

Broward County Public Schools

# Boulevard Heights Elementary



2021-22 Schoolwide Improvement Plan

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## Boulevard Heights Elementary

7201 JOHNSON ST, Hollywood, FL 33024

[ no web address on file ]

### Demographics

Principal: Katherine Familia

Start Date for this Principal: 7/1/2021

<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: B (60%) 2017-18: C (53%) 2016-17: B (54%)
<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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## Boulevard Heights Elementary

7201 JOHNSON ST, Hollywood, FL 33024

[ 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	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

### School Grades History

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

### 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.**

Boulevard Heights Elementary's Mission Statement reads as follows:

We expect to see great teaching and learning in every classroom, every day. As well as a positive classroom culture that is conducive to student success.

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

Boulevard Heights Elementary's Vision Statement reads as follows:

EDUCATING TODAY'S STUDENTS TO SUCCEED IN TOMORROW'S WORLD

### 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
Policastro, Katie	Principal	<ol style="list-style-type: none"> <li>1.Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</li> <li>2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</li> <li>3. Achieve expected results on the school's student learning goals.</li> <li>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</li> <li>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</li> <li>6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</li> <li>7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff.</li> <li>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</li> <li>9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.</li> <li>10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</li> <li>11. Structure and monitor a school learning environment that improves learning for a diverse student population.</li> <li>12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.</li> <li>13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.</li> </ol>



Name	Position Title	Job Duties and Responsibilities
White, Jonathan	Instructional Coach	<ol style="list-style-type: none"> <li>1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement</li> <li>2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing.</li> <li>3. build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning.</li> <li>4. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate Coach, Literacy (cont.) SBBC: KK-034 research based professional learning through the school's professional learning communities.</li> <li>5. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons.</li> <li>6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community.</li> <li>7. analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement.</li> <li>8. maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required.</li> <li>9. participate and engage in monthly content related professional learning and learning communities.</li> <li>10. promote collegiality through collaborative work and reflective practices with teachers and administrators.</li> <li>11. support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>their literacy learning.</p> <p>12. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction.</p> <p>13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>14. participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities.</p> <p>15. review current developments, literature and technical sources of information related to job responsibilities.</p> <p>16. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)</p> <p>17. ensure adherence to good safety procedures.</p> <p>18. follow federal and state laws, as well as School Board policies.</p> <p>19. perform other duties as assigned by the principal or designee.</p>
correa, sylvia	Assistant Principal	<p>1.Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</p> <p>2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</p> <p>3. Achieve expected results on the school's student learning goals.</p> <p>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</p> <p>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</p> <p>6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</p> <p>7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff.</p> <p>8. Facilitate effective professional learning and provide timely feedback to faculty and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</p> <p>9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</p> <p>11. Structure and monitor a school learning environment that improves learning for a diverse student population.</p> <p>12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.</p>

### Demographic Information

#### Principal start date

Thursday 7/1/2021, Katherine Familia

**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.*

3

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

49

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

603

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

7

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

9

#### 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	105	106	102	98	119	0	0	0	0	0	0	0	620	
Attendance below 90 percent	29	16	25	17	15	23	0	0	0	0	0	0	0	125	
One or more suspensions	0	0	0	0	1	2	0	0	0	0	0	0	0	3	
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	3	11	0	0	0	0	0	0	0	14	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	19	0	0	0	0	0	0	0	0	22	
Number of students with a substantial reading deficiency	0	5	11	15	12	13	0	0	0	0	0	0	0	56	

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	1	5	4	5	16	0	0	0	0	0	0	0	31

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	2	0	0	0	0	0	0	0	0	0	0	0	2	
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

Monday 9/27/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**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	90	105	106	102	98	119	0	0	0	0	0	0	0	620
Attendance below 90 percent	29	16	25	17	15	23	0	0	0	0	0	0	0	125
One or more suspensions	0	0	0	0	1	2	0	0	0	0	0	0	0	3
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	3	11	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	5	11	15	12	13	0	0	0	0	0	0	0	56

