

Broward County Public Schools

Gulfstream Academy Of Hallandale Beach



2021-22 Schoolwide Improvement Plan

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Gulfstream Academy Of Hallandale Beach

1000 S W 3RD ST, Hallandale Beach, FL 33009

[no web address on file]

Demographics

Principal: Carlton Campbell

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
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 Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (57%) 2016-17: C (53%)
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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Gulfstream Academy Of Hallandale Beach

1000 S W 3RD ST, Hallandale Beach, FL 33009

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School KG-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>74%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>90%</p>

School Grades History

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

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.

Our mission is to empower students in mathematics, reading, writing, and science academically with critical thinking skills and problem-solving skills. We promote social, emotional and physical development through positive self-imagining and wise decision-making skills.

Provide the school's vision statement.

Dare to be Different!

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
Freeman, Tarshe	Principal	The principal is responsible for the academics of the entire school. The principal works closely with the assistant principals and coaches to oversee and approve the curriculum plan and the assessments for the school year. The principal meets regularly with all support staff, assistant principals, and teachers to ensure that everyone is in collaborations towards the common goal. The principal attends School Advisory Council meetings to gather pertinent information from stakeholders in reference to items that may need improvement.
Fitzpatrick, Chandra	Assistant Principal	Oversee daily operations of 4-8 ELA and Social Studies for Curriculum. Additionally, she manages the discipline and behavior of grades 4-6. She focuses on making sure that teacher mandatory trainings are completed. Also, she manages substitutes, support staff, safety and security, PTSA, Title 1 and Verizon Innovative Learning School partnership.
Castillo, Maximo	Assistant Principal	Oversee grades 4-8 with Math and Science curriculum. Manages grades 7-8 when it involves discipline and behavior. Manages the smart bond, facilities, ESOL & ESE / Gifted, PLCs, PASL, extra curricular, community partnerships, and TIER mentor program.
Boyce, Candy	Assistant Principal	Oversee daily operations of K- 3 for Curriculum and Behavioral aspects. Focuses on ensuring students have photos and IDs, Teacher Compliance, Mandatory Trainings in LAB, Textbooks, Technology, Sunshine Committee, Support Staff, SEL, Student Handbook, Forms, and Planners, Parent / Teacher Conferences, RTI, Faculty Handbook, Master Calendar, Morning Announcements and Discipline.

Demographic Information

Principal start date

Wednesday 7/1/2020, Carlton Campbell

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.*

12

Total number of teacher positions allocated to the school

101

Total number of students enrolled at the school

1,391

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

18

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

24

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	132	129	143	156	125	162	157	171	180	0	0	0	0	1355
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	1	0	1	4	1	17	14	10	0	0	0	0	48
Course failure in ELA	0	0	0	0	0	0	84	69	52	0	0	0	0	205
Course failure in Math	0	0	0	0	0	0	69	43	20	0	0	0	0	132
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	26	30	30	29	48	37	0	0	0	0	200
Level 1 on 2019 statewide FSA Math assessment	0	0	0	27	30	31	29	48	37	0	0	0	0	202
Number of students with a substantial reading deficiency	0	3	19	40	15	5	120	136	109	0	0	0	0	447

