

Broward County Public Schools

# Mary M Bethune Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Mary M Bethune Elementary School

2400 MEADE ST, Hollywood, FL 33020

[ no web address on file ]

## Demographics

Principal: Latosha Williams

Start Date for this Principal: 9/22/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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 White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (51%) 2017-18: D (38%) 2016-17: C (52%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Mary M Bethune Elementary School

2400 MEADE ST, Hollywood, FL 33020

[ 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	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

### School Grades History

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

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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.**

Our mission is to provide a personalized learning experience for all students with a rigorous curriculum that builds towards college and career readiness preparing students to become global citizens.

#### **Provide the school's vision statement.**

Our vision is to provide a creative learning experience that cultivates character and provides a rigorous curriculum in a safe, secure environment.

### 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
Williams, Latosha	Principal	Lead teachers and staff, set goals and ensure students meet their learning objectives. Overseeing the school's day-to-day operations means handling disciplinary matters, managing a budget and hiring teachers and other personnel.
Eames, Theon	Assistant Principal	Lead teachers and staff, set goals and ensure students meet their learning objectives. Overseeing the school's day-to-day operations means handling disciplinary matters, managing a budget and hiring teachers and other personnel.
Frazier, Ronnie	Instructional Coach	Liaisons between research and practice, helping teachers learn to improve their practices in a reflective supportive setting. As a data coach, the coach organizes and analyzes a school's data, facilitating conversations among the faculty. The coach supports teachers and administrators in using data to improve instruction on all levels.
Pellecer, Gloria	Instructional Coach	Liaisons between research and practice, helping teachers learn to improve their practices in a reflective supportive setting. As a data coach, the coach organizes and analyzes a school's data, facilitating conversations among the faculty. The coach supports teachers and administrators in using data to improve instruction on all levels.
Jenkins, Nikitress	Teacher, ESE	ESE Specialist ~ Collaborate and work directly with teachers, administrators, and parents to coordinate the delivery of exceptional student programs. In addition, provides technical assistance to ensure a continuum of service options are available and accessible to ESE and RtI students.
Solano-Millar, Faustina	School Counselor	Collaborate with teachers, administrators and parents to ensure support is available and provided to students with difficulties they may face at school or at home. Difficulties such as learning disabilities, adjustment or behavioral problems (social and emotional). In addition, offer guidance to overcome these in an effort to improve existing student performance and character.

## Demographic Information

### Principal start date

Wednesday 9/22/2021, Latosha Williams

**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**

19

**Total number of students enrolled at the school**

407

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

0

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

2

### 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	52	70	56	60	71	74	0	0	0	0	0	0	0	383
Attendance below 90 percent	21	26	20	21	37	21	0	0	0	0	0	0	0	146
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 FSA ELA assessment	0	0	0	0	4	26	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	8	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	2	3	9	33	13	12	72	0	0	0	0	0	0	144

**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	0	4	13	9	19	0	0	0	0	0	0	0	46

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Wednesday 9/22/2021

## 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

## 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	46	51	0	0	0	0	0	0	0	0	0	0	0	97	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
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	0	0	0	0	0	0	0	0	

## 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				36%	59%	57%	30%	56%	56%
ELA Learning Gains				59%	60%	58%	37%	57%	55%
ELA Lowest 25th Percentile				64%	54%	53%	29%	51%	48%
Math Achievement				54%	65%	63%	44%	62%	62%
Math Learning Gains				54%	66%	62%	58%	60%	59%
Math Lowest 25th Percentile				59%	53%	51%	33%	47%	47%
Science Achievement				33%	46%	53%	32%	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	32%	60%	-28%	58%	-26%
Cohort Comparison						
04	2021					
	2019	42%	62%	-20%	58%	-16%
Cohort Comparison		-32%				
05	2021					
	2019	33%	59%	-26%	56%	-23%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	65%	-3%	62%	0%
Cohort Comparison						
04	2021					
	2019	50%	67%	-17%	64%	-14%
Cohort Comparison		-62%				
05	2021					
	2019	35%	64%	-29%	60%	-25%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	30%	49%	-19%	53%	-23%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready Growth Monitoring is a general outcome measure form of progress monitoring. The reports show whether students are on track for their target growth by projecting where their ability level will likely be at the end of the school year and comparing the projected growth-to-growth targets. 5th grade science utilized SchoolCity as a formative assessment tool, Broward Standard Assessment, and Statewide Science Assessment.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22	25	28
	Economically Disadvantaged	0	0	0
	Students With Disabilities	20	9	0
	English Language Learners	25	20	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11	20	22
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	25
	English Language Learners	25	20	20
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	29	45
	Economically Disadvantaged	0	0	0
	Students With Disabilities	18	9	9
	English Language Learners	0	0	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	16	31
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	9
	English Language Learners	33	0	17

