

Broward County Public Schools

# Forest Hills Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Forest Hills Elementary School

3100 NW 85TH AVE, Coral Springs, FL 33065

[ no web address on file ]

## Demographics

Principal: Barbara Rothman

Start Date for this Principal: 8/15/2011

<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 Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (66%) 2017-18: B (54%) 2016-17: B (58%)
<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, [click here](#).

## School Board Approval

This plan is pending approval by the Broward County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](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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## Forest Hills Elementary School

3100 NW 85TH AVE, Coral Springs, FL 33065

[ 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	73%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

### School Grades History

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

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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.**

Forest Hills Elementary has 717 students and is located on 85th Avenue, just south of Sample Road in Coral Springs, Florida. This Title I school previously had 79.4% free and reduced lunch prior to the pandemic. The school population is made up of 44% White, 38% Hispanic, 45% Black, .6% Multi-Ethnic, less than 1% Asian, and less than 1% Native American. The school is made up of 50% male and 50% female students. The community is made up of 50% single-family homes (houses, condominiums, and townhomes) and 45% of the population residing in rental communities. A unique feature of this community is that it is surrounded by local businesses who partner with our school each year to help students achieve academic success. Forest Hills Elementary School educates the total child by promoting positive self-esteem for the development of a peaceful and cooperative society for today and the future so that children can reach their highest potential.

Our school is proud to provide a safe and secure learning environment - an environment that fosters intellectual development, creativity, and friendships. These policies and guidelines enable us to create, sustain, and grow this wonderful community at Forest Hills Elementary School.

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

Our vision at Forest Hills is not to give our students answers, but rather give them the tools with which they can open doors to work out answers for themselves. We must provide stimulation and opportunities for exploration and experimentation in an atmosphere of acceptance.

### 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
Rothman, Barbara	Principal	Assume administrative responsibility and instructional leadership, under the supervision of the superintendent in accordance with rules and regulations of the School Board, for the planning, management, operation, and evaluation of the educational program of the school to which the individual is assigned.
Huff, Derrick	Assistant Principal	The Assistant principal deals with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. He coordinates with principals and board members to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Sanclemente, Carolina	SAC Member	Lead SAC meetings
Genov, Gabriela	Reading Coach	<p>COORDINATES AND COLLABORATES WITH ALL PUSH IN STAFF (INSTRUCTIONAL AND NON-INSTRUCTIONAL)</p> <ul style="list-style-type: none"> <li>· Manages and ensures that schedules/prescribed instruction is being followed</li> <li>· Collects attendance weekly of student groups</li> <li>· Assists with instructional changes after data or Rtl chats</li> <li>· Provides materials for push in/pull out staff</li> <li>· Follows up and provides necessary instructional coaching</li> </ul> <p>COORDINATES MATERIALS DISTRIBUTION</p> <ul style="list-style-type: none"> <li>· Provide teachers and push ins with necessary materials</li> <li>· Take inventory of materials</li> <li>· Collect materials at end of year or when needed</li> <li>· Monitors reading rooms to ensure that they are kept orderly; monitors usage; provides report to principal of usage by teacher</li> </ul> <p>NEW TO FHE STUDENT SCREENINGS</p> <ul style="list-style-type: none"> <li>· Provide incoming students with BAS, letter/sounds, dolch, etc upon entering</li> </ul> <p>MODEL, COACH, PUSH IN TO NEEDED CLASSROOMS</p> <ul style="list-style-type: none"> <li>· Document attendance and lessons completed</li> </ul>



Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>· Log coaching and modeling sessions</li> <li>· Do spot checks to ensure that data is being collected and utilized to make necessary decisions for instruction.</li> </ul> <p>Reading and Writing Data Collection</p> <ul style="list-style-type: none"> <li>· Follow PK-5 IFCs to create reading assessments; use School City for 3-5; use cold reads/test ready for primary</li> <li>· Analyze Pk-5 reading assessments immediately after each deadline; review during support staff meeting as well as data chats</li> <li>· Adhere to checkpoints and analyze teacher by teacher every checkpoint</li> <li>· Break down BAS using BASIS and analyze teacher by teacher every checkpoint</li> </ul>
Antonini, Jodi	Teacher, ESE	<p>Rtl COORDINATOR</p> <ul style="list-style-type: none"> <li>• Observe for RtIs</li> <li>• Behavior Intervention Team Coordinator-Include behavior FBA/PBIP as well as tier 2 and 3 behavior onto the Rtl schedule</li> </ul> <p>ASD Coach-Support teachers and students with autism in asd special programs and general education classes. Model and coach teachers for ese IEP compliance.</p>
Bitton, Amanda	School Counselor	Support students and staff, counsels. RTI team member
Hickman, Kelly	Administrative Support	<p>LEA</p> <p>Ensure IEP compliance</p> <p>Support ESE Teachers and Students</p> <p>SAC member</p> <p>RTI member</p> <p>Leadership team member</p> <p>Administrative Designee</p>

## Demographic Information

### Principal start date

Monday 8/15/2011, Barbara Rothman

**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.*

6

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

52

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

686

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

10

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

10

### 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	108	97	116	96	88	115	0	0	0	0	0	0	0	620
Attendance below 90 percent	3	2	6	14	6	5	0	0	0	0	0	0	0	36
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	1	1	5	0	1	0	0	0	0	0	0	0	8
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	33	9	17	0	0	0	0	0	0	0	59
Level 1 on 2019 statewide FSA Math assessment	0	0	0	34	8	17	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	0	0	0	4	5	21	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	3	4	5	10	11	27	0	0	0	0	0	0	0	60

**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	1	1	5	0	1	0	0	0	0	0	0	0	8
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**

Friday 9/24/2021

**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	103	119	97	109	121	111	0	0	0	0	0	0	0	660
Attendance below 90 percent	22	31	15	21	16	0	0	0	0	0	0	0	0	105
One or more suspensions	1	1	1	1	5	1	0	0	0	0	0	0	0	10
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	28	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	31	0	0	0	0	0	0	0	37

**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	4	5	10	11	27	0	0	0	0	0	0	0	60

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

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

**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				59%	59%	57%	58%	56%	56%
ELA Learning Gains				76%	60%	58%	59%	57%	55%
ELA Lowest 25th Percentile				70%	54%	53%	50%	51%	48%
Math Achievement				66%	65%	63%	60%	62%	62%
Math Learning Gains				79%	66%	62%	63%	60%	59%
Math Lowest 25th Percentile				73%	53%	51%	38%	47%	47%
Science Achievement				41%	46%	53%	48%	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	38%	60%	-22%	58%	-20%
Cohort Comparison						
04	2021					
	2019	74%	62%	12%	58%	16%
Cohort Comparison		-38%				
05	2021					
	2019	62%	59%	3%	56%	6%
Cohort Comparison		-74%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	65%	-19%	62%	-16%
Cohort Comparison						
04	2021					
	2019	81%	67%	14%	64%	17%
Cohort Comparison		-46%				
05	2021					
	2019	68%	64%	4%	60%	8%
Cohort Comparison		-81%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	38%	49%	-11%	53%	-15%
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 ELA and Math

Broward Standards Assessment (BSA) for Science and FSA Spring 2021 Science

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	116/50	116/53	118/59
	Economically Disadvantaged	36/43%	38/45%	41/49%
	Students With Disabilities	19/7	18/3	20/100
	English Language Learners	37/8	37/10	37/14
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	116/35	115/33	118/48
	Economically Disadvantaged	27/32%	21/26%	32/38%
	Students With Disabilities	19/7	18/3	20/3
	English Language Learners	37/51	37/7	37/11

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	92/25	93/35	93/52
	Economically Disadvantaged	15/24%	20/28%	35/49%
	Students With Disabilities	12/0	12/0	12/4
	English Language Learners	32/5	33/8	33/15
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	92/20	93/29	92/45
	Economically Disadvantaged	12/17%	18/25%	31/44%
	Students With Disabilities	12/20	12/1	12/2
	English Language Learners	32/3	33/8	32/13
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	104/58	105/55	107/67
	Economically Disadvantaged	41/52%	40/49%	50/60%
	Students With Disabilities	16/3	16/1	16/3
	English Language Learners	24/9	24/13	24/12
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	104/18	104/23	107/42
	Economically Disadvantaged	12/15%	13/16%	32/39%
	Students With Disabilities	16/0	16/0	16/2
	English Language Learners	24/6	24/5	24/10