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	2	10	20	21	20	111	104	77	0	0	0	0	365
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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	15	0	0	19	13	0	0	0	0	0	48
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Students retained two or more times	0	0	0	0	0	0	0	4	2	0	0	0	0	6
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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	157	177	183	174	188	204	166	214	209	0	0	0	0	1672
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Attendance below 90 percent	28	23	22	26	27	24	9	22	23	0	0	0	0	204
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One or more suspensions	0	5	0	7	5	1	34	51	77	0	0	0	0	180
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Course failure in ELA	0	0	0	0	0	0	4	4	9	0	0	0	0	17
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Course failure in Math	0	0	0	0	0	0	4	4	8	0	0	0	0	16
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Level 1 on 2019 statewide ELA assessment	0	0	0	26	30	30	29	48	37	0	0	0	0	200
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Level 1 on 2019 statewide Math assessment	0	0	0	27	30	31	29	48	37	0	0	0	0	202
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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	6	2	33	17	20	29	45	51	0	0	0	0	203
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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	27	21	24	8	12	0	1	7	0	0	0	0	101
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Students retained two or more times	0	0	0	2	5	4	3	6	4	0	0	0	0	24
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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	157	177	183	174	188	204	166	214	209	0	0	0	0	1672
Attendance below 90 percent	28	23	22	26	27	24	9	22	23	0	0	0	0	204
One or more suspensions	0	5	0	7	5	1	34	51	77	0	0	0	0	180
Course failure in ELA	0	0	0	0	0	0	4	4	9	0	0	0	0	17
Course failure in Math	0	0	0	0	0	0	4	4	8	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	26	30	30	29	48	37	0	0	0	0	200
Level 1 on 2019 statewide Math assessment	0	0	0	27	30	31	29	48	37	0	0	0	0	202

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	6	2	33	17	20	29	45	51	0	0	0	0	203

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	27	21	24	8	12	0	1	7	0	0	0	101
Students retained two or more times		0	0	0	2	5	4	3	6	4	0	0	0	24

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				48%	58%	61%	46%	57%	60%
ELA Learning Gains				58%	58%	59%	55%	57%	57%
ELA Lowest 25th Percentile				50%	52%	54%	55%	49%	52%
Math Achievement				53%	58%	62%	46%	58%	61%
Math Learning Gains				62%	58%	59%	54%	56%	58%
Math Lowest 25th Percentile				50%	51%	52%	61%	49%	52%
Science Achievement				40%	51%	56%	46%	52%	57%
Social Studies Achievement				72%	74%	78%	66%	75%	77%

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	50%	60%	-10%	58%	-8%
Cohort Comparison						
04	2021					
	2019	44%	62%	-18%	58%	-14%
Cohort Comparison		-50%				
05	2021					
	2019	48%	59%	-11%	56%	-8%
Cohort Comparison		-44%				
06	2021					
	2019	47%	57%	-10%	54%	-7%
Cohort Comparison		-48%				
07	2021					
	2019	38%	55%	-17%	52%	-14%
Cohort Comparison		-47%				
08	2021					
	2019	48%	59%	-11%	56%	-8%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	65%	-14%	62%	-11%
Cohort Comparison						
04	2021					
	2019	55%	67%	-12%	64%	-9%
Cohort Comparison		-51%				
05	2021					
	2019	65%	64%	1%	60%	5%
Cohort Comparison		-55%				
06	2021					
	2019	50%	58%	-8%	55%	-5%
Cohort Comparison		-65%				
07	2021					
	2019	35%	53%	-18%	54%	-19%
Cohort Comparison		-50%				
08	2021					
	2019	35%	45%	-10%	46%	-11%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	33%	49%	-16%	53%	-20%
Cohort Comparison						
08	2021					
	2019	18%	43%	-25%	48%	-30%
Cohort Comparison		-33%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	67%	29%	67%	29%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	68%	71%	-3%	71%	-3%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	78%	61%	17%	61%	17%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	56%	44%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tools utilized by Gulfstream Academy of Hallandale Beach are the iReady Diagnostic for both Math and English Language Arts. We also utilize USA Test Prep for English Language Arts, Science, and Social Studies. For students in grades K-5 students are tested with the Benchmark Assessment System to determine their instructional reading levels. This assessment allows homogenous groups to be created for small group instruction.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	33	47
	Economically Disadvantaged			
	Students With Disabilities	17	36	31
	English Language Learners	17	17	24
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25	22	30
	Economically Disadvantaged			
	Students With Disabilities	17	36	25
	English Language Learners	20	4	21
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	27	43
	Economically Disadvantaged			
	Students With Disabilities	15	7	14
	English Language Learners	14	10	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17	20	34
	Economically Disadvantaged			
	Students With Disabilities	14	12	22
	English Language Learners	0	13	25

