

Broward County Public Schools

Lauderhill Paul Turner Elementary School



2021-22 Schoolwide Improvement Plan

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Lauderhill Paul Turner Elementary School

1500 NW 49TH AVE, Lauderdale Lakes, FL 33313

[no web address on file]

Demographics

Principal: Michelle Engram Mcknight

Start Date for this Principal: 7/1/2019

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: B (54%) 2016-17: C (52%)
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	
* 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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Lauderhill Paul Turner Elementary School

1500 NW 49TH AVE, Lauderdale Lakes, FL 33313

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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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.

Lauderhill Paul Turner will provide an enriched teaching and learning environment that encourages all students to reach their maximum potential in a safe and civil environment.

Provide the school's vision statement.

Lauderhill Paul Turner is a community where all stakeholders unite to create and engage successful, life-long learners.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Engram Mcknight, Michelle	Principal	<p>Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 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). Achieve expected results on the school's student learning goals. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. Utilize processes to empower others and distribute leadership when appropriate. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. 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.</p>
Creightney, Nicole	Math Coach	<p>Provides support and assistance to all classroom teachers in the full implementation of the district's adopted math program through Florida Standards analysis/interpretation. Conducts demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.</p>
Glover, Crystal	Other	<p>Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. 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.</p>
Jones, Tangela	Instructional Coach	<p>Provides support and assistance to all classroom teachers in the full implementation of the district's adopted English Language Art program through Florida Standards analysis/ interpretation. Conducts demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.</p>
Bryan, Shante	Other	

Name	Position Title	Job Duties and Responsibilities
Desir, Fabienne	School Counselor	To ensure that students have access to the resources necessary for academic and social development through the district's SEL and other resources. Assist teachers and parents to ensure that students have the proper tools and guidance to effectively learn within their skill sets through the Rtl process. Coordinates with stakeholders to support the community and educational needs.
Dessources, Sofia	SAC Member	To chair meetings of the SAC and to ensure that a programme of meetings is planned and agreed as far in advance as possible. To identify individual SAC members to undertake specific tasks or to be the lead member on specific topics. To act as spokesperson for the SAC when required to do so.

Demographic Information

Principal start date

Monday 7/1/2019, Michelle Engram Mcknight

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.*

2

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.*

3

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

505

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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	90	79	92	83	95	97	0	0	0	0	0	0	0	536
Attendance below 90 percent	45	29	39	35	37	39	0	0	0	0	0	0	0	224
One or more suspensions	2	1	2	0	7	4	0	0	0	0	0	0	0	16
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 FSA ELA assessment	0	0	0	0	8	18	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	13	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	5	9	17	35	20	25	0	0	0	0	0	0	0	111

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	6	5	9	15	16	24	0	0	0	0	0	0	0	75

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	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Monday 6/28/2021

2020-21 - 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	79	78	80	80	91	92	0	0	0	0	0	0	0	500
Attendance below 90 percent	26	21	27	21	23	29	0	0	0	0	0	0	0	147
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	8	17	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	13	0	0	0	0	0	0	0	20

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	
Students with 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		
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2	

2020-21 - 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	79	78	80	80	91	92	0	0	0	0	0	0	0	500	
Attendance below 90 percent	26	21	27	21	23	29	0	0	0	0	0	0	0	147	
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	8	17	0	0	0	0	0	0	0	25	
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	13	0	0	0	0	0	0	0	20	

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	
Students with 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		
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2	

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				42%	59%	57%	47%	56%	56%
ELA Learning Gains				48%	60%	58%	54%	57%	55%
ELA Lowest 25th Percentile				41%	54%	53%	45%	51%	48%
Math Achievement				66%	65%	63%	64%	62%	62%
Math Learning Gains				77%	66%	62%	68%	60%	59%
Math Lowest 25th Percentile				61%	53%	51%	52%	47%	47%
Science Achievement				35%	46%	53%	49%	49%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	33%	60%	-27%	58%	-25%
Cohort Comparison						
04	2021					
	2019	41%	62%	-21%	58%	-17%
Cohort Comparison		-33%				
05	2021					
	2019	47%	59%	-12%	56%	-9%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	65%	-19%	62%	-16%
Cohort Comparison						
04	2021					
	2019	74%	67%	7%	64%	10%
Cohort Comparison		-46%				
05	2021					
	2019	72%	64%	8%	60%	12%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	49%	-16%	53%	-20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

