

Broward County Public Schools

# Peters Elementary School



2021-22 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>20</b>
<b>Positive Culture &amp; Environment</b>	<b>22</b>
<b>Budget to Support Goals</b>	<b>22</b>

# Peters Elementary School

851 NW 68TH AVE, Plantation, FL 33317

[ no web address on file ]

## Demographics

**Principal: Eric Miller**

Start Date for this Principal: 6/12/2019

<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 (52%) 2017-18: C (51%) 2016-17: B (61%)
<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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>20</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>22</b>

# Peters Elementary School

851 NW 68TH AVE, Plantation, FL 33317

[ no web address on file ]

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2020-21 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">71%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">89%</p>

## School Grades History

<b>Year</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Grade</b>		C	C	C

## 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

The mission of Peters Elementary School is to foster the highest development of each student's unique potential.

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

Peters is committed to educating all students to reach their highest potential.

### 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
Deutsch, Susanna	Principal	<p>Overall responsible for the implementation of curriculum and operational functions of the entire school. Meet bi-monthly with custodial staff to ensure a clean and safe learning environment, allocating funds for instructional materials, staff development, and any and all student needs, working with ESE Specialist to ensure IEPs are written and implemented per State and District requirements, participate in the Response to Intervention meetings on a weekly basis, conduct weekly support staff meetings, conduct monthly clerical staff, technology, faculty meetings, meet with After Care School programs (2 programs) monthly, conduct monthly fire and emergency drills, meet with "Safe Team" after any drill to debrief and improve practices. Annually work with stakeholders to create a safety plan, School Improvement Plan, School Budget. Meet monthly with the PTA, SAC and SAF Committees, as well as attend any Principal, Cadre and IZone meetings. Participate in City's Education Board evening monthly meetings. Conduct observations (3 per year) for instructional and non-instructional personnel, including pre and post observation planning and feedback meetings. Coordinate and participate in during and after school functions (one per month). Ensure payroll in correct for all employees. Hire and maintain personnel. Maintain a culture of professionalism, respect and high quality instruction. Responsible for coordinating the collection of and interpretation of student data.</p>
Johnson, Armelle	Assistant Principal	<p>Assist with the overall operation of the school. Interacts with students, teachers, parents, and all stakeholders. Ensures all students and staff are safe and secure on campus; monitors teachers/ instructional practices and provides support as needed; communicates with parents about the education of their children; streamlines all instructional and operational systems within the school along side the principal. Assists with developing and implementing the School Improvement Plan and safety plans and procedures.</p>
Beish, Gracie	Other	<p>LEA for IEP meetings, Ensure students with disabilities are getting the services outlined in their IEPs, student supervision. Assist at arrival, dismissal and cafeteria. Observe students in the classroom, provide staff development or model strategies for teachers in regards to students with disabilities or gifted. Participate in the Response to Intervention process including weekly meetings, writing notes, creating agendas and scheduling meetings.</p>
Bolona, Lissette	ELL Compliance Specialist	<p>Title I Liaison responsible for ensuring all Title I requirements are being met, uploading documents and maintaining the ebinder on a monthly basis. Also ESOL Coordinator, doing initial and ongoing monitoring assessments for ESOL students, scheduling and meeting with parents for initial program classification and annual meetings. Main job is Spanish teacher preparing and delivering instruction for students, PreK-5, in Spanish.</p>
Thomas, Dorian	School Counselor	<p>Prepare and teach classroom guidance lessons per District guidelines. Participating in weekly Response to Intervention meetings, responsible for implementing District Mandated activities such as Say No To Drugs, Coordinating monthly Kid of Character assemblies, Peace Week, etc.,</p>