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	42	56
	Economically Disadvantaged			
	Students With Disabilities	20	19	38
	English Language Learners	12	17	27
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	18	34
	Economically Disadvantaged			
	Students With Disabilities	8	12	15
	English Language Learners	4	14	21
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	39	43
	Economically Disadvantaged			
	Students With Disabilities	6	14	21
	English Language Learners	14	30	35
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	29	48
	Economically Disadvantaged			
	Students With Disabilities	3	14	23
	English Language Learners	8	22	56

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32	38	40
	Economically Disadvantaged			
	Students With Disabilities	7	6	0
	English Language Learners	9	24	22
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30	33	52
	Economically Disadvantaged			
	Students With Disabilities	0	7	8
	English Language Learners	8	17	27
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32	37	37
	Economically Disadvantaged			
	Students With Disabilities	10	21	17
	English Language Learners	28	22	27
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25	36	47
	Economically Disadvantaged			
	Students With Disabilities	20	24	30
	English Language Learners	26	35	42

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	41	40
	Economically Disadvantaged			
	Students With Disabilities	5	5	17
	English Language Learners	6	16	8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27	37	33
	Economically Disadvantaged			
	Students With Disabilities	5	5	8
	English Language Learners	6	25	9
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	45	49
	Economically Disadvantaged			
	Students With Disabilities	0	0	0
	English Language Learners	6	12	22
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26	34	0
	Economically Disadvantaged			
	Students With Disabilities	0	11	0
	English Language Learners	6	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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	19	38	30	19	16	18	7	29			
ELL	40	44	35	38	24	25	31	43	45		
BLK	35	45	32	26	20	21	22	42	59		
HSP	47	50	38	37	20	29	42	58	56		
MUL	50	60		58	30						
WHT	43	42		48	32		50	45	55		
FRL	41	46	33	32	20	24	31	47	57		
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	18	38	39	23	45	44	13	46			
ELL	45	61	55	52	64	45	34	64	50		
ASN	77	75		77	75						

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
BLK	38	52	52	46	56	50	25	64	60		
HSP	55	63	49	58	65	50	48	77	75		
MUL	47	56		53	67						
WHT	55	60	50	60	65	53	51	89	92		
FRL	47	57	51	52	61	50	38	71	72		
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	18	40	46	22	42	43	24	38	60		
ELL	33	55	58	39	58	63	14	38			
ASN	57	64		67	50						
BLK	38	48	40	38	50	57	35	57	74		
HSP	51	58	64	51	56	65	52	71	83		
MUL	50	70		39	37		70				
WHT	56	58	61	58	63	63	53	86	89		
FRL	45	54	54	46	54	61	45	63	78		

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	40
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	52
Total Points Earned for the Federal Index	401
Total Components for the Federal Index	10
Percent Tested	90%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	38

English Language Learners	
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 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	35
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	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
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?

The trends that can be seen is that in most grade levels students either gained or maintained proficiency throughout the three diagnostics. Most grade levels also showed their most growth by the Spring Diagnostic. The students in 7th grade were the exception with them declining from 37% proficient on the winter diagnostic to 33% on the spring diagnostic in Math. Also, 8th grade diagnostic showed 0% of students proficient on the Spring Diagnostic for Math.

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

Our students with disabilities show the greatest need for improvement. Throughout the iReady diagnostic that subgroup had the most inconsistent data, with 7th grade reading and math, 6th grade math, 5th grade math, 4th grade reading and math and 3rd grade math being the only categories where students with disabilities showed consistent growth across all three diagnostic.

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

One of the biggest contributing factors for this need for improvement would be the state of education at the time with the pandemic. Most of our students remained at home for the duration of the school year. We also had some students who may have had assistance on the first diagnostic and did not receive that assistance when they had to take the spring diagnostic at the school because they had returned to in person learning. To address this need for improvement the ESE facilitators and classroom teacher can prioritize the collaboration of learning to ensure that they are supplementing what is being addressed in the classroom.

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

All of our English Language Learners with the exception of 5th, 6th and 7th grade ELA and 8th grade math showed improvement from Fall to Spring Diagnostic.