**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	1	5	4	5	16	0	0	0	0	0	0	0	31

**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	2	0	0	0	0	0	0	0	0	0	0	0	2
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				58%	59%	57%	58%	56%	56%
ELA Learning Gains				57%	60%	58%	53%	57%	55%
ELA Lowest 25th Percentile				52%	54%	53%	40%	51%	48%
Math Achievement				63%	65%	63%	62%	62%	62%
Math Learning Gains				74%	66%	62%	60%	60%	59%
Math Lowest 25th Percentile				71%	53%	51%	46%	47%	47%
Science Achievement				46%	46%	53%	52%	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	59%	60%	-1%	58%	1%
Cohort Comparison						
04	2021					
	2019	59%	62%	-3%	58%	1%
Cohort Comparison		-59%				
05	2021					
	2019	47%	59%	-12%	56%	-9%
Cohort Comparison		-59%				

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	65%	67%	-2%	64%	1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-51%				
05	2021					
	2019	66%	64%	2%	60%	6%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	43%	49%	-6%	53%	-10%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

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

Boulevard Heights Elementary utilized iReady Diagnostic to progress monitor.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31/32%	38/40%	63/66%
	Economically Disadvantaged	22/33%	26/39%	41/62%
	Students With Disabilities	7/64%	4/50%	3/50%
	English Language Learners	2/9%	5/26%	12/50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17/22%	29/31%	58/60%
	Economically Disadvantaged	13/19%	16/24%	37/55%
	Students With Disabilities	6/55%	3/38%	2/33%
	English Language Learners	3/13%	7/30%	11/44%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20/22%	33/34%	37/40%
	Economically Disadvantaged	19/25%	29/38%	31/43%
	Students With Disabilities	3/20%	4/29%	1/11%
	English Language Learners	1/7%	5/18%	5/18%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18/19%	21/22%	28/30%
	Economically Disadvantaged	17/22%	18/23%	26/35%
	Students With Disabilities	3/20%	1/15%	2/18%
	English Language Learners	4/14%	4/14%	5/18%
	Number/% Proficiency	Fall	Winter	Spring
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41/44%	51/53%	62/64%
	Economically Disadvantaged	28/37%	35/45%	46/59%
	Students With Disabilities	2/21%	4/29%	4/29%
	English Language Learners	2/10%	2/14%	6/33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13/14%	26/27%	44/46%
	Economically Disadvantaged	7/10%	19/25%	32/42%
	Students With Disabilities	1/7%	1/7%	4/29%
	English Language Learners	0/0%	1/5%	4/20%
	Number/% Proficiency	Fall	Winter	Spring



Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30/35%	40/44%	44/47%
	Economically Disadvantaged	25/32%	30/39%	30/40%
	Students With Disabilities	3/29%	4/31%	3/23%
	English Language Learners	0/0%	3/21%	4/26%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20/22%	31/34%	47/53%
	Economically Disadvantaged	16/21%	26/34%	35/49%
	Students With Disabilities	4/31%	4/31%	4/36%
	English Language Learners	2/11%	3/16%	6/35%
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25/22%	41/36%	29/32%
	Economically Disadvantaged	20/23%	30/34%	0/0%
	Students With Disabilities	4/17%	3/19%	4/24%
	English Language Learners	1/5%	2/10%	2/13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29/26%	33/30%	29/39%
	Economically Disadvantaged	24/27%	27/31%	13/42%
	Students With Disabilities	2/8%	2/10%	2/13%
	English Language Learners	2/15%	3/15%	3/25%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	25/22%	41/36%	29/32%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	4/17%	3/19%	4/24%
	English Language Learners	1/5%	2/10%	2/13%
	Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	36	36		30	27		29				
ELL	42	33		36	18		26				
ASN	38			38							
BLK	39	28	30	29	16		15				
HSP	51	45	50	39	25		34				
WHT	50			33							
FRL	46	44	44	38	24		31				
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
SWD	54	43	25	52	69	64	30				
ELL	58	52	50	61	73	78	36				
ASN	63	58		79	83						
BLK	56	53	54	62	71	67	44				
HSP	59	59	50	60	74	77	44				
WHT	50	50		71	71						
FRL	57	56	52	60	73	74	39				
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	44	44	36	43	46	39	33				
ELL	48	48	43	57	58	48	40				
ASN	58	63		68	60		38				
BLK	56	54		54	54	40	50				
HSP	59	52	44	61	59	44	58				
WHT	50	47		72	71						
FRL	55	53	39	61	62	49	50				

