

Broward County Public Schools

West Broward Academy



2021-22 Schoolwide Improvement Plan

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West Broward Academy

5281 COCONUT CREEK PKWY, Margate, FL 33063

www.westbrowardacademy.com

Demographics

Principal: Derrick Hugue

Start Date for this Principal: 9/17/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
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)	79%
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 Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: C (44%) 2016-17: F (31%)
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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School KG-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>77%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>93%</p>

School Grades History

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

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SIP Authority

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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.

The mission of West Broward Academy is to engage students and promote high achievement with a well-rounded elementary and middle school education, through a challenging program, focused on mathematics and science using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

Provide the school's vision statement.

The vision of West Broward Academy is to create a community where all children feel loved, respected, and encouraged by their fullest 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
Hugue , Derrick	Principal	<p>Ensuring that academic policies and curriculum are followed</p> <p>Developing and tracking benchmarks for measuring institutional success</p> <p>Helping teachers maximize their teaching potential</p> <p>Meeting and listening to concerns of students on a regular basis</p> <p>Encouraging, guiding and assisting student leaders and teachers</p> <p>Meeting with parents and administrators on a regular basis for problem resolution</p> <p>Enforcing discipline when necessary</p> <p>Providing an atmosphere free of any bias in which students can achieve their maximum potential</p>
Padron, Rossana	Assistant Principal	<p>Assists in the planning, development, organization, coordination, and supervision of instructional programs and activities; interprets and implements the District approved curriculum program in light of individual school needs.</p> <p>Assists in providing leadership to the professional staff in determining objectives and identifying school needs as the basis for developing long and short range plans for the school.</p> <p>Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal.</p> <p>Assists in the supervision of student enrollment, records, attendance, and health requirements.</p> <p>Develops plans for emergency situations, in cooperation with staff and public safety agencies.</p> <p>Maintains a commitment to ongoing growth in self and others, supporting and participating in district and site professional growth programs.</p> <p>Relates to students with mutual respect while carrying out a positive and effective discipline policy.</p> <p>Supervises the reporting and monitoring of student attendance, with follow-up student/parent contact where necessary.</p> <p>Has knowledge of local policies, state and federal laws relating to minors.</p> <p>Performs other related duties as needed.</p>
Alabastro, Anisa	Instructional Coach	<p>Model lessons in classrooms on a daily/weekly basis.</p> <p>Support the instructional development of all teachers in understanding the WBA curriculum and varied assessments, the Framework for Teaching, and data analysis.</p> <p>Build strong relationships with teachers, administrators, and other coaches.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Provide direction and coordination for how the curriculum is taught consistent with District initiatives and recognized best instructional practices. Create an articulated schedule with building administration. Provide technical support to collaborative teams within buildings. Assist teachers with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources. Support teachers and administrators in using data to improve instruction on all levels. Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students. Support teachers by helping with the —strategic how of teaching -- share multiple instructional strategies/processes with teachers during planning times. Informally observe (non-evaluative) lessons and provide feedback for a teacher’s professional growth and students’ success. Develop staff members’ knowledge, skills, attitudes, and behaviors through a variety of professional development targeted topics and designs. Develop coaching plans for teachers to ensure student improvement. Contribute to the development systems and structures to improve teacher practice within schools. Provide job-embedded informal professional learning beyond the coaching responsibility. Submit a weekly coaching log and any pertinent data requests/coaching documentation. Attend summer training sessions.</p>

Demographic Information

Principal start date

Friday 9/17/2021, Derrick Hugue

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.*

0

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.*

0

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

611

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

8

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

10

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	76	77	58	66	91	50	68	62	73	0	0	0	0	621
Attendance below 90 percent	7	7	2	0	5	4	4	2	3	0	0	0	0	34
One or more suspensions	0	1	0	0	0	0	1	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	12	16	20	0	0	0	0	48
Course failure in Math	0	0	0	0	0	0	7	12	15	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	7	13	15	19	0	0	0	0	57
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	11	13	19	25	0	0	0	0	71
Number of students with a substantial reading deficiency	3	24	7	18	16	14	24	23	32	0	0	0	0	161