We use the iReady program and it's Diagnostic Assessment three times per school year (Fall, Winter, Spring) in all grade levels.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	73/29%	72/39%	73/52%
	Economically Disadvantaged	66/29%	66/38%	66/52%
	Students With Disabilities	13/0%	13/23%	15/13%
	English Language Learners	16/19%	16/25%	16/31%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	73/23%	72/26%	73/44%
	Economically Disadvantaged	66/23%	66/24%	66/42%
	Students With Disabilities	15/20%	13/15%	15/27%
	English Language Learners	16/25%	16/19%	16/50%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	81/17%	71/22%	82/33%
	Economically Disadvantaged	74/16%	71/20%	75/31%
	Students With Disabilities	13/0%	10/10%	14/29%
	English Language Learners	9/33%	8/25%	11/18%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	80/8%	78/9%	82/29%
	Economically Disadvantaged	73/8%	71/10%	75/27%
	Students With Disabilities	13/0%	13/8%	12/25%
	English Language Learners	9/22%	9/22%	10/40%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	74/27%	75/29%	76/45%
	Economically Disadvantaged	68/25%	68/31%	68/43%
	Students With Disabilities	18/6%	18/17%	18/33%
	English Language Learners	9/22%	9/22%	9/22%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	74/1%	74/16%	71/24%
	Economically Disadvantaged	68/2%	66/15%	64/20%
	Students With Disabilities	18/6%	18/6%	14/7%
	English Language Learners	9/0%	9/11%	9/22%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	92/23%	87/38%	84/35%
	Economically Disadvantaged	81/21%	76/34%	74/30%
	Students With Disabilities	15/7%	15/7%	11/0%
	English Language Learners	9/11%	9/22%	9/22%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	92/16%	87/28%	61/49%
	Economically Disadvantaged	81/15%	77/26%	51/45%
	Students With Disabilities	15/0%	14/0%	9/11%
	English Language Learners	9/0%	9/0%	7/14%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	89/12%	90/29%	11/0%
	Economically Disadvantaged	79/14%	80/29%	9/0%
	Students With Disabilities	26/8%	26/15%	7/0%
	English Language Learners	1/0%	1/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	88/11%	88/30%	13/8%
	Economically Disadvantaged	78/12%	78/32%	11/9%
	Students With Disabilities	26/4%	26/15%	9/11%
	English Language Learners	1/0%	1/0%	0/0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	48/10%	48/48%	31/45%
	Economically Disadvantaged			
	Students With Disabilities	5/0%	8/38%	5/0%
	English Language Learners	1/0%	1/0%	1/0%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	30	50		30	43	40	27				
ELL	41			38							
BLK	30	39	32	28	31	26	18				
FRL	32	41	25	31	35	25	23				
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	38	44	26	47	55	47	22				
ELL	45	51	38	70	80	58	40				
BLK	41	46	42	65	77	61	35				
HSP	50			60							
FRL	43	48	43	66	77	62	37				

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	31	38	20	46	61	44	38				
ELL	50	68		69	84		60				
BLK	47	53	43	64	68	54	48				
FRL	48	53	43	64	68	53	49				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	250
Total Components for the Federal Index	8
Percent Tested	88%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
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%	
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%	
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%	
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%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

SWD is consistently the lowest scoring subgroup in most grades, in both ELA and Math. Almost all subgroups, in most grades made gains between the Fall and Spring assessments based on progress monitoring data. Grade 2 was the lowest scoring grade on the Spring assessment.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

SWD in both ELA and Math; Grade 4 in ELA.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The online learning platform/lack of in-person direct instruction. Additional support will be provided by instructional personnel, professional development on the new ELA adopted series, and the addition of the ESSA personnel for small group support.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

On average, Math in all grades, showed the most improvement between the Fall and Spring assessments.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Support of Math Coach for teachers/students inside the classroom. Additional materials provided to support areas of need.