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29	33	40
	Economically Disadvantaged	0	0	0
	Students With Disabilities	19	12	41
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	11	30
	Economically Disadvantaged	0	0	0
	Students With Disabilities	6	11	18
	English Language Learners	0	0	50
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14	19	24
	Economically Disadvantaged	0	0	0
	Students With Disabilities	4	3	4
	English Language Learners	N/A	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	19	31
	Economically Disadvantaged	0	0	0
	Students With Disabilities	4	0	7
	English Language Learners	N/A	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20	34	37
	Economically Disadvantaged	0	0	0
	Students With Disabilities	4	17	21
	English Language Learners	0	0	25
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21	25	45
	Economically Disadvantaged	0	0	0
	Students With Disabilities	8	4	20
	English Language Learners	0	0	50
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	7	15	16
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	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	12	50		12	50		7				
ELL	22	58		28	33		8				
BLK	30	40	44	23	33	53	13				
HSP	22			22							
WHT	45			45							
FRL	27	42	43	21	31	57	13				
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	9	55		44	65						
ELL	12	60		35	40						
BLK	37	57	60	54	55	58	39				
HSP	28	73		50	55						

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
FRL	35	57	62	54	53	55	35				
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	9	25	29	17	42	33	7				
ELL	12	60		29	45						
BLK	29	37	22	45	58	32	29				
HSP	27	29		39	59		45				
WHT	50			50							
FRL	31	37	30	44	59	33	33				

### 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	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	246
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	30
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	
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	34
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	22
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	45
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	33
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 foundational skills that consisted of phonics, phonological awareness, numbers and operations was extremely low across all grade levels and sub groups in ELA and Math. Based on AP1 data students struggle with phonics and standards mastery. Programs have been put into place to help bridge in those foundational skills gap. Math has dropped school wide, district wide, and state wide. Remediation and support have been provided to support students bridge in those skills. Our proficient students have dropped and are performing at a level 2. Rigor instruction, pull out, and push in support have been incorporated to get our proficient students back to proficiency,

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

Phonic needs based on the progress monitoring displayed the greatest need for improvement in ELA. Students lack basic math skills in math which consisted of numbers and operations. Phonics and numbers and operations dropped school wide from grades k-5.

#### **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 pandemic made it very difficult to teach a lot of our primary students those foundational needs to be able to decode text. We have a phonics/foundational skills program called UFLI. It focuses on the Best Practices for the teachers, and bridging in the learning gaps of all students. The students lack basic mathematical concepts. Math and ELA remediation have been implemented into the daily schedule for teachers to follow.

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

Standards Mastery showed the most improvement based on the progress monitoring tool.

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

UFLI program that focuses on small group instruction. Phonic, Words, and Spelling is another phonic program that focuses on whole group instruction in phonics. The school will be implementing Benchmark Advance intervention components to meet the students needs. The school will also implementing The Reading Horizons Program for our tier 3 students needing additional support.

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

Professional Learnings will be provided for teachers to be able help our students bridge in the learning gaps. Walkthroughs, observations, push in, and pull out support will be provided based on the needs of all students.

#### **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 learnings opportunities will be provided to the teachers throughout the school year. Teachers will have Professional learning opportunities with our UFLI program. That program focuses on the Best practices of foundational skills, phonics, and fluency. The teachers will also be provided with Professional Learning opportunities with standard based instruction trainings. Implementing, monitoring, and analyzing Best Practice skills.