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	2	7	1	7	7	12	20	26	32	0	0	0	0	114

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	3	5	1	2	1	0	0	0	2	0	0	0	0	14
Students retained two or more times	0	1	0	0	0	0	0	0	6	0	0	0	0	7

Date this data was collected or last updated

Friday 9/17/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	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				48%	58%	61%	45%	57%	60%
ELA Learning Gains				66%	58%	59%	50%	57%	57%
ELA Lowest 25th Percentile				65%	52%	54%	50%	49%	52%
Math Achievement				42%	58%	62%	44%	58%	61%
Math Learning Gains				56%	58%	59%	38%	56%	58%
Math Lowest 25th Percentile				41%	51%	52%	38%	49%	52%
Science Achievement				49%	51%	56%	22%	52%	57%
Social Studies Achievement				80%	74%	78%	68%	75%	77%

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	54%	60%	-6%	58%	-4%
Cohort Comparison						
04	2021					
	2019	62%	62%	0%	58%	4%
Cohort Comparison		-54%				
05	2021					
	2019	44%	59%	-15%	56%	-12%
Cohort Comparison		-62%				
06	2021					
	2019	39%	57%	-18%	54%	-15%
Cohort Comparison		-44%				
07	2021					
	2019	42%	55%	-13%	52%	-10%
Cohort Comparison		-39%				
08	2021					
	2019	56%	59%	-3%	56%	0%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	33%	65%	-32%	62%	-29%
Cohort Comparison						
04	2021					
	2019	52%	67%	-15%	64%	-12%
Cohort Comparison		-33%				
05	2021					
	2019	43%	64%	-21%	60%	-17%
Cohort Comparison		-52%				
06	2021					
	2019	36%	58%	-22%	55%	-19%
Cohort Comparison		-43%				
07	2021					
	2019	49%	53%	-4%	54%	-5%
Cohort Comparison		-36%				
08	2021					
	2019	50%	45%	5%	46%	4%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	40%	49%	-9%	53%	-13%
Cohort Comparison						
08	2021					
	2019	53%	43%	10%	48%	5%
Cohort Comparison		-40%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	82%	71%	11%	71%	11%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

Grades 1 and 2: BAS, Benchmark Assessment System and EasyCBM

Grades 3-5: Benchmark Assessment System, BAS, The Florida Assessment and Instruction for Reading, FAIR, and Adaptive Progress Monitoring (APM)

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38%	39%	51%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners	19%	19%	25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30%	42%	58%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners	0	0	17%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49%	49%	63%
	Economically Disadvantaged Students With Disabilities			
	English Language Learners	20%	30%	30%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57%	57%	58%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners	11%	22%	22%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46%	48%	48%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17	39	43	11	17	14					
ELL	31	54	55	14	16	24	7	55			
BLK	37	39	32	24	15	21	15	54	33		
HSP	40	48	55	33	20	29	11	83			
MUL	43	20		29							
WHT	59	50		34	11						
FRL	38	41	41	24	15	17	12	65	26		
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	25	65	80	29	55						
ELL	35	54	52	27	47	37	25				
ASN	70	50		70	70						

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
BLK	43	67	62	38	53	42	30	83			
HSP	45	60	64	42	56	39	72	72			
MUL	55	64		45	45						
WHT	64	88		50	67		55				
FRL	44	66	68	40	56	42	48	78			
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	22	31	30	22	31	40	20				
ELL	41	69	67	46	42						
BLK	37	47	47	38	37	27	15	57			
HSP	49	57	69	48	40	37	23	69			
MUL	38			38							
WHT	50	46		51	42	64		82			
FRL	44	47	47	43	39	37	19	70			

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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	366
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
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	35
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	30
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	42
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	23
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
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?

