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Stephen Foster Elementary School

3471 SW 22ND ST, Fort Lauderdale, FL 33312

[no web address on file]

Demographics

Principal: Ricardo Grimaldo

Start Date for this Principal: 9/28/2021

| | |
|--|---|
| 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 White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: C (43%) 2017-18: C (47%) 2016-17: C (46%) |
| 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.

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Stephen Foster Elementary School

3471 SW 22ND ST, Fort Lauderdale, FL 33312

[no web address on file]

School Demographics

| | | |
|---|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p> | <p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p> | <p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">72%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="text-align: center;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">90%</p> |

School Grades History

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

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

F-Foundations of Learning
O-Optimum Growth
S-Self-Esteem
T-Tomorrow's Leaders
E-Effective decision-making skills
R-Responsible citizenship

Provide the school's vision statement.

We are committed to teach every student to meet their maximum potential.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|----------------|---|
| Grimaldo, Ricardo | Principal | <p>Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</p> <p>2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</p> <p>3. Achieve expected results on the school's student learning goals.</p> <p>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</p> <p>5. Demonstrate that student learning is a top priority through leadership actions that build</p> <p>School Principal (cont.) SBBC: B-002 4</p> <p>and support a learning organization focused on school success.</p> <p>6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</p> <p>7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff.</p> <p>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</p> <p>9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</p> <p>11. Structure and monitor a school learning environment that improves learning for a diverse student population.</p> <p>12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--|
| | | <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>School Principal (cont.) SBBC: B-002</p> <p>5</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders</p> |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|---------------------|--|
| | | <p>Proficiency Indicators while performing all duties required by the district job description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>35. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p> <p>37. Follow Federal and State laws, as well as School Board policies.</p> <p>38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.</p> |
| Machin, Vanessa | Assistant Principal | <p>Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</p> <p>2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</p> <p>3. Achieve expected results on the school's student learning goals.</p> <p>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</p> <p>5. Demonstrate that student learning is a top priority through leadership actions that build School Principal (cont.) SBBC: B-002 4 and support a learning organization focused on school success.</p> <p>6. Work collaboratively to develop, implement and monitor an instructional framework</p> |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--|
| | | <p>that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</p> <p>7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff.</p> <p>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</p> <p>9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</p> <p>11. Structure and monitor a school learning environment that improves learning for a diverse student population.</p> <p>12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment,</p> |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--|
| | | <p>inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>School Principal (cont.) SBBC: B-002 5</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>35. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p> <p>37. Follow Federal and State laws, as well as School Board policies.</p> |

| Name | Position Title | Job Duties and Responsibilities |
|--------------------------|----------------|--|
| | | <p>38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.</p> |
| <p>Brodsky, Jennifer</p> | <p>Other</p> | <p>This position does not have any supervisory responsibilities.</p> <ul style="list-style-type: none"> ? Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually. ? Coordinate required ESE meetings. ? Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. ? Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. ? Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. ? Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student. ? Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard. ? Assist in identifying, reporting and correcting IDEA compliance concerns identified internally. ? Shall report all compliance concerns directly to the school-based leadership. ? Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures. ? Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity. ? Utilize the electronic management system to generate IEP documents. ? Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida. ? Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. ? Review current developments, literature and technical sources of information related to job responsibilities. ? Ensure adherence to safety rules and procedures. ? Follow federal and state, as well as School Board policies. ? Perform other duties as assigned by the school principal. |

