

Broward County Public Schools

Castle Hill Elementary School



2020-21 Schoolwide Improvement Plan

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Castle Hill Elementary School

2640 NW 46TH AVE, Lauderhill, FL 33313

[no web address on file]

Demographics

Principal: Letitia Ingram Phillips

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (47%) 2017-18: D (38%) 2016-17: C (53%) 2015-16: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
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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Castle Hill Elementary School

2640 NW 46TH AVE, Lauderhill, FL 33313

[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)
Elementary School PK-5	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	D	C

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SIP Authority

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<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.

Castle Hill Elementary School's mission is "Get Ready!, Gear Up!, Game On!." Our beliefs are that no matter what the trials are for our students and staff, we will continue to persevere. We have students with one or more disabilities, homeless families, students who are adopted or in foster care, students who are abused, and the list goes on, but with our loving, caring, and safe environment, we work diligently together as a team to ensure our students receive the tools they need to be successful at school. To ensure our students get the best education possible, we provide our faculty and staff with professional development courses throughout the school year and professional learning communities (PLCs). We will continue to promote academic excellence by providing a safe, rewarding, and nurturing learning environment to students in grades pre-kindergarten ESE, Head Start, and kindergarten through fifth grade. The mission is to also optimum learning opportunities for our students resulting in their development of becoming responsible and productive citizens.

Provide the school's vision statement.

Castle Hill Elementary is dedicated to the mission of educating children to learn to the best of their ability in relationship to their individual needs, and to guide them to grow into productive, responsible citizens. We will challenge students to read more, to enhance their writing skills, to develop problem solving skills and to broaden their knowledge of scientific concepts. We aim to meet the needs of our students academically and socially. Our goal is to maintain parent and community involvement through consistent communication of school events and parent training activities. By educating our students and parents, our goal is to produce responsible and productive citizens.

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
Ingram-Phillips, Letitia	Principal	To oversee the school and to make sure everyone is safe, comfortable, and able to function.
Gentles, Christopher	Assistant Principal	To assist the principal with overseeing the school.
Timmons, Jessika	Instructional Coach	To provide curriculum and support in the areas of English-Language Arts and Writing. Additional job responsibilities include serving on the Support and Leadership Team and serving as the Student Council Sponsor.
Trotter, Tennell	Instructional Coach	To provide curriculum and educational support in the areas of Mathematics and Science. Additional job responsibilities include serving on the Support and Leadership Team.
Fields, Melanie	Teacher, ESE	To provide curriculum, best practices and support to students with disabilities, and to collaborate with teachers, and the staff. Additional job responsibilities include serving on the Support Staff and Leadership Team; assist with campus duties, being the School Advisory Council Chair, Response to Intervention Coordinator, and 21st Century Community Learning Center Site Coordinator.
Wilkerson-Williams, Hope	School Counselor	To provide support in the form of counseling and guidance to students; assist with campus duties, provide resources to students, parents, teachers, and staff, and work with the school's social worker. Additional job responsibilities include serving on the Support and Leadership Team.

Demographic Information

Principal start date

Saturday 7/1/2017, Letitia Ingram Phillips

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.*

7

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.*

26

Total number of teacher positions allocated to the school

37

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (47%) 2017-18: D (38%) 2016-17: C (53%) 2015-16: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
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	57	86	96	84	92	69	0	0	0	0	0	0	0	484
Attendance below 90 percent	13	26	30	24	27	17	0	0	0	0	0	0	0	137
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	6	20	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	7	0	0	0	0	0	0	0	13

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	1	1	8	6	6	6	0	0	0	0	0	0	0	28

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	1	1	1	4	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	1	3	2	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Tuesday 9/29/2020

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	109	87	109	95	90	72	0	0	0	0	0	0	0	562
Attendance below 90 percent	23	18	17	17	17	17	0	0	0	0	0	0	0	109
One or more suspensions	3	3	2	3	3	4	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	43	46	51	0	0	0	0	0	0	0	140