In reading, the most noticeable trends in K-2 are students lacking basic phonic skills in each grade level. In grades 3-5, grades 4 and 5 showed the least progress according to the Benchmark Assessment System, BAS and the FAIR assessment. Students being progress monitored exhibited proficiency levels in the areas of oral reading, however, there was not sufficient progress in the areas of reading comprehension. State assessment data shows students need more exposure to the Informational Reading standards across all grade levels in grades 3-5.

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

Based off progress monitoring and 2019 FSA assessments, the greatest need for improvement is our overall ELA achievement. Our school overall 2019 FSA achievement score was 48% which is 10 percentage points less than the District and 20 percentage points less than the State. According to our 2020-21 progress monitoring reports 5th grade showed the least improvement in the 3-5 grade band. Reading comprehension was an area of focus in fifth grade 2020-21 school year according to the FAIR AP3 assessment window. The students in Tiers 2 and 3 who participated in the 5th grade FAIR-AP3 scored in the 3rd median rank percentile in the area of reading comprehension. Additionally, none of our ELL students demonstrated proficiency in 5th grade 2020-21. From the K-2 grade band, first grade improved the least and the students' lack of foundational reading skills continues to be the greatest 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?

Contributing factors which impacted reading performance across all grade levels include the effects of COVID-19 and subsequent learning loss resulting from quarantines, insufficient connectivity to online learning platforms, and teacher absence due to illness. Additional factors include inexperienced teachers and/or teacher shortage resulting in daily classroom substitutes. Actions to address this need for improvement include efforts to recruit certified teachers professional development for new educators, and training in high-yield instructional strategies designed to meet the needs of struggling learners.

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

Based off progress monitoring data, second grade showed the most improvement in the Oral reading component.

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

New actions included having the teachers work with the instructional coach and scheduling an interventionist to work with the students targeting specific goals according to the students' needs.

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

Teachers will conduct student data chats for student ownership of their learning. Teachers will work with the instructional coach in small group planning for standards based interventions. Teachers will be trained on utilizing Success maker and iLit45 for individualized student intervention with fidelity.

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.

The teachers will receive professional development at least 3 days a month. The professional development will include: Success maker, iLit45 for reading, hands on equations, Success Criteria, Data Analysis, MTSS , DRA, etc.

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

The additional service of the instructional coach and the interventionist along with the new programs of Success maker and iLit45 will ensure sustainability of improvement in the next year and beyond. The interventionist will work with small groups based on standards based data. The interventionist will have a schedule and standards based curriculum from the instructional coach and teacher to provide interventions with fidelity.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: According to our progress monitoring reports, less than 70% of our students in each grade are performing on grade level. The greatest need for improvement and growth is in 5th grade. Differentiation and reading interventions are the main focus to provide the necessary targeted support across all grade levels.

Measurable Outcome: By June 2022, 75% of students in grades K-2 will score on above grade level on their BAS, Benchmark Assessment System -AP3.
By June 2022, 75% of students in grades 3-5 will score on or above grade level on their Adaptive Progress Monitoring Reading assessment.

Monitoring: During teacher and admin data chats students' progress will be discussed. Reading interventions will be monitored for effectiveness while conducting data chats with teachers and interventionists.
Weekly classroom walkthroughs will be conducted to ensure curriculum is utilized effectively and reading interventions are implemented with fidelity.

Person responsible for monitoring outcome: Rossana Padron (rpadron@westbrowardacadmy.com)

Evidence-based Strategy: Effective use of differentiated instruction through the use of guided reading or skills based groups

Rationale for Evidence-based Strategy: Our data analysis shows that students in grades K-5 are in need of targeted instruction in foundational skills, therefore, their needs will be addressed through differentiated instruction and skill-based grouping.

Action Steps to Implement

No action steps were entered for this area of focus

#2. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

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.

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.

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: -- Select below --:	\$0.00
Total:			\$0.00