| Name | Position Title | Job Duties and Responsibilities |
|---------------------|---------------------|---|
| Futscher, Stephanie | Instructional Coach | <p>collaborate with school-based coaches, teachers, and administration to analyze and interpret data, use data for improvements and progress monitoring, and problem solving to inform high quality instruction leading to improved student achievement.</p> <ol style="list-style-type: none"> 2. model innovative coaching and teaching methodologies and research-based, effective instructional practices. 3. assist coaches and teachers in making connections between state standards and the currently adopted instructional framework. 4. evaluate mathematics curricular needs based on student and teacher data. 5. assist coaches in designing formative assessments including providing guidance on conducting non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. <p>Instructional Specialist, Mathematics (cont.) SBBC: NEW</p> <ol style="list-style-type: none"> 6. maintain and submit required documentation, including but not limited to, coaching logs, data analysis for coach and teacher development and calendar reflecting support activities and scheduled meetings. 7. establish and maintain a trusting, confidential and non-evaluative relationship with coaches and teachers. 8. support coaches and teachers with mathematics related curriculum, pedagogy, digital applications, tools, strategies and classroom related technologies. 9. provide input in the development and implementation of the curricular and accountability goals associated with the School Improvement Plan (SIP). 10. promote collegiality through collaborative work and reflective practices with teachers, coaches, and administrators. 11. engage and deliver monthly content related professional learning. 12. design, facilitate, and deliver research-based professional learning for coaches, school staff and administration. 13. participate in ongoing professional learning to enhance the individual's skills and proficiency related to the job responsibilities. 14. demonstrate high standards of honesty, integrity, flexibility and responsiveness. 15. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida. 16. review current developments, literature and technical sources of information related to job responsibilities. 17. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.). |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|---------------------------|--|
| | | <p>18. ensure adherence to good safety procedures. 19. follow federal and state laws, as well as School Board policies. 20. perform other duties as assigned by the Supervisor(s).</p> |
| Leon, Lena | ELL Compliance Specialist | <p>complete ESOL: ELLevation and Curriculum training and other required professional learning, such as IPT and WIDA assessment tools; ? coordinate and/or administer initial placement and progress monitoring assessments; ? attend all ESOL Contact meetings and disseminate information and correspondence received from the Bilingual/ESOL Department regarding ESOL Program curriculum and compliance to appropriate personnel; ? coordinate and convene the ELL Committee as needed and send notification to invite parents and other appropriate personnel; ? complete, maintain, and update the English Language Learner Plan (ELL) with all appropriate supporting documentation, and collaborate with designated staff to complete and document the programmatic assessment and academic placement information in each ELL Folder; ? collaborate with the Information Management Specialist/Technician (IMS/IMT) to ensure correlation between ELL Plan, TERMS, and ELLevation. ? follow federal, state and School Board policies and regulations regarding ELLs and the ESOL Program.</p> |
| Munter, Gillian | Reading Coach | <p>assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement 2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. 3. build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 4. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate Coach, Literacy (cont.) SBBC: KK-034 research based professional learning through the school's professional learning</p> |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---|
| | | <p>communities.</p> <p>5. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons.</p> <p>6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community.</p> <p>7. analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement.</p> <p>8. maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required.</p> <p>9. participate and engage in monthly content related professional learning and learning communities.</p> <p>10. promote collegiality through collaborative work and reflective practices with teachers and administrators.</p> <p>11. support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning.</p> <p>12. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction.</p> <p>13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>14. participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities.</p> <p>15. review current developments, literature and technical sources of information related to job responsibilities.</p> <p>16. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)</p> <p>17. ensure adherence to good safety procedures.</p> <p>18. follow federal and state laws, as well as School Board policies.</p> <p>19. perform other duties as assigned by the principal or designee.</p> |

| Name | Position Title | Job Duties and Responsibilities |
|----------------|------------------|---|
| Snider, Selina | School Counselor | <p>School counselors promote and enhance achievement with an annual comprehensive school counseling plan that ensures that every student receives school counseling services. Credentialed school counselors provide comprehensive counseling programs that incorporate prevention and intervention with continuous academic, career and personal/development activities that will prepare them for meaningful participation in a diverse, changing world. These activities include classroom guidance, small groups for skill mastery, individual counseling for students with specific needs and a variety of other proactive and innovative ways to support student performance.</p> <p>School counselors implement a program based on the National Standards for School Counseling programs and the American School Counselor Association (ASCA) National Model.</p> <p>They also provide resources to staff, students, families and others to ensure that a family friendly environment is established and ensure that students have access to a safe school climate necessary for academic and social/emotional growth.</p> <p>The mission of the Broward County Public Schools' school counselors is to implement a proactive school counseling program that fosters academic achievement, career awareness, personal growth and a positive self-image for all students within a safe and secure learning environment.</p> |

Demographic Information

Principal start date

Tuesday 9/28/2021, Ricardo Grimaldo

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.*

5

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.*

2

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

665

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

1

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 | 101 | 114 | 99 | 107 | 123 | 106 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 650 |
| Attendance below 90 percent | 33 | 44 | 20 | 28 | 32 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 186 |
| One or more suspensions | 0 | 1 | 4 | 4 | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| 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 | 4 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 3 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| Number of students with a substantial reading deficiency | 0 | 5 | 3 | 4 | 10 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |

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 | 2 | 5 | 5 | 6 | 32 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

