

Broward County Public Schools

James S. Hunt Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	17
Positive Culture & Environment	19
Budget to Support Goals	20

James S. Hunt Elementary School

7800 NW 35TH CT, Coral Springs, FL 33065

[no web address on file]

Demographics

Principal: Rendolyn Amaker

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: C (52%) 2016-17: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	20

James S. Hunt Elementary School

7800 NW 35TH CT, 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	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To ensure every child is college and career ready and becomes a productive member of society.

Provide the school's vision statement.

James S. Hunt Elementary is a school where all students are provided the skills to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. High expectations are set for all students. We collaborate with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. Our school community shares the belief that all children can and will learn.

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
Amaker, Rendolyn	Principal	Instructional management, School morale, School improvement, Personnel management, Management of fiscal, administrative, and facilities functions, student management, professional growth and development, school community relations.
Cruz, Susana	Assistant Principal	Assist the principal in planning, development, organization, coordination, and supervision of instructional programs. Assist in providing leadership to the professional staff and identifying school needs. Assists in the supervision of student and monitor student safety and behavior. Performs other related duties as needed.
Smith, Shawana	Reading Coach	Support the instructional development of all teachers in understanding the curriculum and varied assessments, the Framework for Teaching, and data analysis. Build strong relationships with teachers, administrators, and other coaches. Provide direction and coordination for how the curriculum is taught consistent with District initiatives and recognized best instructional practices. Create an articulated schedule with building administration.
Stano, Brittany	Instructional Coach	Support the instructional development of all teachers in understanding the curriculum and varied assessments, the Framework for Teaching, and data analysis. Build strong relationships with teachers, administrators, and other coaches. Provide direction and coordination for how the curriculum is taught consistent with District initiatives and recognized best instructional practices. Create an articulated schedule with building administration.
Howard, Bridgette	Reading Coach	Support the instructional development of all teachers in understanding the curriculum and varied assessments, the Framework for Teaching, and data analysis. Build strong relationships with teachers, administrators, and other coaches. Provide direction and coordination for how the curriculum is taught consistent with District initiatives and recognized best instructional practices. Create an articulated schedule with building administration.
Roberts, Tricia	School Counselor	Provides advice and helpful resources to students regarding certain personal and academic situations. Their main duties include offering counseling to students or Teachers, conducting group counseling sessions to help students develop their personal and academic skills.

Demographic Information

Principal start date

Monday 7/1/2019, Rendolyn Amaker

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.*

29

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.*

7

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

476

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

4

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	75	83	79	79	76	80	0	0	0	0	0	0	0	472
Attendance below 90 percent	16	12	10	7	9	9	0	0	0	0	0	0	0	63
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	1	52	62	32	39	48	0	0	0	0	0	0	0	234

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	8	14	14	12	10	0	0	0	0	0	0	0	58

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	7	11	8	5	0	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 9/29/2021

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	88	82	86	81	83	93	0	0	0	0	0	0	0	513	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	1	2	0	3	0	0	0	0	0	0	0	0	0	6	
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	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	7	10	14	12	17	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	6	11	8	5	0	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	0	1	0	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				54%	59%	57%	45%	56%	56%
ELA Learning Gains				62%	60%	58%	41%	57%	55%
ELA Lowest 25th Percentile				59%	54%	53%	38%	51%	48%
Math Achievement				68%	65%	63%	70%	62%	62%
Math Learning Gains				68%	66%	62%	69%	60%	59%
Math Lowest 25th Percentile				64%	53%	51%	60%	47%	47%
Science Achievement				41%	46%	53%	40%	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	46%	60%	-14%	58%	-12%
Cohort Comparison						
04	2021					
	2019	47%	62%	-15%	58%	-11%
Cohort Comparison		-46%				
05	2021					
	2019	53%	59%	-6%	56%	-3%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	63%	65%	-2%	62%	1%
Cohort Comparison						
04	2021					
	2019	58%	67%	-9%	64%	-6%
Cohort Comparison		-63%				
05	2021					
	2019	72%	64%	8%	60%	12%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	40%	49%	-9%	53%	-13%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grades kindergarten - 5th - ELA and Math - iReady Diagnostic

