

Broward County Public Schools

# Castle Hill Elementary School



## 2021-22 Schoolwide Improvement Plan

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## Castle Hill Elementary School

2640 NW 46TH AVE, Lauderhill, FL 33313

[ no web address on file ]

### Demographics

Principal: Letitia Ingram Phillips

Start Date for this Principal: 7/1/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (47%) 2017-18: D (38%) 2016-17: C (53%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## Castle Hill Elementary School

2640 NW 46TH AVE, Lauderhill, FL 33313

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

### School Grades History

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

### School Board Approval

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### SIP Authority

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

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Castle Hill Elementary School's mission is "Bright Future Ahead." Our beliefs are that no matter what the trials are for our students and staff, we will continue to persevere. We have students with one or more disabilities, homeless families, students who are adopted or in foster care, students who are abused, and the list goes on, but with our loving, caring, and safe environment, we work diligently together as a team to ensure our students receive the tools they need to be successful at school. To ensure our students get the best education possible, we provide our faculty and staff with professional development courses throughout the school year and professional learning communities (PLCs). New and veteran teachers are mentored so that they are able to provide the best learning experience for their students. We will continue to promote academic excellence by providing a safe, rewarding, and nurturing learning environment to students in grades pre-kindergarten ESE, Head Start, and kindergarten through fifth grade. The mission is to also optimum learning opportunities for our students resulting in their development of becoming responsible and productive citizens.

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

Castle Hill Elementary is dedicated to the mission of educating children to learn to the best of their ability in relationship to their individual needs, and to guide them to grow into productive, responsible citizens. We will challenge students to read more, to enhance their writing skills, to develop problem solving skills and to broaden their knowledge of scientific concepts. We aim to meet the needs of our students academically and socially. Our goal is to maintain parent and community involvement through consistent communication of school events and parent training activities. By educating our students and parents, our goal is to produce responsible and productive citizens.

### 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
Ingram-Phillips, Letitia	Principal	To oversee the school and to make sure everyone is safe, comfortable, and able to function. Oversees and makes executive decisions for academic and operational functions. Complete class walkthroughs and observations and provide meaningful feedback to help teachers and assistants grow. Build relationships with students, staff, parents, and the community. Meet with assistant principal, leadership and support team weekly and as needed to monitor progress and to provide school community with updates as needed. Collaborate with instructional coaches to ensure instructional is being delivered effectively and consistently. Acknowledge students and staff for hard work. Participate in school and district events to help build moral and positive relationships. Share important information with school and families.
Gentles, Christopher	Assistant Principal	To assist the principal in overseeing the school. Help create school schedule and schedules for paraprofessionals and teacher assistants. Oversee school drills. Collaborate with principal, leadership and support team to help make decisions beneficial for student growth. Provide assistance with behavior needs as well as campus duties as needed. Collaborate with social worker to help improve student attendance.
Wilkerson-Williams, Hope	School Counselor	To create and deliver school counseling programs that improve student outcomes so that all students receive equity in the areas of academics and social/emotional development. To provide support in the form of counseling and guidance to students parents and staff members. Collaborate with the school's Social Worker to assist students and families. Additional job responsibilities include serving as a member on the Support, Safe, and Leadership Team, and assisting with campus duties.
Timmons, Jessika	Reading Coach	To provide curriculum resources and curriculum support in the area of English-Language Arts. Additional job responsibilities include serving as a Support, Safe, and Leadership Team member and assisting with campus duties.
Trotter, Tennell	Instructional Coach	To provide curriculum resources and support in the areas of Math and Science. Additional job responsibilities include serving as a member of the Support, Safe, and Leadership Team and assisting with campus duties.
Grant, Brandi	Teacher, K-12	To provide Science instruction to fifth grade students. Additional job responsibilities include serving as the Equity Liaison and the School Advisory Council (SAC) Chair.
Fields, Melanie	Teacher, ESE	To provide curriculum and behavior support to students with disabilities in grades kindergarten through fifth. To provide best practices and support to our teachers as well as collaborate on how to best serve our students with disabilities. Additional job responsibilities include assisting with campus

Name	Position Title	Job Duties and Responsibilities
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duties, serving as a member on the Support, Safe, and Leadership Team, mentoring teachers, and serving as the Response to Intervention Facilitator.