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	1	2	5	27	14	15	0	0	0	0	0	0	0	64

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	8	12	25	0	1	0	0	0	0	0	0	0	46
Students retained two or more times	0	0	0	1	10	7	0	0	0	0	0	0	0	18

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	109	87	109	95	90	72	0	0	0	0	0	0	0	562
Attendance below 90 percent	23	18	17	17	17	17	0	0	0	0	0	0	0	109
One or more suspensions	3	3	2	3	3	4	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	43	46	51	0	0	0	0	0	0	0	140

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	1	2	5	27	14	15	0	0	0	0	0	0	0	64

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	8	12	25	0	1	0	0	0	0	0	0	0	46
Students retained two or more times	0	0	0	1	10	7	0	0	0	0	0	0	0	18

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	34%	59%	57%	34%	55%	55%
ELA Learning Gains	55%	60%	58%	63%	58%	57%
ELA Lowest 25th Percentile	53%	54%	53%	65%	53%	52%
Math Achievement	52%	65%	63%	50%	61%	61%
Math Learning Gains	63%	66%	62%	66%	63%	61%
Math Lowest 25th Percentile	54%	53%	51%	58%	52%	51%
Science Achievement	16%	46%	53%	34%	45%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(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	33%	60%	-27%	58%	-25%
	2018	26%	59%	-33%	57%	-31%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	36%	62%	-26%	58%	-22%
	2018	25%	58%	-33%	56%	-31%
Same Grade Comparison		11%				
Cohort Comparison		10%				
05	2019	27%	59%	-32%	56%	-29%
	2018	32%	56%	-24%	55%	-23%
Same Grade Comparison		-5%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	63%	65%	-2%	62%	1%
	2018	39%	63%	-24%	62%	-23%
Same Grade Comparison		24%				
Cohort Comparison						
04	2019	47%	67%	-20%	64%	-17%
	2018	31%	63%	-32%	62%	-31%
Same Grade Comparison		16%				
Cohort Comparison		8%				
05	2019	38%	64%	-26%	60%	-22%
	2018	48%	62%	-14%	61%	-13%
Same Grade Comparison		-10%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	15%	49%	-34%	53%	-38%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	23%	51%	-28%	55%	-32%
Same Grade Comparison		-8%				
Cohort Comparison						

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	17	45	45	41	43	45	8				
ELL	27	49	56	42	62	53					
BLK	33	55	51	52	62	53	16				
FRL	33	55	51	52	62	53	15				
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	21	27		35	38		23				
ELL	30	53	55	35	47	20	30				
BLK	30	42	43	42	49	38	22				
FRL	30	42	40	42	49	38	22				
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	30	75		62	67		24				
ELL	24	54	50	46	64		7				
BLK	34	63	65	49	65	58	33				
FRL	33	62	65	50	66	57	33				

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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	380
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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 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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.

Over the years, we have seen low performance in English-Language Arts. After reviewing state and district assessments, iReady data, Fountas & Pinnell Leveled Literacy data, and Fountas & Pinnell Benchmark Assessment System data, we have seen a trend of low performance in the areas of Phonics and Comprehension. Several factors have contributed to this decline. With our population, we have students learning English for the first time and students with severe disabilities. We had several homeless families and students dealing with hardships and difficult circumstances. We have students with minimal to no support at home. We also had teachers who were scared to ask for support when it came to the intervention and we received some of our resources late, which were not able to be used in a timely manner to show growth.

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

Last year, we saw the greatest decline in attendance. Several factors have contributed to this decline. With our population, we have students learning English for the first time and students with severe disabilities. We had several homeless families and students dealing with hardships and difficult circumstances. We have students with minimal to no support at home. We also faced a pandemic and had to be quarantined. This led to learning to take place online, which was an issue for many families that had no internet or electronics, no educational support at home, or no where to stay. Many of our students were unable to log into the SSO system which caused them to be marked absent.

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.