Date this data was collected or last updated

Tuesday 9/28/2021

2020-21 - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide Math assessment | 0 | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide Math assessment | 0 | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 42% | 59% | 57% | 41% | 56% | 56% |
| ELA Learning Gains | | | | 51% | 60% | 58% | 52% | 57% | 55% |
| ELA Lowest 25th Percentile | | | | 26% | 54% | 53% | 46% | 51% | 48% |
| Math Achievement | | | | 48% | 65% | 63% | 51% | 62% | 62% |
| Math Learning Gains | | | | 58% | 66% | 62% | 53% | 60% | 59% |
| Math Lowest 25th Percentile | | | | 33% | 53% | 51% | 40% | 47% | 47% |
| Science Achievement | | | | 43% | 46% | 53% | 47% | 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 | 32% | 60% | -28% | 58% | -26% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 41% | 62% | -21% | 58% | -17% |
| Cohort Comparison | | -32% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 39% | 59% | -20% | 56% | -17% |
| Cohort Comparison | | -41% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 35% | 65% | -30% | 62% | -27% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 41% | 67% | -26% | 64% | -23% |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | -35% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 52% | 64% | -12% | 60% | -8% |
| Cohort Comparison | | -41% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 41% | 49% | -8% | 53% | -12% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

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

Students in 1st through 5th grade will progress monitor utilizing iReady Diagnostic in both Reading and Math.

5th Grade will progress monitor using standard based assessments provided through Stemscores.

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 25% | 28% | 44% |
| | Economically Disadvantaged | 28% | 29% | 43% |
| | Students With Disabilities | 12% | 0% | 12% |
| | English Language Learners | 18% | 12% | 24% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 20% | 0% | 21% |
| | Economically Disadvantaged | 19% | 0% | 21% |
| | Students With Disabilities | 0% | 0% | 0% |
| | English Language Learners | 10% | 0% | 12% |

| Grade 2 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 18% | 30% | 31% |
| | Economically Disadvantaged | 17% | 29% | 29% |
| | Students With Disabilities | 7% | 21% | 23% |
| | English Language Learners | 8% | 28% | 25% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 16% | 0 | 23% |
| | Economically Disadvantaged | 17% | 0% | 21% |
| | Students With Disabilities | 14% | 0% | 7% |
| | English Language Learners | 15% | 0% | 23% |
| Grade 3 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 31% | 46% | 59% |
| | Economically Disadvantaged | 34% | 47% | 60% |
| | Students With Disabilities | 11% | 26% | 22% |
| | English Language Learners | 8% | 28% | 33% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 16% | 17% | 28% |
| | Economically Disadvantaged | 13% | 19% | 30% |
| | Students With Disabilities | 6% | 7% | 23% |
| | English Language Learners | 5% | 3% | 10% |

| Grade 4 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 26% | 29% | 36% |
| | Economically Disadvantaged | 27% | 28% | 38% |
| | Students With Disabilities | 7% | 7% | 19% |
| | English Language Learners | 10% | 11% | 16% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 8% | 23% | 40% |
| | Economically Disadvantaged | 9% | 21% | 39% |
| | Students With Disabilities | 8% | 11% | 26% |
| | English Language Learners | 2% | 7% | 23% |
| Grade 5 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 20% | 28% | 35% |
| | Economically Disadvantaged | 18% | 23% | 40% |
| | Students With Disabilities | 0% | 12% | 30% |
| | English Language Learners | 0% | 15% | 40% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 16% | 29% | 33% |
| | Economically Disadvantaged | 10% | 24% | 50% |
| | Students With Disabilities | 4% | 12% | 33% |
| | English Language Learners | 2% | 16% | 27% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 10% | 14% | 16% |
| | Economically Disadvantaged | 8% | 11% | 20% |
| | Students With Disabilities | 0% | 6% | 14% |
| | English Language Learners | 0% | 7% | 16% |