## Demographic Information

### Principal start date

Saturday 7/1/2017, Letitia Ingram Phillips

**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.*

7

**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**

35

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

508

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

3

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

6

### 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	67	93	98	87	96	67	0	0	0	0	0	0	0	508
Attendance below 90 percent	27	45	48	36	33	14	0	0	0	0	0	0	0	203
One or more suspensions	0	1	0	2	1	0	0	0	0	0	0	0	0	4
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	20	28	0	0	0	0	0	0	0	48
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	12	0	0	0	0	0	0	0	18
Number of students with a substantial reading deficiency	0	14	67	70	36	66	0	0	0	0	0	0	0	253

#### 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	11	35	30	19	34	0	0	0	0	0	0	0	129

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

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

Monday 9/27/2021

#### 2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	57	86	96	84	92	69	0	0	0	0	0	0	0	484
Attendance below 90 percent	13	26	30	24	27	17	0	0	0	0	0	0	0	137
One or more suspensions	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	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	20	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	7	0	0	0	0	0	0	0	13

#### 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	1	1	8	6	6	6	0	0	0	0	0	0	0	28

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

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

**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	57	86	96	84	92	69	0	0	0	0	0	0	0	484
Attendance below 90 percent	13	26	30	24	27	17	0	0	0	0	0	0	0	137
One or more suspensions	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	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	20	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	7	0	0	0	0	0	0	0	13

**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	1	1	8	6	6	6	0	0	0	0	0	0	0	28

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

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

**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				34%	59%	57%	30%	56%	56%
ELA Learning Gains				55%	60%	58%	42%	57%	55%
ELA Lowest 25th Percentile				53%	54%	53%	42%	51%	48%
Math Achievement				52%	65%	63%	42%	62%	62%
Math Learning Gains				63%	66%	62%	48%	60%	59%
Math Lowest 25th Percentile				54%	53%	51%	38%	47%	47%
Science Achievement				16%	46%	53%	24%	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	33%	60%	-27%	58%	-25%
Cohort Comparison						
04	2021					
	2019	36%	62%	-26%	58%	-22%
Cohort Comparison		-33%				
05	2021					
	2019	27%	59%	-32%	56%	-29%
Cohort Comparison		-36%				

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	47%	67%	-20%	64%	-17%
Cohort Comparison		-63%				
05	2021					
	2019	38%	64%	-26%	60%	-22%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	15%	49%	-34%	53%	-38%
Cohort Comparison						

## Grade Level Data Review - Progress Monitoring Assessments

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

The school has been using iReady Reading and Math to monitor progress throughout the school year.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24.7	29.2	38.4
	Economically Disadvantaged	25	30.2	40
	Students With Disabilities	18.2	16.7	28.6
	English Language Learners	23.5	26.3	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12.3	13	30.9
	Economically Disadvantaged	10.8	13.1	31.4
	Students With Disabilities	8.3	16.7	38.5
	English Language Learners	5.9	6.3	16.7
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18.6	26.2	26.2
	Economically Disadvantaged	18.4	27	24.3
	Students With Disabilities	22.2	22.2	10
	English Language Learners	9.1	18.2	15
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.9	13.3	21.7
	Economically Disadvantaged	16.4	15.1	21.9
	Students With Disabilities	22.2	11.1	22.2
	English Language Learners	19	14.3	20

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26	28.6	46.7
	Economically Disadvantaged	24.2	31.7	50
	Students With Disabilities	16.7	27.3	27.3
	English Language Learners	18.2	18.2	16.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12.3	15.9	29.4
	Economically Disadvantaged	11.3	18.3	31
	Students With Disabilities	8.3	0	9.1
	English Language Learners	0	0	8.3
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13.9	22	25.6
	Economically Disadvantaged	13.7	20.3	24.4
	Students With Disabilities	0	0	0
	English Language Learners	4.8	9.1	22.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7.7	16.7	29.1
	Economically Disadvantaged	8.2	17.1	29.5
	Students With Disabilities	0	0	11.1
	English Language Learners	4.8	4.3	18.2

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	21	28.8	36.7
	Economically Disadvantaged	22	29.8	38.6
	Students With Disabilities	0	0	0
	English Language Learners	0	0	13.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.4	25	53.4
	Economically Disadvantaged	26.8	24.1	54.5
	Students With Disabilities	12.5	14.3	57.1
	English Language Learners	0	6.7	38.5
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

## 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	17	50		22	30						
ELL	17	37		16	42		22				
BLK	24	46	40	23	33	33	33				
FRL	25	44	42	23	32	30	33				
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	17	45	45	41	43	45	8				
ELL	27	49	56	42	62	53					
BLK	33	55	51	52	62	53	16				
FRL	33	55	51	52	62	53	15				

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	21	27		35	38		23				
ELL	30	53	55	35	47	20	30				
BLK	30	42	43	42	49	38	22				
FRL	30	42	40	42	49	38	22				

### 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	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	283
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	32
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	
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	36
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.



**What trends emerge across grade levels, subgroups and core content areas?**

Over the years, English-Language Arts continues to be an area of weakness across grade levels and subgroups.

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

Based on the 2019 state assessments, English-Language Arts (ELA) demonstrates the greatest need for improvement, but based on the iReady progress monitoring tool, Math showed need for improvement.