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

The contributing factor to this improvement might be the ELO and LEC camps that our school hosted. The students of other home languages were offered two separate opportunities to practice their language skills through after school tutoring. This tutoring occurred twice a week, and focused only on language acquisition. This may be the reason why the ELL students seemed to grow on their iReady Diagnostics.

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

Offering outside assistance will help to accelerate learning. For example, through the implementation of our academic support, students can be pulled out of classes and taken to another classroom free from distraction to receive supplemental instruction on reading to fill gaps that they may have and that the teacher may have noticed after analyzing the iReady data. Thanks to the instructional grouping component on iReady, it will be simple to make homogenous groups for students across the grade level so that students can receive the extra support that they need.

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.

All teachers continuously participate in Professional Learning Communities (PLCs) to assist with the sharing and implementation of best practices around standards.

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

Through the new acquisition of Benchmark Advance, students will have the opportunity to interact with the new BEST standards and become familiar with the new curriculum so that when the standards are official switched they will be prepared and familiar with it. The use of iReady Teacher Toolbox also offers teachers the necessary materials to implement enrichment and remediation for their students addressing the specific deficiencies they show based on the diagnostic.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Our school has been designated as a RAISE (Reading Achievement Initiative for Scholastic Excellence) school due to 50 percent or more of our students scoring below a level three on the FSA reading in grades 3-5. This area of focus for improving ELA was also determined based on the results from the FSA data for the 2020-2021 school year (Overall proficiency levels: 3rd grade 34%, 4th grade 40%, 5th grade 37%, 6th grade 41%, 7th grade 44%, 8th grade 40%). Also, our overall school ELA proficiency declined for the 2020-2021 school year from a 48% to 42% identifying it as a critical need.
Measurable Outcome:	For each grade level, our goal is to increase at least 5% which would make our new goals as follows: 3rd grade 39% proficiency, 4th grade 45% proficiency, 5th grade 42% proficiency, 6th grade 46% proficiency, 7th grade 49% proficiency and 8th grade 45% proficiency. Overall as a school we would like to improve from 42% to 47% proficient in ELA based on FSA data.
Monitoring:	To start the year students iReady Diagnostic data will be analyzed to compare their historical score to their new Fall iReady Diagnostic placement. Teachers will then utilize the correlation chart to convert their iReady score to a FSA level. This will help teachers to see if students declined over the summer and determine where new students may be placed. Then teachers will monitor their class' progress on standards through small group instruction to ensure that students are receiving the necessary remediation and reteaching opportunities to increase student achievement. Administration and academic coaches will progress monitor the teacher's iReady data continuously throughout the school year.
Person responsible for monitoring outcome:	Tarshe Freeman (tarshe.t.freeman@browardschools.com)
Evidence-based Strategy:	We will be using iReady, paper based and computer based programs to assist us in accomplishing our goal. We will also be using iReady to remediate, enrich and progress monitor how our students are moving towards the goal we have set.
Rationale for Evidence-based Strategy:	The iReady Diagnostic assessments have a correlation chart that allows us to see where the student may score on the FSA based on their iReady score. The paper based assessments allows us to give the students authentic opportunities to engage with the material in the same manner that it will be tested with the parameters of the FSA assessment.

Action Steps to Implement

1. We will have Professional Development to help instruct the teachers on how to use the resources that are part of the strategies we are planning.
2. The teachers will be using their iReady, and other resources and assessments to gauge their understanding of literacy.
3. The teachers will participate in Professional Learning Communities so that they are able to collaborate with one another on ways to help their students improve.
4. The teachers will give remediation to those students who are still not performing at grade level.
5. We will then reassess the students every 6 weeks to determine if we have moved towards our goal.