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 | 18 | 32 | 60 | 18 | 23 | | 5 | | | | |
| ELL | 35 | 47 | 72 | 30 | 46 | 61 | 18 | | | | |
| BLK | 28 | 33 | | 15 | 32 | | 8 | | | | |
| HSP | 37 | 50 | 67 | 31 | 37 | 53 | 21 | | | | |
| WHT | 50 | 36 | | 43 | 55 | | 36 | | | | |
| FRL | 34 | 43 | 59 | 28 | 36 | 50 | 16 | | | | |
| 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 | 11 | 27 | 24 | 26 | 43 | 35 | 15 | | | | |
| ELL | 34 | 42 | 23 | 44 | 56 | 33 | 31 | | | | |
| BLK | 29 | 50 | 38 | 37 | 57 | 33 | 32 | | | | |
| HSP | 40 | 46 | 18 | 46 | 57 | 33 | 38 | | | | |
| WHT | 60 | 71 | | 62 | 63 | | 69 | | | | |
| FRL | 38 | 47 | 24 | 45 | 55 | 34 | 37 | | | | |
| 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 | 15 | 33 | 48 | 19 | 39 | 43 | 9 | | | | |
| ELL | 27 | 44 | 54 | 40 | 39 | 36 | 18 | | | | |
| BLK | 19 | 27 | 20 | 34 | 34 | 33 | 23 | | | | |
| HSP | 42 | 61 | 56 | 53 | 56 | 42 | 47 | | | | |
| WHT | 58 | 46 | | 62 | 61 | | 71 | | | | |
| FRL | 38 | 52 | 48 | 49 | 52 | 39 | 44 | | | | |

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 | 48 |
| Total Points Earned for the Federal Index | 328 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 97% |

| Subgroup Data | |
|--|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 29 |
| 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 | 45 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 23 |
| 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 | 43 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |

| Pacific Islander Students | |
|--|-----|
| 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 | 44 |
| 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?

Historically, subgroups such as SWD and ELL do not perform as well on progress monitoring assessments and the FSA. In addition, third graders struggle to perform about 50% proficiency on the Science Standards Assessment.

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

The areas in greatest need of improvement based on the 2019 FSA are ELA achievement and ELA lowest quartile learning gains, and Science Achievement.

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

Some contributing factors that contribute to the need for improvement include student attendance and parent involvement. To address these needs, we are developing interventions to address the alterable barriers such as implementing attendance incentive programs and implementing our Parent & Family Engagement Plan.

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

The areas that showed the most improvement on the 2019 assessments include Math achievement and Math learning gains.

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

The contributing factors include conceptual-based instruction using manipulatives and students response boards. Our school facilitator various professional development opportunites to effectively implement these changes in intstruction.

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

In order to accelerate learning, teachers will address unfinished learning due to the pandemic. In addition, teachers need to continue providing effective instruction and differentiating to meet students' individual needs.

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.

Some professional development opportunities that will provided include FSA-based writing PD, using response boards to provide immediate and specific feedback, and effective standard-based instructional strategies.

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 professioanl development, the instructional coaches will be modeling and provding support for all K-5 teachers, as well as facilitating PLC's

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Based on 2020-2021 FSA data in ELA our ESSA subgroups that performed the lowest was students with disabilities, English Language Learners, and Black/ African American. These subgroup scored lower than the federal index of 44%.

Measurable Outcome: By June 2022, all subgroups in grades 3-5 will increase their reading proficiency gains more than 44%, as measured by the FSA.

Monitoring: To monitor this area of focus, we will use the iReady Diagnostic assessment 3 times throughout the year. In addition, we will use iReady Growth Checks and standard based assessments as more frequent formative assessments to monitor students' progress.

Person responsible for monitoring outcome: Gillian Munter (gillian.munter@browardschools.com)

Evidence-based Strategy: Students needing tier 2 interventions, teachers will implement LLI. Students need tier 3 interventions, teachers will implement Redaing Horizons.

Rationale for Evidence-based Strategy: The early intervention strategies begin with cycles of Class Reviews following BAS and digging deeper assessments to determine which students are reading below grade level. From the assessment data, the collaborative problem-solving team and literacy team meet with individual teachers to identify students' reading levels, as well as areas of concern in order to place students in the appropriate intervention with the targeted reading strategy. Interim BAS is used to progress monitor students in interventions, in addition to the intervention probes to determine if the intervention provided is successful. In addition to intervention, students receive differentiated TIER 1 instruction and independent tasks to meet their needs and scaffold grade level standards.

Action Steps to Implement

1. Data Analysis of current standards mastery
2. Review IFC, Standard Content Limits, and Item Specifications prior to lesson planning.
3. Analyze assessment of current cluster.
4. Plan standards based lessons based on assessment.
5. Instruct using standards based materials focusing on the gradual release model.
6. Give assessment after instruction.
7. Review and analyze assessment.
8. Review, reteach, or enrich based on data analysis.
9. Based on analysis, targeted students will recieve intervention to assist in mastering standard.