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

Due to factors such as the COVID pandemic, chronic absences, failed vision and hearing screenings, language barriers, students moving from place to place, social and emotional incidents, and parents and/or siblings helping our students with testing while at home last year, caused major disruptions in the content areas, especially reading. Students were scoring above grade level while testing at home, but when they came back to school, they were one or more grade levels behind.

New actions to help improve ELA will be to retest students, provide more interventions, provide more time with less interruptions

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

Based off the 2019 state assessments, Math showed the most improvement, but based on the iReady progress monitoring tool, ELA showed the most improvement.

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

The Math Coach provided support to all teachers. Add Math and Math for Today were added components to the daily routine across the grades. The fluency practice helped boost the students learning. Teachers in grades 3 through 5 were also provided with standard-based math packages that were used to be modeled with students.

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

Strategies that will need to be implemented are teacher modeling (I do), students and teacher do together (We do) and independent practice (You do). Students will need time to practice skills and review standards. Daily iReady practice will be implemented and small group instruction will be done everyday.

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

Professional development and refresher courses in iReady are being provided to all teachers. Support from the Reading, Math, and Academic Coaches. Benchmark Advanced professional development, New Horizons professional development. Professional development in ELA and Math provided through team meetings and independently as needed.

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

New this year is support from the Academic Support Coach. The Academic Support Coach will push into through through fifth grade classrooms throughout each school day and provide academic support to students who are struggling in reading.

### Part III: Planning for Improvement

#### Areas of Focus:

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

Over the years, Castle Hill Elementary has seen a decline in reading and writing skills, particularly in the areas of phonics, vocabulary, and comprehension. Students across grades kindergarten through fifth continue to show deficiencies in phonics, decoding, vocabulary, and comprehension on grade level. Some students are one or more grade levels behind and by the time they reach third, fourth, or fifth grade, their self-confidence is low because they cannot read the words and/or comprehend. The rationale is to provide teachers with the trainings and resources they need to target the deficiencies. The school will use Benchmark Advance and New Horizons curriculum for grades K-5 to provide instruction in the area of Phonics, Vocabulary, and Comprehension. Daily reading support will be supported through the computerized educational software iReady. Teachers will continue to instruct students using whole group and small group settings as well as provide additional support via homework, classroom centers, and extra interventions.

By June 2022, students will show learning gains of 10% or higher as measured by the iReady Reading Diagnostic

**Measurable Outcome:**

By June 2022, students in kindergarten through second grade will improve their phonics skills by reading 10 or more words within 20-40 intervention sessions as measured by the Benchmark Advanced, New Horizons, or iReady.

By June 2022, students in grades 3 through 5 will improve their comprehension skills within 20-40 intervention sessions as measured by the Benchmark Advanced, New Horizons or iReady.

**Monitoring:**

We plan on implementing the following plan to improve student learning: Provide teachers and paraprofessionals with the professional development and trainings needed to instruct and assist students in reading and writing. Provide teachers with detailed and clear pacing guides to assist them with planning and preparation. Provide teachers with the resources they need to provide effective instruction and intervention in the classroom. Perform classroom walkthroughs and observations and provide immediate feedback. Provide guidance and support throughout the school year (based on class data), regardless if teachers ask for it or not. Focus on lowest 25% and provide intervention and support on a daily basis. The 21st Century Community Learning Center (CCLC) will target students in second through fifth grade and provide ELA, Math, and Science support using the Coach curriculum, assistance with homework, and one-on-one assistance. Academic Support

**Person responsible for monitoring outcome:**

Jessika Timmons (jessika.timmons@browardschools.com)

**Evidence-based Strategy:**

Evidence-based strategies to be used: Clear lesson goals, show and tell, questioning to check for understanding, plenty of practice, provide students with feedback, be flexible about how long it takes to learn, get students to work together, teach strategies and not just content, and nurture meta-cognition (University of Nebraska-Lincoln, 2019).

**Rationale for Evidence-based Strategy:**

These nine strategies were selected because we have to be realistic of how and when students learn. We cannot rush every teaching situation, we have to be patient and understanding of the various factors that may have an impact on learning, and if these evidence-based strategies are used consistently, then teachers will see growth and learning gains. Benchmark Advanced (whole and small group) and New Horizons curriculum (small group), iReady, Ready curriculum, small group instruction, and classroom

centers will be used to support these strategies. The Academic Support teacher will push in to grades three through five to provide small group instruction.

### Action Steps to Implement

We plan on implementing the following plan to improve student learning: Provide teachers and paraprofessionals with the professional development and trainings needed to instruct and assist students in reading and writing.

Provide teachers with detailed and clear pacing guides to assist them with planning and preparation.