Name	Position Title	Job Duties and Responsibilities
		<p>coordinating and conducting small group counseling sessions with students (depending on needs of student, i.e. divorce, anger management, study skills), assist at arrival, dismissal and cafeteria, meet with parents. Participate in Threat Assessments. coordinating all assessments as Testing Coordinator.</p>
<p>Godoy, Christian</p>	<p>Curriculum Resource Teacher</p>	<p>Model instructional practices in classrooms for teachers in the area of reading, math, and science. Conduct staff development on instructional strategies, research based programs and strategies, observe and give feedback to teachers in regards to implementation of research based strategies and programs, assist with data collection and interpretation, assist at arrival, dismissal and cafeteria, participate in observe students, maintaining the curriculum resource room for teachers.</p>
<p>Lopez, Frances</p>	<p>Reading Coach</p>	<p>Model instructional practices in classrooms for teachers in the area of reading, conduct staff development on instructional strategies, research based programs and strategies, observe and give feedback to teachers in regards to implementation of research based strategies and programs, assist with data collection and interpretation, assist at arrival, dismissal and cafeteria, participate in Response to Intervention weekly meetings, observe students, and maintaining the curriculum resource room for teachers. Serves as School Advisory Council Chair. Assists with the development and implementation of School Improvement Plan.</p>
<p>Kelly, Melissa</p>	<p>Teacher, K-12</p>	<p>Provide support in remediating learning loss. Monitor student progress, provide and facilitate student intervention (groups) in the area of reading. Create a positive class environment and encouraging students to reach learning goals. Work collaboratively with ESE Specialist and teachers to implement curricula and services as needed for special education students according to guidelines established in Individual Education Plans (IEP).</p>
<p>Dantica, Sophronie</p>	<p>Teacher, K-12</p>	<p>Provide support in remediating learning loss. Monitor student progress, provide and facilitate student intervention (groups) in the area of math. Create a positive class environment and encouraging students to reach learning goals.</p>

**Demographic Information**

**Principal start date**

Wednesday 6/12/2019, Eric Miller

**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.*

4

**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.*

5

**Total number of teacher positions allocated to the school**

29

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

607

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

2

**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	89	110	90	104	94	0	0	0	0	0	0	0	577
Attendance below 90 percent	34	31	18	14	20	20	0	0	0	0	0	0	0	137
One or more suspensions	0	0	0	3	4	0	0	0	0	0	0	0	0	7
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	8	22	0	0	0	0	0	0	0	30
Number of students with a substantial reading deficiency	3	12	26	14	26	29	0	0	0	0	0	0	0	110

**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	3	12	8	6	14	23	0	0	0	0	0	0	0	66

**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	3	9	8	1	2	1	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Friday 9/10/2021

**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	106	82	100	88	0	0	0	0	0	0	0	533
Attendance below 90 percent	18	17	7	12	12	9	0	0	0	0	0	0	0	75
One or more suspensions	0	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	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	39	28	29	0	0	0	0	0	0	0	96
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	22	0	0	0	0	0	0	0	30

**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	2	2	1	19	12	19	0	0	0	0	0	0	0	55

**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	4	10	4	5	1	3	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	2	1	0	0	0	0	0	0	0	3

**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	106	82	100	88	0	0	0	0	0	0	0	533
Attendance below 90 percent	18	17	7	12	12	9	0	0	0	0	0	0	0	75
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	39	28	29	0	0	0	0	0	0	0	96
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	22	0	0	0	0	0	0	0	30

**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	2	2	1	19	12	19	0	0	0	0	0	0	0	55

**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	4	10	4	5	1	3	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	2	1	0	0	0	0	0	0	0	3

**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				57%	59%	57%	56%	56%	56%
ELA Learning Gains				58%	60%	58%	60%	57%	55%
ELA Lowest 25th Percentile				50%	54%	53%	61%	51%	48%
Math Achievement				60%	65%	63%	59%	62%	62%
Math Learning Gains				69%	66%	62%	52%	60%	59%
Math Lowest 25th Percentile				43%	53%	51%	27%	47%	47%
Science Achievement				30%	46%	53%	41%	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	45%	60%	-15%	58%	-13%
Cohort Comparison						
04	2021					
	2019	57%	62%	-5%	58%	-1%
Cohort Comparison		-45%				
05	2021					
	2019	60%	59%	1%	56%	4%
Cohort Comparison		-57%				

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	61%	67%	-6%	64%	-3%
Cohort Comparison		-51%				
05	2021					
	2019	59%	64%	-5%	60%	-1%
Cohort Comparison		-61%				