What strategies will need to be implemented in order to accelerate learning?

Additional human resources provided to support teachers/students on a daily basis, including the strategic use of our new ESSA personnel. Professional development and support for the new Literacy adoption, close progress monitoring of identified students, use of the 21st Century grant for additional instruction, and extended learning opportunities.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development on the newly adopted Literacy series, high-quality instructional strategies, and using data to make instructional decisions and target student needs.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Use of extended learning opportunities, continued support from instructional coaches and ESSA personnel, continued progress monitoring and adjusting/modifying instruction as needed. Also, additional support and training on the newly adopted literacy series and upcoming math adoption.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

SWD students are our ESSA subgroup because they scored a 38%; which is below the 41% threshold.

Measurable Outcome: SWD students will increase their proficiency levels from 38 percent proficient to 43 percent proficient.

Monitoring: Students and grade levels will participate in ongoing data chats to measure the fidelity of instruction and remediation supports provided to students on standards. As a result of the data chats and students' progress, the curriculum coaches will provide consistent coaching and modeling to assist teachers who require additional support.

Person responsible for monitoring outcome:

Michelle Engram Mcknight (michelle.l.engram-mcknight@browardschools.com)

Evidence-based Strategy:

We will support our teachers in the implementation of high-quality instruction; particularly in the area of vocabulary and phonics. We will also provide support to the teachers regarding the implementation of the newly adopted Literacy series. Additionally, our general education teachers and support facilitator will collaborate to plan instruction implementing FSA and BEST standards.

Rationale for Evidence-based Strategy:

SWD students are performing below the 41 percent threshold; therefore have been identified through ESSA. We are utilizing Benchmark Advance (newly adopted Literacy series) and Marzano's six-step process for teaching academic vocabulary.

Action Steps to Implement

The action steps will be focused on providing professional development to ensure the alignment of data driven instruction to the newly adopted Literacy series and BEST/FSA Standards. In doing so, the teachers will be provided with a review of the Florida Standards/BEST Standards and their rigor. This will enable the teachers to provide the students with relevant practice to improve proficiency. Additionally, the students will have support with vocabulary instruction to improve comprehension. Students and grade levels will participate in ongoing data chats to measure the fidelity of instruction and remediation supports provided to students on standards. As a result of the data chats and students' progress, the curriculum coaches will provide consistent coaching and modeling to assist teachers who require additional support.

Person Responsible

Tangela Jones (tangela.jones@browardschools.com)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	The learning gains for the students in the lowest 25th percentile decreased and this is part of the District's focus as well.
Measurable Outcome:	The ELA learning gains for students in the lowest 25th will increase from 30 percent (based on the 20-21 FSA scores) to 35 percent based on the 21-22 FSA.
Monitoring:	Students and teachers will participate in ongoing data chats to measure the fidelity of instruction and remediation supports provided to students on standards. As a result of the data chats and students' progress, the curriculum coaches will provide consistent coaching and modeling to assist teachers who require additional support.
Person responsible for monitoring outcome:	Michelle Engram Mcknight (michelle.l.engram-mcknight@browardschools.com)
Evidence-based Strategy:	We will support our teachers in the implementation of high-quality instruction; particularly in the area of vocabulary.
Rationale for Evidence-based Strategy:	Based upon school academic data, it indicates evidence of the necessity for vocabulary instruction. Additionally, based on our IReady Diagnostic data, vocabulary was the weakest performing area school-wide. We are utilizing Benchmark Advance, with an emphasis on using Marzano's six-step process for teaching academic vocabulary.