Grade 5 Science - Beginning of the Year/Mid Year/End of Year Broward Science Assessment

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	116/30%	116/30%	116/34%
	Economically Disadvantaged	15/24%	15/24%	15/25%
	Students With Disabilities	23/23%	23/19%	23/31%
	English Language Learners	56/23%	56/24%	56/24%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	116/26%	117/22%	119/31%
	Economically Disadvantaged	18/29%	7/12%	18/30%
	Students With Disabilities	23/23%	23/15%	23/22%
	English Language Learners	56/23%	56/12%	56/20%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	110/15%	110/24%	110/39%
	Economically Disadvantaged	7/11%	11/18%	17/28%
	Students With Disabilities	9/0%	16/16%	16/46%
	English Language Learners	43/5%	57/10%	57/23%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	107/10%	107/18%	107/34%
	Economically Disadvantaged	3/5%	10/16%	19/31%
	Students With Disabilities	16/7%	16/26%	16/38%
	English Language Learners	57/6%	57/12%	57/24%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	134/38%	134/39%	134/51%
	Economically Disadvantaged	28/41%	33/47%	36/51%
	Students With Disabilities	31/12%	31/10%	31/10%
	English Language Learners	54/20%	54/19%	54/41%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	134/7%	134/19%	134/35%
	Economically Disadvantaged	5/8%	14/21%	28/40%
	Students With Disabilities	31/4%	31/4%	3/16%
	English Language Learners	54/4%	54/8%	54/24%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	123/29%	123/36%	123/41%
	Economically Disadvantaged	14/23%	20/31%	22/37%
	Students With Disabilities	23/14%	23/10%	23/10%
	English Language Learners	37/14%	37/14%	37/12%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	123/16%%	123/2%	123/41%
	Economically Disadvantaged	8/12%	10/16%	23/37%
	Students With Disabilities	23/4%	23/13%	23/19%
	English Language Learners	37/9%	37/17%	37/28%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	113/27%	113/31%	113/39%
	Economically Disadvantaged	19/27%	22/31%	26/39%
	Students With Disabilities	27/12	27/12%	27/16%
	English Language Learners	30/6%	30/7%	30/14%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	113/26%	113/41%	113/58%
	Economically Disadvantaged	18/25%	29/41%	41/59%
	Students With Disabilities	27/12%	27/23%	27/37%
	English Language Learners	30/7%%	30/21%	30/36%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	80/3%	80/5%	80/15%
	Economically Disadvantaged	66/0%	66/3%	66/7%
	Students With Disabilities	15/0%	15/0%	15/0%
	English Language Learners	33/3%	33/0%	33/0%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	12	21	8	27	52	55	9				
ELL	33	51	46	47	57		5				
BLK	33	38	36	47	61	75	15				
HSP	37	41		52	50		13				
WHT	69			54							
FRL	35	41	33	48	56	60	15				
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	20	44	50	42	61	64	18				
ELL	47	60	62	69	72	74	29				
BLK	51	58	57	63	64	61	44				
HSP	52	64	61	72	72	70	37				
MUL	55			55							
WHT	71	58		81	75						
FRL	51	59	59	66	66	64	38				
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	11	32	36	30	51	48	18				
ELL	30	41	35	59	64	57	18				
BLK	36	37	42	63	71	59	35				
HSP	48	42	32	75	64	59	41				
MUL	58			67							
WHT	74	73		89	100						
FRL	42	38	35	68	68	57	35				

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	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	331
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	62
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	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Students were substantially deficient in Phonetic and Phonemic Awareness in Kindergarten, First and Second. Students in grades Second, Third, Fourth and Fifth demonstrated deficiencies in Reading Comprehension and Vocabulary.