**ESSA Data Review**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	271

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	35
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	38
Asian Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	26
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	37
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

Multiracial Students	
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	42
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?

According to iReady Progress Monitoring, many students were not recovering from learning deficiencies. This was especially evident in our ELL subgroup where many students were beginning and ending the school year two or more levels below proficiency. This lack of movement was visible in both our reading and math progress monitoring reports.

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

Students performing two or more levels below proficiency are struggling to close deficiencies. This points to a need for improvement in our Tier 1 instruction as well as our intervention program.

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

Contributing factors included an intervention program that was struggling to achieve fidelity along with a diffuse core instructional program. Facilitating vertical planning, revising our instructional focus calendars, and providing targeted professional development for interventions have been our current action steps.

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

During the 2019 school year, our third-grade team decreased the number of students performing below grade level in ELA from 64% to 41% between AP1 and AP2.

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

During this time, our third-grade team was utilizing curriculum that increased student metacognition. For this instructional practice, teachers were being supported with bimonthly professional development opportunities.

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

A school-wide intervention block targeting literacy is underway. This intervention is utilizing researched-based curriculum and instructional practices. Students are also receiving thirty minutes of supplemental math instruction outside of their sixty-minute math block.

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

Professional development will focus on phonemic awareness instruction and the science of reading in the primary grades. In the intermediate grades, professional development will attend to specific curriculum programs which will be utilized for intervention.

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

As we look make instructional improvements for this school year, and the following school years, there will be a heavy focus on increasing our shared understanding of the Florida B.E.S.T standards. We will also begin providing professional development opportunities for many teachers who will be critical in our delivering interventions during our school-wide literacy intervention block.

## Part III: Planning for Improvement

### Areas of Focus:

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

<b>Area of Focus</b>	As indicated by our Progress Monitoring Data, early literacy continues to be an area of focus for Boulevard Heights. Less than 70% of our students in Grades 1-2 achieved proficiency as measured by the iReady AP3 Diagnostic Data in the area of ELA.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	By the end of June 2022, 75% of our students in grades 1-2 will achieve proficiency as measured by the iReady AP3 Diagnostic Assessment.
<b>Monitoring:</b>	We will conduct a mid year iReady Diagnostic assessment in December. We will also utilize Benchmark Advanced Weekly Assessments and monthly Interim Assessments to progress monitor students.
<b>Person responsible for monitoring outcome:</b>	Jonathan White (jonathan.white@browardschools.com)
<b>Evidence-based Strategy:</b>	Teachers will utilize targeted, small group instruction to teach reading. Teachers will utilize reading data from the Oral Running Record (Benchmark) to determine and plan for differentiated reading groups. In addition, reading intervention strategies will be utilized from the K-12 Comprehensive Reading Plan. A school wide intervention plan will be implemented for 30 minutes per day. During this time teachers and support staff will deliver a targeted and researched based intervention. Support staff and ESSR will also push in during the intervention block and EAL block for additional support.
<b>Rationale for Evidence-based Strategy:</b>	Student reading deficiencies have been assessed using the ORR. Interventions appropriately matched for the reading deficiency will be utilized. According to Scarborough's Reading Rope, the foundational process of reading must be targeted. Teachers will utilize assessments to plan assessments to provide systematic, multi-sensory interventions and instruction during the ELA block.