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	110/44	113/47	112/58
	Economically Disadvantaged	29/34%	35/40%	16/43%
	Students With Disabilities	21/3	21/5	20/7
	English Language Learners	26/3	29/4	29/7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	110/28	112/49	113/57
	Economically Disadvantaged	17/20%	33/39%	1/50%
	Students With Disabilities	21/3	21/6	21/7
	English Language Learners	26/4	29/6	29/6
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	102/34	103/33	104/50
	Economically Disadvantaged	22/31%	20/28%	0/0
	Students With Disabilities	12/0	12/2	11/1
	English Language Learners	28/5	29/5	30/50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	102/30	103/38	104/58
	Economically Disadvantaged	22/32%	23/32%	0/0
	Students With Disabilities	12/1	12/2	11/5
	English Language Learners	28/6	29/10	30/2
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	n/a	103/42	104/25
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	n/a	12/2	11/1
	English Language Learners	n/a	20/5	30/50
	Number/% Proficiency	Fall	Winter	Spring

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	47	45	24	39						
ELL	39	57	70	35	51	50	20				
ASN	86			79							
BLK	37	43	50	26	32	40	9				
HSP	51	65	73	40	54	42	37				
MUL	44			27							
WHT	48			42							
FRL	39	50	58	31	41	43	18				
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	31	68	60	38	71	75					
ELL	51	73	67	60	83	70	30				
ASN	73			73							
BLK	44	73	75	59	78	74	19				
HSP	67	73	62	68	79	72	51				
MUL	58			67							
WHT	81	85		81	78		54				
FRL	56	75	70	63	80	78	36				
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	14	37	41	8	33	33	7				
ELL	40	48	48	46	51	35	26				
BLK	43	54	48	51	64	42	23				
HSP	60	60	52	58	58	33	49				
MUL	78	75		78	69						
WHT	81	66		80	77		73				
FRL	54	59	49	56	61	37	43				

## 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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	30



ESSA Federal Index	
Total Points Earned for the Federal Index	348
Total Components for the Federal Index	8
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	44
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	83
Asian Students Subgroup Below 41% in the Current Year?	NO
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	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	36

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	39
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?

Compared to previous years, there is a significant decline in both proficiency and learning gains across all areas.

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

Our greatest need for improvement appeared to be grade 3 in the area of reading. This has also been a continued trend in previous years.

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

Based on the 2019 FSA data, our third graders scored 22% below the district average in ELA.

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

Our 4th and 5th graders demonstrated to be above district average in the area in ELA. For example, Our 4th grade scored the following: Proficiency 81%/ Learning Gains 85%/ Lowest Quartile 80%. Our

5th Grade scored: Proficiency 64%/ Learning Gains 67%/ Lowest Quartile 54%. Both 4th & 5th grade exceeded district averages which were between 40-50% for both proficiency and learning gains.

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

School attributes the following factors: Collaborative lesson planning prior to instructional delivery, continued data analysis, effective response to intervention cycles, and professional development. In house PLC's by grade level, as well as Support; Think Tanks/Power Planning Sessions, as well as Monthly district meetings and PD offerings as needed

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

The school will continue to provide the best practices previously mentioned. In addition, the school will provide extended learning opportunities to targeted students. The school will continue to promote partnerships with parents and implement family and student engagement plans.

**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.**

Our school will have the following professional development opportunities that will be provided at the school to support teachers and leaders: PLC's that focus on the new reading series for our district. Collaborate instructional planning will take place routinely prior to instructional delivery during "power planning" in which instructional coaches provide guidance and support. Our school will continue to provide monthly professional development in needed areas. Instructional coaches within the school will provide individualized support for select teachers. The administrative team will provide feedback and guide needed support after routine classroom visits. In house PLC's by grade level and Support, Think Tank/Power Planning Sessions, and Math Routine/Minutes Workshops.

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

The school will provide the following additional services to ensure sustainability of improvement in the next and beyond by: The instructional focus calendars will include data driven initiatives and best practices. Additional services will continue to include our professional development opportunities which focus on current instructional delivery needs as observed via assessments, administrative class visits, data chats, and/or leadership team input.