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

Students demonstrated significant deficiencies in ELA.

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

Students were in the mist of a pandemic for the 2019-2020 and 2020-2021 school year. 45% of the students at Hunt Elementary did not return to face to face learning. Students came in to test for the state assessment. However, with the students being in a pandemic academic environment, the students completed work and learned under strain and the less optimal learning environment. For the 2021-2022 school year, academic expectations have been reviewed. Students will be provided with the most optimal learning environment. New Reading curriculum has been purchased by the district. Owl Academy has been created to focus on specific reading components - Phonics, Phonemic Awareness and Vocabulary. Thereby, concentration on foundational skills will allow for teachers to concentrate on the students' deficiencies.

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

Based on progress monitoring data in 2019, most improvement was shown in math. 2019 FSA data shows math achievement was 14% points higher in math than in ELA.

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

Hunt has a high ESOL population of students which has contributed to the instructional gaps in ELA. This has been a contributing factor to the instructional disparities among that population of students. Actions that have been taken to mitigate the loss include; differentiation and scaffolding of instruction in order to target the specific needs of students, data driven instructional planning, and utilizing effective instructional strategies during small group instruction. Students will also participate in Owl Academy which is a 45 minute block of pure interventions that will target each students specific reading deficiency.

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

Teachers have incorporated Sprial Reviews at the start of the Math Block to close any gaps in the learning from previous grade levels. Our Math Coaches have provided professional development on how to structure the math block to include whole group and small group instruction in all grade levels. Teachers have attended professional development on the use of math journals and manipulatives.

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.

Teachers and Administration will participate in the following Professional Development opportunities:
 Standards based instruction
 Benchmark Advance - Reading Series
 Horizon - Reading Intervention Program
 Academic Vocabulary

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

In addition to professional development, the scholars at Hunt Elementary will participate in Owl Academy. During Owl Academy the students will participate in a 40 minute Intervention program concentrating on Phonics, Phonemic Awareness and Vocabulary. During the 90 minute reading block, the students will then focus on Reading comprehension, Vocabulary and Fluency. Thereby, focusing on the foundation deficiencies prior to the reading block.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of****Focus****Description
and****Rationale:**

Based on the Florida Standard Assessment in ELA 2020-2021, our reading proficiency decreased from 54% to 37%.

**Measurable
Outcome:**

James S. Hunt goal for ELA measurable: Florida Standards Assessment ELA is to increase reading proficiency in grades 3-5 from 37% to 51%.

Monitoring:

We will monitor using the data from BAS, I-Ready, Benchmark Advance assessments, and Owl Academy intervention.

**Person
responsible
for
monitoring
outcome:**

Rendolyn Amaker (rendolyn.amaker@browardschools.com)

**Evidence-
based
Strategy:**

We have implemented Owl Academy which is a 45 minute intervention block for students in grades K-5. This block of instruction will target students specific reading deficiency based on the beginning of the year data (I-Ready diagnostic 1 and phonics screeners).

**Rationale
for
Evidence-
based
Strategy:**

The data indicates that our students in grade 3 struggles primarily in phonics. In grades 4-5 phonics, vocabulary, and comprehension. The owl academy will address the needs of each student as they are placed in a research-based intervention/program taken from the the districts list of interventions. Owl academy will be fluid whereas students data and progress will be monitored and students will move when the data indicates.

Action Steps to Implement

Professional development for all teachers in the area of ELA.

Person**Responsible**

Susana Cruz (susana.cruz@browardschools.com)

Teachers will monitor students using the progress monitoring assessment data provided in Benchmark Advance curriculum.

Person**Responsible**

Susana Cruz (susana.cruz@browardschools.com)

Teachers will use data to make instructional adjustments and shifts to student groups and instructional framework. Steps will be monitored by administration and literacy coach for effectiveness and fidelity.