Action Steps to Implement

The teachers will be provided with professional development focusing on reviewing the clusters of the standards. Each area will be reviewed to ensure fidelity of Tier 1 instruction according to the grade level expectation. Due to the need for an improvement in comprehension, the vocabulary portion of the new literacy instructional program will be used to provide additional support to students. Teachers will be given professional development to ensure the instruction is strategic to the needs of the students being addressed. Additionally, data chats will be conducted by teachers and grade level team to assess the growth and determine if additional supports are needed for teachers, grade levels and/or students. Based upon the information gathered at the data chats, coaching and modeling will be provided to teachers indicating a need for additional assistance.

Person Responsible Tangela Jones (tangela.jones@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the data report, we will monitor the student suspensions as we were ranked 895 out of 1395 elementary schools within the state. The school's discipline committee will monitor discipline data quarterly throughout the school year and make recommendations on improvement strategies based on this area of need. We will also utilize the Rtl process to identify any students who will benefit from direct monitoring and being provided a behavioral intervention.

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.

We conduct various events at the school designed to educate parents and community members regarding their role, responsibilities, and the importance of the home-school connection. At our Open House/Title I Annual meeting, parents are provided with information on the expectations of the parents and students, as well as, given information on the different subject areas and Florida State Standards/Florida B.E.S.T Standards.

At our Literacy and Math Night events, parents are provided with strategies they could use at home to improve/enhance their child's literacy, math, and science skills. Both events help to prepare and motivate children by delivering resources in a fun and unique way.

Our new community Liaison will continue to work diligently to maintain positive relationships with both parents and business partners. He will continue with our established, long-running partnership with a local supermarket who provides food and incentives during our school events. His work will build on our previous Community Liaison's; which has helped to increase attendance at our events.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Michelle Engram-McKnight, Principal
Cindee Rubinstein, Assistant Principal
Fabienne Desir, Guidance Counselor
Tangela Jones, Literacy Coach

Nicole Creightney, Math Coach
 Crystal Glover, ESE Specialist
 Shante Bryan, Autism Coach
 Trusha Laurent, School Social Worker
 Frederick Flowers, Community Liaison

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				\$114,136.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1381 - Lauderhill Paul Turner Elem.	Title, I Part A		\$3,295.00
			<i>Notes: Reflex Site License</i>			
			1381 - Lauderhill Paul Turner Elem.	Title, I Part A		\$6,664.00
			<i>Notes: Renaissance/Accelerated Reader</i>			
			1381 - Lauderhill Paul Turner Elem.	Title, I Part A		\$2,228.00
			<i>Notes: School Specialty Intervention Class Sets</i>			
			1381 - Lauderhill Paul Turner Elem.	Title, I Part A		\$3,705.00
			<i>Notes: Scholastic Classroom Magazines</i>			
	5000	100-Salaries	1381 - Lauderhill Paul Turner Elem.	Other		\$98,244.00
			<i>Notes: ESSA teacher and paraprofessional to provide intensive reading instruction for students in K-5.</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$114,136.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1381 - Lauderhill Paul Turner Elem.	Title, I Part A		\$3,295.00
			<i>Notes: Reflex Site License</i>			
			1381 - Lauderhill Paul Turner Elem.	Title, I Part A		\$6,664.00
			<i>Notes: Renaissance/Accelerated Reader</i>			
			1381 - Lauderhill Paul Turner Elem.	Title, I Part A		\$2,228.00
			<i>Notes: School Specialty Intervention Class Sets</i>			
			1381 - Lauderhill Paul Turner Elem.	Title, I Part A		\$3,705.00
			<i>Notes: Scholastic Classroom Magazines</i>			

	5000	100-Salaries	1381 - Lauderhill Paul Turner Elem.	Other		\$98,244.00
			<i>Notes: ESSA teacher and paraprofessional to provide intensive reading instruction for students in K-5.</i>			
Total:						\$228,272.00