Compared to the state, our school continues to face gaps in English-Language Arts. With our population, we have students learning English for the first time and students with severe disabilities. We had several homeless families and students dealing with hardships and difficult circumstances. We have students with minimal to no support at home. We have students who come to school late and miss the reading block or miss several days of instruction causing a delay in making learning gains or growth in reading. Our teachers need continuous support in order to provide accurate instruction with fidelity. When we have teachers who are too afraid to ask for help or look ineffective or when teachers take multiply days off, this can lead to interruptions in instruction as well.

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

Math showed the most improvement. The Math/Science Coach integrated math fluency across the grades. As a Do Now activity that was part of the daily routine for all the students in grades kindergarten through fifth grade, students will complete their Add Math lesson which had three to four questions. In addition to iReady Math, Reflex Math was also incorporated into the daily math routine to build math fluency skills. Before the math lesson, students completed their Math for Today lessons, which was discussed with feedback whole group and at the end of the week, students took a mini assessment to see if they made any progress. The Math/Science Coach did a phenomenal job working with the students and teachers. She taught small groups, provided teachers with support via discussions, modeling, and trainings. The Coach provided teachers with detailed and direct instructed pacing guides. She hosted iReady camps in the mornings before school, targeting the lowest 25 percentile. She provided incentives for those students making learning gains in various ways. Her support and guidance gave students the confidence they needed to feel successful and gave teachers the confidence to teach with their greatest potential.

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

Attendance continues to be an area of concern for us. Our social worker is phenomenal and she works closely with the families, her department, and the school to provide the upmost support to our students and their families. Even with the support provided, we have some families facing hardships beyond our control.

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

1. Students with Disabilities
2. English-Language Arts
3. Attendance
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Students with disabilities have been struggling with reading, writing. With the double or triple dosage of educational services provided in the general education and ESE classroom, students in grades 3 through 5 have shown growth and improvement over the years. During the 2018-2019 school year, students in third and fourth grade showed significant achievement and growth during the Florida Standards Assessments in ELA and Math. Although students in grade 3 and 4 scored levels 2 through 5 in Math and levels 2-4 in ELA, there were under 10 students for each grade, therefore, putting us in review with ESSA.
Measurable Outcome:	By June 2021, students with disabilities in grades three through five will score at or above 41%.
Person responsible for monitoring outcome:	Melanie Fields (melanie.fields@browardschools.com)
Evidence-based Strategy:	Evidence-based strategies to be used: Clear lesson goals, show and tell, questioning to check for understanding, plenty of practice, provide students with feedback, be flexible about how long it takes to learn, get students to work together, teach strategies and not just content, and nurture meta-cognition (University of Nebraska-Lincoln, 2019).
Rationale for Evidence-based Strategy:	These nine strategies were selected because we have to be realistic of how and when students learn. We cannot rush every teaching situation, we have to be patient and understanding of the various factors that may have an impact on learning, and if these evidence-based strategies are used consistently, then teachers will see growth and learning gains. Saxon & Phonics, Fountas & Pinnell Leveled Literacy Intervention, iReady, Ready curriculum, Rehearsal books (whole group), small group instruction, and classroom centers will be used to support these strategies. In the ESE room, Individual Education Plan goals will address deficiencies with additional assistance to support grade level standards.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA**Area of Focus
Description and
Rationale:**

Over the years, Castle Hill Elementary has seen a decline in reading and writing skills, particularly in the areas of phonics, vocabulary, and comprehension. Students across grades kindergarten through fifth continue to show deficiencies in phonics, decoding, vocabulary, and comprehension on grade level. Some students are one or more grade levels behind and by the time they reach third, fourth, or fifth grade, their self-confidence is low because they cannot read the words and/or comprehend. The rationale is to provide teachers with the trainings and resources they need to target the deficiencies. The school will use Saxon & Phonics for grades K-3 to provide instruction in the area of Phonics and the school will continue to use Fountas & Pinnell Leveled Literacy Intervention across the grades. Daily reading support will be supported through the computerized educational software iReady. Teachers will continue to instruct students using whole group and small group settings as well as provide additional support via homework, classroom centers, and extra interventions.

