**Broward County Public Schools**

# James S. Hunt Elementary School



# 2021-22 Schoolwide Improvement Plan

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# 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**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2020-21 Title I School** | Yes |
| **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2020-21 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Black/African American Students<br>Hispanic Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: B (59%)<br><br>2017-18: C (52%)<br><br>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.](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

# 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**<br>(per MSID File) | **2020-21 Title I School** | **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) |
|---|---|---|
| Elementary School<br>PK-5 | Yes | 77% |

| **Primary Service Type**<br>(per MSID File) | **Charter School** | **2018-19 Minority Rate**<br>(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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## Purpose and Outline of the SIP

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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/%<br>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/%<br>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/%<br>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/%<br>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, 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/disrutive 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 Fundations - 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 |