disadvantaged subgroup from 34% to 41% 3. To increase performance in the Hispanic subgroup from 36% to 41% 4. To focus on the Students with Disabilities to ensure continued growth.
Person responsible for monitoring outcome:	Ann Andersen Kowalski (ann.andersen-kowalski@browardschools.com)
Evidence-based Strategy:	Targeted PLCs will analyze formative data to modify instruction to ensure all student are making adequate progress.
Rationale for Evidence-based Strategy:	Students have shown an increase in learning gains following targeted PLCs. The teachers' focus on the continuum of learning increase student learning gains.

Action Steps to Implement

Quarterly data chats will continue to ensure all students are making progress and to adjust curriculum approaches for those individual students who are struggling.

Person Responsible Ann Andersen Kowalski (ann.andersen-kowalski@browardschools.com)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	There remains a gap between the learning gains of the economically disadvantaged, black/African American, and Hispanic subgroups and the state average.
Measurable Outcome:	<ol style="list-style-type: none"> 1. To increase performance in the Black/African American subgroup from 33% to 41%. 2. To increase performance in the Economically Disadvantaged subgroup from 34% to 41% 3. To increase performance in the Hispanic subgroup from 36% to 41% 4. To focus on the Students with Disabilities to ensure continued growth.
Person responsible for monitoring outcome:	Ann Andersen Kowalski (ann.andersen-kowalski@browardschools.com)
Evidence-based Strategy:	Targeted PLCs will analyze formative data to modify instruction to ensure all student are making adequate progress.
Rationale for Evidence-based Strategy:	Students have shown an increase in learning gains following targeted PLCs. The teachers' focus on the continuum of learning increase student learning gains.

Action Steps to Implement

Quarterly data chats will continue to ensure all students are making progress and to adjust curriculum approaches for those individual students who are struggling.

Person Responsible Ann Andersen Kowalski (ann.andersen-kowalski@browardschools.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At Bright Horizons School we are a school family. Many school events are open to students and their entire families. (For example: Storybook Parade, High School Prom, Winter Holiday Celebrations, etc.)

Stakeholders are invited to all SAC/SAF meetings and administration has an open door policy to any concerns. Community stakeholders are involved with student development and building staff relationships, through Community Based Instruction (CBI).

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA					\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
			0871 - Bright Horizons	School Improvement Funds		\$1,500.00	
			Notes: Students will continue to demonstrate acquisition of pre-reading skills according to their ability level as demonstrated by their score on comprehension questions related to weekly stories in Boardmaker On-Line/Reading Program				
			0871 - Bright Horizons			\$0.00	
2	III.A.	Areas of Focus: Instructional Practice: Math					\$0.00
Total:						\$1,500.00	