**Action Steps to Implement**

Provide training in the areas of phonemic awareness, phonics and early literacy to all K-2 teachers- Literacy Coach and Administration

Ongoing progress monitoring in the form of ORR and Benchmark assessments- Literacy Coach and Administration

Data chats with K-2 teachers to discuss goals, progress monitoring and targeted instruction- Literacy Coach and Administration

**Person Responsible** Jonathan White (jonathan.white@browardschools.com)

**#2. Instructional Practice specifically relating to B.E.S.T. Standards**

**Area of Focus Description and Rationale:** Much of the roll out of BEST Standards came during the time of the Covid Pandemic. Teachers need continuing professional development in the area of BEST. In addition, as indicated by our iReady Progress Monitoring Data, early literacy continues to be an area of focus for Boulevard Heights. Less than 70% of our students in Grades 1-2 achieved proficiency as measured by the AP3 Diagnostic Data in the area of ELA.

**Measurable Outcome:** By the end of June 2022, 75% of our students in grades 1-2 will achieve proficiency as measured by the iReady AP3 Diagnostic Assessment.

**Monitoring:** Professional development will be provided to teachers on an ongoing basis. On October 20, the state regional literacy directors will provide an overview of BEST. BEST Standards will be embedded in all professional learning communities. Administration and Literacy Coach will monitor the implementation of BEST in the classroom during walkthroughs and instructional rounds.

**Person responsible for monitoring outcome:** Jonathan White (jonathan.white@browardschools.com)

**Evidence-based Strategy:** Teachers will utilize the BEST Standards to plan instruction in the classroom. Administration and Literacy Coach will observe implementation during planning and instruction and will provide feedback.

**Rationale for**

**Evidence-based Strategy:** During Covid our teachers did not have a chance to fully implement an plan with BEST.

**Action Steps to Implement**

Teachers will attend PD related to BEST. Literacy Coach and Admin will monitor PD. BEST will be part of all PLCs. Literacy Coach and Admin will monitor PD through agendas and minutes.

**Person Responsible** Jonathan White (jonathan.white@browardschools.com)

**#3. Instructional Practice specifically relating to Differentiation**

<b>Area of Focus Description and Rationale:</b>	iReady AP3 Progress Monitoring Data indicates that ELA data is below 50% in grades 3-5. This is an area of concern.
<b>Measurable Outcome:</b>	By June 2002, 60% of students in grades 3-5 will achieve proficiency as measured by the AP3 iReady Diagnostic.
<b>Monitoring:</b>	iReady mid year diagnostic will be given in December. iReady Standards mastery and Growth Monitoring will be given every 4-6 weeks to determine progress.
<b>Person responsible for monitoring outcome:</b>	Jonathan White (jonathan.white@browardschools.com)
<b>Evidence-based Strategy:</b>	Small group differentiated instruction will be utilized during the ELA block. In addition, a school wide intervention block will be utilized. During this time, research based interventions will be provided to students with a reading deficit as measured by the ORR and iReady Diagnostic #1. Support staff and ESSR staff will push in during the ELA block to pull small groups of students.
<b>Rationale for Evidence-based Strategy:</b>	Students have varying reading levels and deficits. Using ORR and iReady the teachers will determine reading levels and areas of focus. During small group time, teachers will utilize Benchmark, leveled readers and researched based programs to close gaps.

**Action Steps to Implement**

Literacy Coach will provide PD on small group instruction in the intermediate grade levels. PLCs will focus on differentiating reading groups and providing scaffolded instruction.