Person Responsible Gillian Munter (gillian.munter@browardschools.com)

#2. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: Based on 2020-2021 FSA data in 4th Grade ELA Proficiency was 47%. This could be attributed to lack of interventions to assist with closing the achievement gap for students with learning deficits.

Measurable Outcome: At the end of 2021-2022 school year, 4th grade proficiency will increase to above 50% as measured by the ELA FSA.

Monitoring: To monitor this area of focus, we will use the iReady Diagnostic assessment 3 times throughout the year. In addition, we will use iReady Growth Checks and standard based assessments as more frequent formative assessments to monitor students' progress.

Person responsible for monitoring outcome: Gillian Munter (gillian.munter@browardschools.com)

Evidence-based Strategy: Students needing tier 2 interventions, teachers will implement LLI. Students need tier 3 interventions, teachers will implement Redaing Horizons.

Rationale for Evidence-based Strategy: The early intervention strategies begin with cycles of Class Reviews following BAS and digging deeper assessments to determine which students are reading below grade level. From the assessment data, the collaborative problem-solving team and literacy team meet with individual teachers to identify students' reading levels, as well as areas of concern in order to place students in the appropriate intervention with the targeted reading strategy. Interim BAS is used to progress monitor students in interventions, in addition to the intervention probes to determine if the intervention provided is successful. In addition to intervention, students receive differentiated TIER 1 instruction and independent tasks to meet their needs and scaffold grade level standards.

Action Steps to Implement

1. Data Analysis of current standards mastery
2. Review IFC, Standard Content Limits, and Item Specifications prior to lesson planning.
3. Analyze assessment of current cluster.
4. Plan standards based lessons based on assessment.
5. Instruct using standards based materials focusing on the gradual release model.
6. Give assessment after instruction.
7. Review and analyze assessment.
8. Review, reteach, or enrich based on data analysis.
9. Based on analysis, targeted students will recieve intervention to assist in mastering standard.

Person Responsible Gillian Munter (gillian.munter@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.

Stephen Foster Elementary ranked #100 out of #116 schools in Broard County and feel into the high category based on our number of incidents. Our data was lower than the state average. The school culture and environment will be monitored through our Schoolwide Positive Behavior Plan.

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.

Stephen Foster Elementary builds a positive school culture and environment through our implementation of our SPBP. This positive system focuses on positive behaviors rather than negative. We use our SPBP Lessons schoolwide, to minimize behavior incidents both in and out of the classroom. We develop our SPBP with various stakeholders and share at a School Advisory Meetings. We also work with the aftercare program to maximize positive behaviors for our students who attend the program on-site.

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

The stakeholders primarily responsible for promoting a positive culture and environment at our school are our school staff. On a day-to-day basis, our school staff implements the components of our SPBP. This helps to promote a positive school culture and minimize behavior incidents in and out of the classroom. In addition to our school staff, the parents and community partners are also a part of promoting a positive school culture, as they are a part of SAC and SAF Meetings, as well as family events at the school.

Part V: Budget

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

| | | | | | | |
|---|----------|--|--------------|----------------|-----|-----------------|
| 1 | III.A. | Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups | | | | \$30,023,176.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |

| | | | | | | |
|----------|---------------|--|---|-----------------|---------------|------------------------|
| | 5000 | 529-Technology-Related Textbooks | 0921 - Stephen Foster Elementary Schl | Title, I Part A | | \$6,460.00 |
| | | | <i>Notes: iReady Reading and Math Teacher Toolbox License Student Use</i> | | | |
| | 5000 | 529-Technology-Related Textbooks | 0921 - Stephen Foster Elementary Schl | Title, I Part A | | \$13,716.00 |
| | | | <i>Notes: iReady Reading and Math Student License</i> | | | |
| | 6400 | 529-Technology-Related Textbooks | 0921 - Stephen Foster Elementary Schl | Title, I Part A | | \$30,003,000.00 |
| | | | <i>Notes: Teacher Training for Implementations of iReady Software</i> | | | |
| 2 | III.A. | Areas of Focus: Instructional Practice: ELA | | | | \$550.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 3336 | 520-Textbooks | 0921 - Stephen Foster Elementary Schl | General Fund | | \$550.00 |
| | | | <i>Notes: Reading Mini Lesson Books</i> | | | |
| | | | | | Total: | \$30,023,726.00 |