## **Part III: Planning for Improvement**

**Areas of Focus:**

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

<b>Area of Focus Description and Rationale:</b>	Current data indicates there has been a decline in the area of reading. In previous years at least 50% of our students have met proficiency in the area of reading.
<b>Measurable Outcome:</b>	By May 2022, 50% of our Grades 3-5 ELA students will score at/or above proficiency level on the ELA FSA.
<b>Monitoring:</b>	The school has an instructional cycle calendar which consists of data analysis, instructional planning, instructional delivery, assessment, and then returns to data analysis. Continued progress monitoring occurs in this fashion for subgroups. In addition, individual student data is also monitored every 3-4 weeks by the classroom teachers along with the leadership team.
<b>Person responsible for monitoring outcome:</b>	Barbara Rothman (barbara.rothman@browardschools.com)
<b>Evidence-based Strategy:</b>	District approved reading curriculum, Benchmark Advance, is being implemented for Tier 1. Tier 2 and 3 Reading Intervention includes items from the District's Decision Tree including but not limited to LLI (Leveled Literacy Intervention) and Reading Horizons. In addition, iReady is implemented as well.
<b>Rationale for Evidence-based Strategy:</b>	These programs target the needs of our students as indicated by student data such as iReady, previous test scores, and other assessments provided by the instructional materials being implemented.

**Action Steps to Implement**

1. Collaborative Grade Level Specific Instructional Planning ("Power Planning") prior to instructional delivery.

**Person Responsible** Barbara Rothman (barbara.rothman@browardschools.com)

2. Instructional Focus Calendar to guide instruction has been created by grade level in collaboration with teachers based upon the used instructional materials, standards, and previous data.

**Person Responsible** Gabriela Genov (gabriela.genov@browardschools.com)

3. Professional Development will include focus groups to address areas of need.

**Person Responsible** Barbara Rothman (barbara.rothman@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.

**Currently, there are select amount of students with reoccurring disciplinary incidents. The school fell in the "high" category when compared to the state average for incidents. The school staff will monitor these areas of concern during our discipline committee meetings which will assist in developing needed proactive strategies. In addition, the school will commit professional development to target areas of concern. Lastly, the Response to Intervention Team will initiate behavioral plans for select students, and data will be monitored for these select students.**

#### **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 school includes all stakeholders including parents, staff, and students when initiating strategies for positive school culture. Positive events such as parental/student/staff events that promote a family environment are planned throughout the school year. Principal Coffee Chats are offered monthly for parent communication. SAC, SAF, and PTO are another source of parent/school collaboration. The school's instructional day includes daily Social Emotional Learning lessons. The school's guidance counselor also provides class lessons on a rotating basis on varied topics of concern. The guidance counselor also provides small group and individual needs based groups. The school provides a positive culture by promoting our "Power of 3": we take care of ourselves; we take care of each other; we take care of the environment. In order to build moral and the opportunity for students to feel a part of the culture, students are afforded the opportunity to participate in clubs, showcase events, and positive praise for both academic as well as character traits. The school also focuses on character traits lessons and praises students for demonstrating leadership qualities in these specific areas.

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

The leadership team analyzes the progress and outcome of the programs in place.

The administrative team takes an active role in the implementation and communication of the programs in place.

The PTO/SAC/SAF are included in the development and planning of the programs in place.

The student's and parent's input are valued and considered when putting programs into place.

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$297,573.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	100-Salaries	2631 - Forest Hills Elementary School	Title, I Part A	648.0	\$12,821.00
			<i>Notes: subs for tdas for professional development</i>			
	6400	100-Salaries	2631 - Forest Hills Elementary School		648.0	\$13,545.00
			<i>Notes: elo</i>			
	3376	100-Salaries	2631 - Forest Hills Elementary School	Title, I Part A	648.0	\$10,486.00
			<i>Notes: stipend for afterschool trainings</i>			
		160-Other Support Personnel	2631 - Forest Hills Elementary School	Title, I Part A	648.0	\$165,121.00
			<i>Notes: resource teachers</i>			
			2631 - Forest Hills Elementary School	Other	648.0	\$95,600.00
			<i>Notes: ESSER Resource Teachers</i>			
					<b>Total:</b>	<b>\$297,573.00</b>