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 Diagnostic Assessment Period 1, Period 2 and Period 3
- District Beginning of the Year and Mid-Year Science Progress Monitoring Data
- Statewide Science Assessment Results (Spring)

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22/31%	30/41.1%	37/50.7%
	Economically Disadvantaged	15/27.8%	21/37.5%	25/45.5%
	Students With Disabilities	3/17.6%	2/11.8%	1/6.7%
	English Language Learners	1/8.3%	3/25%	5/41.7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19/27.9%	22/31%	29/39.2%
	Economically Disadvantaged	13/26%	14/26.4%	18/32.1%
	Students With Disabilities	3/20%	2/13.3%	2/12.5%
	English Language Learners	2/16.7%	3/25%	5/41.7%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35/37.2%	52/55.3%	70/72.9%
	Economically Disadvantaged	23/33.8%	36/52.9%	49/70%
	Students With Disabilities	2/11.1%	6/33.3%	10/55.6%
	English Language Learners	3/30%	3/30%	4/33.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16/17%	31/33%	58/59.8%
	Economically Disadvantaged	12/17.6%	21/30.9%	39/54.9%
	Students With Disabilities	3/16.7%	2/11.1%	6/33.3%
	English Language Learners	2/20%	3/30%	8/61.5%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39/54.2%	49/62.8%	52/66.7
	Economically Disadvantaged	30/55.6%	34/58.6%	35/61.4%
	Students With Disabilities	3/18.8%	7/41.2%	8/50%
	English Language Learners	4/40%	4/36.4%	7/58.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11/15.53%	24/31.2%	31/38.8%
	Economically Disadvantaged	7/13%	15/25.9%	19/32.2%
	Students With Disabilities	2/12.5%	4/23.5%	5/27.8%
	English Language Learners	0/0%	0/0%	0/0%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28/31.8%	40/44.9%	43/47.3%
	Economically Disadvantaged	16/27.6%	24/40.7%	25/41.7%
	Students With Disabilities	3/15.8%	4/21.1%	4/21.1%
	English Language Learners	3/21.4%	5/35.7%	7/46.7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12/13.6%	27/30.3%	38/41.8%
	Economically Disadvantaged	5/8.6%	15/25.4%	21/35%
	Students With Disabilities	2/10.5%	5/26.3%	5/26.3%
	English Language Learners	2/14.3%	5/35.7%	7/46.7%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23/28%	33/39.8%	34/40%
	Economically Disadvantaged	8/14.3%	17/30.4%	18/31.6%
	Students With Disabilities	0/0%	2/10.5%	5/25%
	English Language Learners	1/10%	2/20%	2/20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17/20.7%	24/29.3%	41/48.8%
	Economically Disadvantaged	7/12.5%	12/21.4%	24/42.1%
	Students With Disabilities	0/0%	2/10.5%	8/40%
	English Language Learners	2/20%	1/10%	4/40%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	8/9.4%	7/8.6%	25/30%
	Economically Disadvantaged			8/16%
	Students With Disabilities			1/5%
	English Language Learners			2/22.2%

**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	16	26		18	35	15	10				
ELL	53			42							
BLK	38	40	17	24	30	25	20				
HSP	47	73		38	41		29				
WHT	55	50		42	23		64				
FRL	39	49	29	27	31	31	20				
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	19	38	36	28	44	31	7				
ELL	43	54	41	60	68	40	11				
BLK	49	50	44	50	62	33	24				
HSP	50	63	56	64	73	50	24				



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
MUL	70			80							
WHT	77	65		73	72		35				
FRL	53	57	47	55	65	42	27				
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	20	49	54	26	30	24	22				
ELL	40	50		50	50						
BLK	50	69	74	49	50	28	42				
HSP	49	49	36	59	45	9	42				
MUL	60			60							
WHT	69	59		74	70		44				
FRL	51	58	59	53	48	30	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	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	302
Total Components for the Federal Index	8
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
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	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	28
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	48
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	
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	47
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	35
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?**

Reading proficiency and learning gains in all grade levels and subgroups show small improvement.

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

Reading in all grade levels and domains demonstrate a need for greater improvement based on state assessments. Particularly those students identified in the lower quartile and our Students With Disabilities.