Provide teachers with the resources they need to provide effective instruction and intervention in the classroom.

Perform classroom walkthroughs and observations and provide immediate feedback.

Provide guidance and support throughout the school year (based on class data), regardless if teachers ask for it or not. Focus on lowest 25% and provide intervention and support on a daily basis.

**Person Responsible** Jessika Timmons (jessika.timmons@browardschools.com)

**#2. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and Rationale:**

Students with disabilities have been struggling with reading, writing. With the double or triple dosage of educational services provided in the general education and ESE classroom, students in grades 3 through 5 have shown growth and improvement over the years. During the 2018-2019 school year, students in third and fourth grade showed significant achievement and growth during the Florida Standards Assessments in ELA and Math. Although students in grade 3 and 4 scored levels 2 through 5 in Math and levels 2-4 in ELA, there were under 10 students for each grade, therefore, putting us in review with ESSA.

**Measurable Outcome:** By June 2022, students with disabilities in grades three through five will make learning gains in reading by 20% or more as measured by iReady and state assessments.

**Monitoring:** Individual Education Plans (IEPs) and attendance will be monitored and updated. Student data will be tracked and monitored. Observations will be made and documented.

**Person responsible for monitoring outcome:**

Melanie Fields (melanie.fields@browardschools.com)

**Evidence-based Strategy:**

Evidence-based strategies to be used: Clear lesson goals, show and tell, questioning to check for understanding, plenty of practice, provide students with feedback, be flexible about how long it takes to learn, get students to work together, teach strategies and not just content, and nurture meta-cognition (University of Nebraska-Lincoln, 2019).

**Rationale for Evidence-based Strategy:**

These nine strategies were selected because we have to be realistic of how and when students learn. We cannot rush every teaching situation, we have to be patient and understanding of the various factors that may have an impact on learning, and if these evidence-based strategies are used consistently, then teachers will see growth and learning gains. Saxon & Phonics, Fountas & Pinnell Leveled Literacy Intervention, iReady, Ready curriculum, Rehearsal books (whole group), small group instruction, and classroom centers will be used to support these strategies.

**Action Steps to Implement**

We plan to implement the following plan to improve student success: Collaborate with general education teachers. Collaborate with students. Work on IEP goals in the ESE setting. Work on grade level standards (spiraling behind general education teachers) in the ESE setting. Provide assistance to students, teachers, teacher assistants, and parents in the general education campus.

**Person Responsible**

Melanie Fields (melanie.fields@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.

**We will continue to monitor the social and emotional well-being of our students. Our students go through a lot and sometimes they do not know how to properly handle their words, actions, and emotions.**

**Social and emotional learning activities embedded before instruction begins, counseling and support from the School Counselor and Social Worker, immediate feedback from administration, and documented observations will be implemented to monitor students.**

#### **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### **Describe how the school addresses building a positive school culture and environment.**

Spirit Days will be implemented on Fridays for schoolwide participation to help boost moral and positive school culture. Relationships are built starting in the morning when students arrive. Music is played in the front of the school and when students enter the cafeteria, students are greeted by name and conversations are initiated.

Parent Engagement will be met through School Advisory Council and School Advisory Faculty meetings, parent engagement nights, conferencing with teachers, newsletters and information via the school's website to help meet the needs of our students and to help parents connect with their children and the school.

Attendance will be handled by our school's social worker and our assistant principal. School safety will be provided by all adults in the school and training is ongoing throughout the school year so that everyone is on one accord.

The school guidance counselor will continue to provide social and emotional support for students and families.

Students in the lowest 25% will be provided with additional support and monitored via the Response to Intervention process.

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

Leadership team (admin and support staff)-help make students and staff feel safe and comfortable, help build moral and build positive relationships with everyone

School Counselor-provide social and emotional support and counseling to students and families

School Social Worker-provide support to students and families

School Advisory Council and School Advisory Faculty members-provide feedback to school to help build school-family relationships

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA					\$175,127.43
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
	5100	100-Salaries	1461 - Castle Hill Elementary School	Other Federal		\$175,127.43	
			Notes: Extended learning opportunity (ELO) provided for students needing intensive instruction and enrichment based on their needs that will be provided in a small group setting.				
	5100	120-Classroom Teachers	1461 - Castle Hill Elementary School	Other Federal		\$0.00	
			Notes: ESSER teacher to provide intensive instruction to students in grades third through fifth grade needing TIER 3 instruction.				
	5100	500-Materials and Supplies	1461 - Castle Hill Elementary School	Other Federal		\$0.00	
			Notes: Extended learning opportunity (ELO) curriculum, materials, and supplies provided for students needing intensive instruction and enrichment based on their needs that will be provided in a small group setting.				
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities					\$0.00
Total:						\$175,127.43	