By June 2021, students will show learning gains of (one or more reading levels improved) 10% or higher as measured by the Benchmark Assessment System (BAS).

Measurable Outcome:

By June 2021, students in kindergarten through second grade will improve their phonics skills by reading 10 or more words within 20-40 intervention sessions as measured by the Benchmark Assessment System.

By June 2021, students in grades 3 through 5 will improve their comprehension skills within 20-40 intervention sessions as measured by the Benchmark Assessment System.

Person responsible for monitoring outcome:

Jessika Timmons (jessika.timmons@browardschools.com)

Evidence-based Strategy:

Evidence-based strategies to be used: Clear lesson goals, show and tell, questioning to check for understanding, plenty of practice, provide students with feedback, be flexible about how long it takes to learn, get students to work together, teach strategies and not just content, and nurture meta-cognition (University of Nebraska-Lincoln, 2019).

Rationale for Evidence-based Strategy:

These nine strategies were selected because we have to be realistic of how and when students learn. We cannot rush every teaching situation, we have to be patient and understanding of the various factors that may have an impact on learning, and if these evidence-based strategies are used consistently, then teachers will see growth and learning gains. Saxon & Phonics, Fountas & Pinnell Leveled Literacy Intervention, iReady, Ready curriculum, Rehearsal books (whole group), small group instruction, and classroom centers will be used to support these strategies.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

We will continue to collaborate with our school social worker, the district's attendance department, our families, and our school staff to find ways to help improve attendance. Our school's social worker works closely with families and her department to provide support and resources. She finds ways to provide incentives and to acknowledge students who improve their attendance as well as have perfect attendance. Our school acknowledge students at our award assemblies who have perfect attendance as well.

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.

Our stakeholders are valuable to the growth of our school. To gather information from stakeholders, outside of the school setting, parent surveys are sent home to welcome their input and to help the school gather data that will help them address curriculum, social emotional needs, and communication. Those surveys returned are used to help develop school-wide goals and objectives for the school year. Through School Advisory Council (SAC), School Advisory Forum (SAF), parent conferences, academic parent nights, and other school events, parents are invited to share their input concerning academics and social emotional learning for students. Suggestions, comments, and concerns are shared with all staff and considered for implementation in school wide plans.

Parents and other community stakeholders are invited to our SAC and SAF meetings to help revise and develop our School Improvement Plan, make decisions about academics and finances for the betterment of our school. Parents and other community stakeholders are invited to our parental engagement family nights where they not only receive free resources and information, but build everlasting experiences with their children. School newsletters and fliers are used to keep our families and community stakeholders informed of what is happening at our school and within the school community.

We will continue to update our Face Resource Center where parents can use computers to complete school forms, get documents such as brochures and magazines, and stay in-tuned to what is going on in the school.

To ensure the social-emotional needs of all students are met, direct observations of students are used. Some students receive support through their Individual Educational Plan (IEP), some are referred to the Response to Intervention (RtI) team, and some are referred to the guidance counselor or social worker. The individuals to whom the students are referred to will meet and collaborate on ideas to meet the needs of the students. Best practices and resources are shared with teachers, staff, and also parents to help meet the needs of our students. To provide additional counseling services to our students who have mental and

emotional challenges, we have a guidance counselor, one social worker, and on-site counselors from outside agencies who work with our students one-on-one.

School leadership meets with the Support Team and with grade levels to discuss and analyze data. The data helps the Leadership Team decide if teachers need to be flexible and moved to a different grade level, what paraprofessionals are a best fit for certain grade levels, and what curriculum will be used for maximized student outcomes. School Advisory Council (SAC) and School Advisory Faculty (SAF) meetings are held to discuss school improvements, as well as how funds will be used for the school. SAC meetings are held every month. The leadership team works closely with the Confidential Secretary and Business Support member to discuss how funds will and can be used.

This year, we may have to do virtual field trips so that our students still get to experience various career and interest options.

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: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00