**Person Responsible** Jonathan White (jonathan.white@browardschools.com)



**#4. Instructional Practice specifically relating to Instructional Coaching**

<b>Area of Focus Description and Rationale:</b>	According to 20-21 iReady Progress Monitoring Data AP3, proficiency levels did not reach above 70% in grades K-5.
<b>Measurable Outcome:</b>	By the June 2022, 65% of all students will be reading on grade level as measured by iReading AP3 Diagnostic.
<b>Monitoring:</b>	The iReady Diagnostic assessment will be conducted in January 2022. In addition, students will be assessed using ORR, iReady Standards Assessments and Growth Monitoring Assessments.
<b>Person responsible for monitoring outcome:</b>	Jonathan White (jonathan.white@browardschools.com)
<b>Evidence-based Strategy:</b>	The Literacy Coach will conduct instructional rounds and provide feedback. The Literacy Coach will meet with teachers to provide coaching and feedback.
<b>Rationale for Evidence-based Strategy:</b>	Instructional coaching has been proven to be an effective strategy in increasing content pedagogy and instructional delivery knowledge.

**Action Steps to Implement**

The Literacy Coach will schedule instructional rounds to observe, provide feedback and focus on specific instructional delivery strategies.

**Person Responsible** Jonathan White (jonathan.white@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.

**Administration will monitor discipline data in collaboration with the Positive Behavior Team. We will meet monthly to review incidents and plans to reduce infractions.**

**In addition, behavioral and social-emotional indicators may interfere with academic success; therefore, behavior interventions is addressed through our school-wide behavior plan, PAWS, and we have embedded the 10 minutes of Mindfulness into our curriculum to promote positivity and mindful thinking in our students. Also, we use MTSS behavior plans for TIER 2 and 3. Due to COVID-19 and online learning, The Bobcat Buddy system which provides our students with Autism a buddy to imitate positive behaviors is temporarily unavailable. However, we also honor the Kid of Character each month to promote moral development. This year our Support Staff is mentoring students in the Lowest Quartile. Mentoring will include data chats, motivational support, attendance tracking and individual goal setting.**

## 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.

The staff at Boulevard Heights recognizes the need for a positive school culture. In August 2021, professional development was provided to the staff in the area of building relationships with students. Morning meeting was modeled for staff and strategies to increase communication with students were shared during pre-planning week professional development. A positive school wide behavior plan was established with the Behavior Committee. This year we are utilizing Bobcat Bucks to encourage students to follow school wide expectations. A school store will be done quarterly and students can trade in Bobcat Bucks. A mentoring program for students in the lowest quartile was created. Each support staff member has a group of 10 students in the lowest quartile. They meet weekly to engage in SEL activities and to goal set. The Support Staff is focusing on setting high expectations for learning. This is done through data chats, modeled conversation and planning standards based instruction with appropriate scaffolds.

Boulevard Heights plans activities for families. ESOL Family Night is planned for 9/29/21. Literacy Night is planned for October 27. In addition, administration hosted a Principal Chat in October for families to attend and meet the new principal. Boulevard Heights also did a "Munchkins for Male Role Models" Event to encourage positive male roles taking an active role in their student's education. Boulevard Heights will continue to plan family nights every other month. We will also aim to increase attendance at BHE SAC/SAF meetings.

Boulevard Heights has an active PTA. The PTA meets monthly and plans activities for students and families including restaurant family nights, beautification days. The PTA also assist with student clubs after school.

BHE plans activities to include all cultures. In October we will host Hispanic Heritage Night. We will also host a Winter Show and an African American Month Celebration night in February.

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

Boulevard Heights Administration (Mrs. Policastro and Mrs. Gonzalez) Facilitate the planning of all school wide events, communicate to families and implement school wide positive behavior plans  
 Literacy Coach/Title 1 Liaison -(Mr. White) Plan all family nights with school staff  
 SAC Chair- (Mrs. Jimenez) Plan SAC Meetings  
 ESOL Liaison (Mrs. Hernandez)- Set up ESOL Night and recruit families to attend

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3373		0971 - Boulevard Heights Elementary	School Improvement Funds		\$6,000.00
			Notes: Budget needed to purchase additional intervention programs in the area of reading.			
2	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching				\$0.00
Total:						\$6,000.00