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

Reading Pal Program providing one on one support for low readers. ESSER support provided for tier 2, and tier 3 students. Reflex math provided for focusing on prerequisite skills to bridge in the learning gaps.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to ELA

<b>Area of Focus Description and Rationale:</b>	Based on the 3 year data trend, our standards have not increased based on end of the year goals. The students that are one year below grade level lacked standards mastery in ELA. Professional Learnings will be provided to support teachers on standard based instruction in ELA and Math.
<b>Measurable Outcome:</b>	Students are expected to receive a learning gain in each domain on ELA and Math. The domains for ELA consists of Phonological Awareness, Phonics, High Frequency Words, Vocabulary, and Comprehension skills.
<b>Monitoring:</b>	Standard based instruction will be monitored weekly with assigned Standards Mastery on I-Ready and Quarterly on the Diagnostic Assessment.
<b>Person responsible for monitoring outcome:</b>	Ronnie Frazier (ronnie.frazier@browardschools.com)
<b>Evidence-based Strategy:</b>	Weekly meetings with teachers to monitor standards mastery. Also, providing professional learning opportunities for teachers to monitor the progression of the standards weekly and quarterly.
<b>Rationale for Evidence-based Strategy:</b>	Providing professional learning opportunities will be provided for teachers. Wordly Wise vocabulary program will be provided to enhance the vocabulary domain in ELA. Support will also be provided to increase students vocabulary level. I-Ready Books will be provided for ELA and Math to support standard based instruction. Professional Learnings will be provided to support teachers on Best Practices of the standards.

#### Action Steps to Implement

Literacy coach will monitor instruction and have weekly data chats with teachers.

**Person Responsible** Ronnie Frazier (ronnie.frazier@browardschools.com)

**#2. ESSA Subgroup specifically relating to English Language Learners****Area of Focus Description and Rationale:**

The English Language Learners were not mastering grade level expectations and proficiency based on 3 year data trends.

**Measurable Outcome:**

English Language Learners will receive a learning gain based on weekly support and monitoring standards mastery.

**Monitoring:**

Standard Based instruction will be monitored weekly to meet the needs of our students. I-Ready lessons will be assigned in Spanish. Students will also work on their pathway on Imagine Learning, which is a program that implements the students native language and English.

**Person responsible for monitoring outcome:**

Ronnie Frazier (ronnie.frazier@browardschools.com)

**Evidence-based Strategy:**

Weekly data chats will be implemented with ELA coach to monitor progression of students. Quarterly formative assessments will be given to analyze data and make instruction decisions based on student needs.

**Rationale for Evidence-based Strategy:**

Weekly data chats allows teachers to monitor student progression on standard progress

**Action Steps to Implement**

Literacy coach will monitor standard progression and have weekly data chats with teachers.

**Person Responsible**

Ronnie Frazier (ronnie.frazier@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.

**Clearly communicated rules about physical violence and verbal abuse and clear and consistent enforcement. In my school, there are clearly stated rules against insults, teasing, harassment, and other verbal abuse. Adults in the school will stop students if they see them physically hurting each other (for example, pushing, slapping, or punching). Sense that students and adults feel safe from physical harm in the school. Supportive teaching practices, such as constructive feedback and encouragement for positive risk taking, academic challenge, individual attention, and opportunities to demonstrate knowledge and skills in a variety of ways. My teachers show me how to learn from my mistakes.**

## 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.

Generating clear, open communication with the parents of and students, which help avoid misunderstandings and remove feelings of mistrust or hostility. Developing educational programs for parents which involve them in their children's schooling, and thus build a more positive atmosphere in your school. Another way to generate more positive reinforcement for the staff is to set goals for the number of compliments each member has to give during the day or week. Encourage them to give specific compliments that highlight what each individual student has done well. Getting your teachers to internalize the subtle and tactful arts of classroom management consistently is critical for a school culture of mutual respect and adherence to rules -- both by teachers and students.

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

The role of the stakeholders are to analyze and understand the current culture of your school. Observing the attitudes of teachers in the classroom and in staff meetings, and understanding the general feeling of students towards the school and the staff.

Identify which aspects are toxic and which are positive: Write down the aspects of your school that improve the atmosphere and those which cause negative feelings in teachers and students.

Reinforce positive elements: From that list, pull out the positive aspects of your school culture, and include other values, attitudes, or qualities that you would like to see in your school. Then, take action to reinforce those positive qualities and create a positive school culture.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
Total:			\$0.00