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

Lack of or inconsistent in person instruction from March 2020-June 2021.

New Actions: Use of i-Ready Toolbox to close the gap in pre-requisite skills needed to be successful in current grade, targeted small group instruction, face to face instruction for all students

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

Base on progress monitoring data and 2019, we experienced a drop in multiple reporting areas except for science achievement where we maintained 30% proficiency. Although there was a 10% drop in ELA Learning Gains, this area is a strength.

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

We consistently used the i-Ready program. monitored the usage and attended staff development to maximize use of the program.

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

Additional personnel were hired from funds provided by ESSER. Push in and pull out groups will be scheduled for identified groups of students. Maximize instructional and engagement time on Master Calendar. Use of LAFS consumable books and i-ready toolbox. Data analysis after scheduled checkpoints.

#### **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.**

i-Ready training in new elements to the program and in data analysis. District training for new Reading Series. School Based Training in understanding the impact of disabilities and planning for instruction, as well as a school-wide writing plan.

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

Instructional Focus Calendar with checkpoints and time for data analysis conversations. Allocating budget for materials, resources and intervention programs.

## Part III: Planning for Improvement

**Areas of Focus:**

**#1. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** Historical state, district, and school data indicate the Student with Disabilities (SWD) subgroup is under performing. In 2021, the percentage of SWD with acceptable performance was below 41% in federal percent of points index.

**Measurable Outcome:** By June 2022, SWD learning gains in grades 3-5 will increase to 41% as evidenced by the Florida Standards Assessment (FSA).

**Monitoring:** Students will be monitored using Reading Mastery Assessments for the reading standards well as using the Diagnostic assessments for fall, winter and spring. In addition, the BAS levels will be monitored in the fall, winter and spring.

**Person responsible for monitoring outcome:** Gracie Beish (gracie.beish@browardschools.com)

**Evidence-based Strategy:** SWD students will receive support in alignment with their IEP in addition to double dose support from the classroom teacher, using research based intervention programs in both ELA and Math.

**Rationale for Evidence-based Strategy:** This specific strategy was selected to help close the achievement gap the SWD subgroup. The students benefit from the additional support in both area of deficiency and in grade level curriculum.

**Action Steps to Implement**

Review IEPs to ensure goals and supports align with student needs; change as necessary

**Person Responsible** Gracie Beish (gracie.beish@browardschools.com)

Match research based programs and/or strategies implemented by Support Facilitator to needs of SWD

**Person Responsible** Susanna Deutsch (susanna.deutsch@browardschools.com)

Collaborate with classroom teachers to understand impact of disability and match tier 1 and 2 strategies

**Person Responsible** Gracie Beish (gracie.beish@browardschools.com)

Observe students while in the classroom and with Support Facilitator and provide feedback to the adult.

**Person Responsible** Susanna Deutsch (susanna.deutsch@browardschools.com)

Assist in monitoring and analyzing data to make instructional decisions for SWD.

**Person Responsible** Armelle Johnson (armelle.johnson@browardschools.com)

**#2. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**

2021 Assessment data indicated the learning gains for students in the lowest quartile decreased significantly.

**Measurable Outcome:**

By June 2022, teachers will implement a double dose of reading intervention for lowest quartile students, which will result in an increase of at least 10% in learning gains for students in the lowest quartile as measured by the Florida Standards Assessment (FSA) for Reading.

**Monitoring:**

Teacher will monitor student progress by using Reading Mastery Assessments for the reading standards and i-Ready Diagnostic reading assessments for fall, winter and spring. In addition, teachers will administer the Benchmark Assessment System and monitor progression of levels in the fall, winter and spring.

**Person responsible for monitoring outcome:**

Frances Lopez (frances.lopez@browardschools.com)

**Evidence-based Strategy:**

Scheduled monthly formative assessments to monitor student progress. Students will participate in a Double Dose of reading using research based programs to re-mediate learning gaps. Additional intervention groups for the area of reading will be conducted by the ESSER teachers.