Person Responsible Tarshe Freeman (tarshe.t.freeman@browardschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	This area of focus for improving literacy was chosen because when students with disabilities increase learning gains in reading, it shows that we are filling gaps that the students have in their learning. Increasing their learning gains in reading will impact learning in all content learning areas.
Measurable Outcome:	By June 2022, 45% of student with disabilities in grades 3-8 will demonstrate learning gains in ELA on the FSA.
Monitoring:	We will utilize the iReady Diagnostic data as well as the Common Formative Assessments to test the student's literacy knowledge and comprehension as the standards are being taught by comparing their historical scores to their scores for this school year in Fall, Winter and Spring.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	We will be using iReady, paper based and computer based programs to assist us in accomplishing our goal. We will also be using iReady to remediate, enrich and progress monitor how our ESE students are moving towards the goal we have set.
Rationale for Evidence-based Strategy:	The iReady Diagnostic assessments have a correlation chart that allows us to see where the student may score on the FSA based on their iReady score. The paper based assessments allows us to give the students authentic opportunities to engage with the material in the same manner that it will be tested with the parameters of the FSA assessment.

Action Steps to Implement

1. We will have Professional Development to help instruct the teachers on best practices when working with students with disabilities.
2. The teachers will be using their iReady toolbox, and other resources and assessments to gauge their understanding of literacy and provide extra support.
3. The teachers will participate in Professional Learning Communities so that they are able to collaborate with one another on ways to help their students improve.
4. The teachers will give remediation to those students who are still not performing at grade level.
5. We will then reassess the students every 6 weeks to determine if we have moved towards our goal.

Person Responsible Tarshe Freeman (tarshe.t.freeman@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.

When looking at Gulfstream Academy of Hallandale Beach K-8's ranking overall we scored moderately at 168 out of the 313 combination schools statewide for the school incident ranking. Our primary area of concern for this school year will be to ensure that property damage does not increase throughout the school campus. Due to Social Media challenges, that encourage students to damage school property our administration and staff held school wide behavior assemblies to prevent further altercations. Our secondary area of concern would be to decrease the number of suspensions for the school year. Our statewide rank was 239 out of 313. Our administration and staff collaborated on a School Wide Positive Behavior Plan to ensure that there is proper documentation and a progressive tier of strategies to implement prior to the teacher submitting a referral to administration.

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.

Gulfstream Academy of Hallandale Beach K-8 address building a positive culture and environment by having monthly parent nights to provide parents with various curriculum strategies/resources to increase their child's academic achievement levels.

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

Gulfstream Academy of Hallandale Beach K-8 has partnered with the United Way to ensure that there are community and family resources available to the population in which we serve. Through our partnership we have been able to ensure that families are aware of different social and emotional learning skills to cope with the stress of returning to the building after the pandemic, resources for access to uniforms if the families cannot afford them, and ensuring that there is someone willing to assist with them with items. Also, Gulfstream Academy of Hallandale Beach has a partnership with Memorial Healthcare which provides our families in grades 6-8 with free after school supervision. This allows families to ensure that while they are finishing their work day their students are being cared for, fed, and stimulated in the areas of academics and extra curricular activities.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$422,256.92
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0131 - Gulfstream Academy Of Hallandale Beach	Title, I Part A		\$8,670.00
			<i>Notes: iReady Teacher toolbox assists teachers by providing remediation and enrichment strategies to assist students below, on and above grade level in reading.</i>			
	5000	100-Salaries	0131 - Gulfstream Academy Of Hallandale Beach	Other Federal		\$344,217.36
			<i>Notes: Through the ESSER funds for school grant, Gulfstream Academy of Hallandale Beach K-8 was able to hire six academic support personnel to pull in and push out of classrooms with the focus on Reading instruction.</i>			
	5900		0131 - Gulfstream Academy Of Hallandale Beach	Title, I Part A		\$57,369.56
			<i>Notes: Dr. Alcena's position as the literacy coach for grades K-3 assists teachers in providing the best practices for students and instructional methods.</i>			
	5100	100-Salaries	0131 - Gulfstream Academy Of Hallandale Beach	Title, I Part A		\$12,000.00
			<i>Notes: The salaries will be used for teachers offering extended learning opportunities on their planning, after school, or Saturday.</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	100-Salaries	0131 - Gulfstream Academy Of Hallandale Beach	Title, I Part A		\$12,000.00
			<i>Notes: The salaries will be used for teachers offering extended learning opportunities on their planning, after school or Saturday.</i>			
Total:						\$434,256.92