Person**Responsible**

Shawana Smith (shawana.h.smith@browardschools.com)

Professional development will focus on differentiation and scaffolding of instruction in order to target specific needs of students.

Person**Responsible**

Shawana Smith (shawana.h.smith@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.

James S Hunt Elementary reported 1.7 incidents per 100 students. This rate is greater than the Statewide elementary school rate of 1.0 incidents per 100 students. According to the BASIS Behavior Dashboard, the top three behavior incidences that students receive referrals for are unruly/disruptive behavior, disobedience, and battery. This school year we are monitoring these behaviors by implementing a school-wide positive behavior plan. Our school's SOAR behavior plan encourages students to be Safe, Obedient, Accountable and Respectful. These expectations were reviewed with the students during the first week of school at a Behavior Assembly and are posted in all classroom and common areas. Using a common language ensures students know the expected behaviors at our school. Our School Counselor has guidance groups for the different needs of our students (anger management, family change, etc.) to give the students strategies and tools to be successful. Our School Counselor has also set up a mentor listening program, partnering students up with a listener that they can talk to when needed. When students have difficulty with behavior we communicate with parents to keep the home to school connection. Student that continue to have difficulty are put on an individual behavior plan that is shared with administration and support team each day. Having multiple staff members checking in on students creates a school culture that we are all working together towards the same goal.

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.

At Hunt Elementary, we have a book study, we are reading *The Power of A Positive Team* by Jon Gordon. Each grade level shares their takeaways from assigned chapters of the book and set a goal to build a positive culture and increase the morale of our school for the staff to implement until the next meeting. We are building a positive school culture using the power of working together towards a shared vision with a greater purpose, communicating, connecting, and always striving to get better. Also, our Administrators celebrate and recognize the outstanding things that our school community accomplishes by using our weekly communication tool *The Owls Press*. In the *Owls Press* Administrators recognizes staff members and their achievements.

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

In addition to our Administrators, our PTO plays a vital role in promoting a positive culture and environment. The Women's Club of Coral Springs provides our teachers and students with books and volunteers to read to our students.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$70,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	520-Textbooks	1971 - James S. Hunt Elementary School	General Fund	480.0	\$30,000.00
			Notes: Benchmark Advance - Curriculum grounded in the science of reading. Foundational skills standards are covered in systematic lessons that develop essential background knowledge and content vocabulary.			
	5100	690-Computer Software	1971 - James S. Hunt Elementary School	Title, I Part A	80.0	\$5,500.00
			Notes: IReady Toolbox - is a digital collection from which teachers can draw relevant, standards based resources to introduce new concepts, reteach standards, or help students learn prerequisite skills			
	5100	690-Computer Software	1971 - James S. Hunt Elementary School	Other	480.0	\$20,000.00
			Notes: IReady - ELA/Math - On-line lessons that motivate students on their paths to proficiency and growth. On - line lesson provide tailored instruction that meets students where they are in the learning journey.			
	5100	500-Materials and Supplies	1971 - James S. Hunt Elementary School	Title, I Part A	100.0	\$3,000.00
			Notes: The Fountas & Pinnell Leveled Literacy Intervention is a powerful that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching.			
	5100	500-Materials and Supplies	1971 - James S. Hunt Elementary School	Title, I Part A	100.0	\$1,200.00
			Notes: Wilson Foundations - a prevention program to help reduce reading and spelling failure. The activities are for learning letter-keyword-sound, alphabetic order and letter formation skills.			
	5100	100-Salaries	1971 - James S. Hunt Elementary School	Title, I Part A	100.0	\$4,500.00
			Notes: Extended Learning Opportunities - allow students to gain knowledge and skills through learning that takes place outside of the transitional classroom in Reading.			
	5100	500-Materials and Supplies	1971 - James S. Hunt Elementary School	Other	250.0	\$6,000.00
			Notes: Horizon is a highly effective intervention program. The program can be tailored to meet the specific needs of students.			
Total:						\$70,200.00