**Rationale for Evidence-based Strategy:**

This specific strategy was selected to provide additional support for students in lowest quartile. The students benefit from smaller intervention groups with personalized attention to their areas of need.

**Action Steps to Implement**

Identify students in the lower quartile based on FSA data.

**Person Responsible**

Armelle Johnson (armelle.johnson@browardschools.com)

Determine research based programs to use with students.

**Person Responsible**

Susanna Deutsch (susanna.deutsch@browardschools.com)

Schedule Double Dose group time.

**Person Responsible**

Susanna Deutsch (susanna.deutsch@browardschools.com)

Implement an ELA Instructional Focus Calendar.

**Person Responsible**

Frances Lopez (frances.lopez@browardschools.com)

Assess students monthly to monitor progress.

**Person Responsible**

Susanna Deutsch (susanna.deutsch@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.

**Compared to the State data, Peters falls into the very low category in reported discipline incidents. In the 2019-2020 school year, the school ranked #1 out of 1,395 elementary schools statewide and #1 out of 116 in the county.**

**We will continue to follow the District Discipline Matrix and implement our school wide positive behavior plan to maintain green status. School leadership is committed to collaborating with all stakeholders within the school community to provide a safe and nurturing learning environment that supports students' academic and social growth.**

#### **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.**

Peters Elementary has a welcoming environment. We acknowledge and appreciate the cultural and linguistic diversity within our school community. We provide translation for Spanish and Haitian-Creole speakers, as well as interpreters for our Deaf and Hard of Hearing students and families during conferences and various meetings. We ensure the diverse population we serve is represented in our school meetings by electing members that represent those populations (ESE, ESOL, Black, Hispanic, White, PreK, etc.). We partner with local businesses, local Police and Fire Department, and City Council Members and seek their input. Peters communicates with all stakeholders through various platforms including monthly newsletters, social media, email, phone and in person.

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

School Advisory Council, School Advisory Forum, School Leadership Team, Support Staff, Teachers, Paraprofessionals, Social Worker, District Support Personnel, Parent Teacher Association, Community Partner, local City agencies, and Administration work collaboratively to promote a positive culture and environment by advocating for the members of their perspective group and the students and families they serve. We ensure all groups are represented when we make decisions for the school. We promote all of the wonderful things the students do and that are happening.

#### **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				\$93,262.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1530	100-Salaries	0931 - Peters Elementary School	Title, I Part A		\$58,535.00
<i>Notes: Classroom Teacher 5th grade</i>						
	1530	100-Salaries	0931 - Peters Elementary School	Title, I Part A		\$17,127.00
<i>Notes: 30% Salary of 1st Grade Teacher</i>						
	1530	519-Technology-Related Supplies	0931 - Peters Elementary School	Title, I Part D		\$6,460.00
<i>Notes: iReady Toolbox subscription K-5</i>						
	1530	700-Other Expenses	0931 - Peters Elementary School	Title, I Part D		\$2,640.00
<i>Notes: Professional Development</i>						
	1530	100-Salaries	0931 - Peters Elementary School	Title, I Part D		\$3,500.00
<i>Notes: Extended Learning Opportunity - After school Camp</i>						
	5100	500-Materials and Supplies	0931 - Peters Elementary School	General Fund		\$5,000.00
<i>Notes: Intervention Materials, Assessment Protocols</i>						
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$72,743.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1530	100-Salaries	0931 - Peters Elementary School	Title, I Part A		\$58,535.00
<i>Notes: Curriculum Resource Teacher</i>						
	1530	390-Other Purchased Services	0931 - Peters Elementary School	Title, I Part D		\$4,468.00
<i>Notes: Instructional and Intervention Materials</i>						
		700-Other Expenses	0931 - Peters Elementary School	Title, I Part D		\$2,640.00
<i>Notes: Professional Development</i>						
	1530	100-Salaries	0931 - Peters Elementary School	Title, I Part D		\$3,500.00
<i>Notes: Extended Learning Opportunities - After school Camp</i>						
	5100	500-Materials and Supplies	0931 - Peters Elementary School	General Fund		\$3,600.00
<i>Notes: Instructional Materials</i>						
					<b>Total:</b>	<b>\$166,005.00</b>