

Broward County Public Schools

Castle Hill Elementary School



2022-23 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

| | |
|--|---|
| 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 |
| 2021-22 Title I School | Yes |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2021-22 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* Economically Disadvantaged Students* |
| School Grades History | 2021-22: D (38%) 2018-19: C (47%) 2017-18: D (38%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | N/A |
| Support Tier | N/A |
| ESSA Status | CSI |

* 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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| Budget to Support Goals | 0 |

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) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 99% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| Grade | D | D | C | C |

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<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 "Superheroes Unite: What's your Super Power?." 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| Name | Position Title | Job Duties and Responsibilities |
|--------------------------|---------------------|---|
| Ingram-Phillips, Letitia | Principal | <p>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.</p> |
| Fields, Melanie | Other | <p>To support our teachers and students in the area of disabilities. To provide curriculum, behavior, social and emotional, and independent functioning support for students in pre-kindergarten through fifth grade. To provide best practices and support to our teachers as well as collaborate with staff and families on how to best serve our students with disabilities. To set up meetings with parents, staff, and other supporters to ensure students with disabilities are getting the services they need in their least restrictive environment. Additional responsibilities include assisting with campus duties, serving as a member on the Support Team, Safe Team and Leadership Team, serving as the Response to Intervention Facilitator, running the 21st Century Community Learning Centers program, assisting on the School Council Advisory, and helping our students, teachers, and staff.</p> |
| Trotter, Tennell | Math Coach | <p>To provide curriculum resources and support to teachers and students in the areas of Math and Science. Additional responsibilities include serving as a member on the Safe Team, Support, Team, and Leadership team and assisting with campus duties.</p> |
| Wilkerson-Williams, Hope | School Counselor | <p>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 in need of resources and therapy. Identify students with 504 Plans and serves as the ESOL Facilitator. Additional duties include assisting with campus duties, serving as a member on the Support Team, Safe Team, and Leadership team.</p> |
| Brown, Nicholas | Assistant Principal | <p>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.</p> |

Demographic Information

Principal start date

Saturday 7/1/2017, Letitia Ingram Phillips

Number of teachers with a 2022 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 2022 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.*

9

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

539

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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 | 91 | 66 | 105 | 104 | 90 | 96 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 552 |
| Attendance below 90 percent | 46 | 18 | 31 | 30 | 30 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 169 |
| One or more suspensions | 1 | 0 | 0 | 7 | 7 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |
| 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 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 43 | 42 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 120 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 52 | 40 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 133 |
| Number of students with a substantial reading deficiency | 16 | 19 | 11 | 15 | 27 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 116 |

Using the table above, complete the table below with the number of students by current grade level who have 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 | 11 | 9 | 5 | 45 | 53 | 53 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 176 |

Using current year data, complete the table below with the number of students identified as being "retained.":

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 2 | 0 | 37 | 39 | 43 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 121 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

Date this data was collected or last updated

Tuesday 8/30/2022

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 | 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 |

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 | 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 |

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 | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 26% | 58% | 56% | | | | 34% | 59% | 57% |
| ELA Learning Gains | 48% | | | | | | 55% | 60% | 58% |
| ELA Lowest 25th Percentile | 39% | | | | | | 53% | 54% | 53% |
| Math Achievement | 32% | 54% | 50% | | | | 52% | 65% | 63% |
| Math Learning Gains | 64% | | | | | | 63% | 66% | 62% |
| Math Lowest 25th Percentile | 43% | | | | | | 54% | 53% | 51% |
| Science Achievement | 15% | 59% | 59% | | | | 16% | 46% | 53% |

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 |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 33% | 60% | -27% | 58% | -25% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 36% | 62% | -26% | 58% | -22% |
| Cohort Comparison | | -33% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 27% | 59% | -32% | 56% | -29% |
| Cohort Comparison | | -36% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 63% | 65% | -2% | 62% | 1% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 47% | 67% | -20% | 64% | -17% |
| Cohort Comparison | | -63% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 38% | 64% | -26% | 60% | -22% |
| Cohort Comparison | | -47% | | | | |

| SCIENCE | | | | | | |
|---------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 15% | 49% | -34% | 53% | -38% |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | | | | | |

Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 21 | 21 | | 32 | 35 | | 23 | | | | |
| ELL | 27 | 56 | 50 | 24 | 51 | 31 | 5 | | | | |
| BLK | 26 | 49 | 39 | 33 | 64 | 42 | 16 | | | | |
| HSP | 20 | | | 10 | | | | | | | |
| FRL | 27 | 47 | 43 | 33 | 63 | 43 | 14 | | | | |
| 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 | | | | |

ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | CSI |
| OVERALL Federal Index – All Students | 40 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 5 |
| Progress of English Language Learners in Achieving English Language Proficiency | 55 |
| Total Points Earned for the Federal Index | 322 |
| Total Components for the Federal Index | 8 |

| ESSA Federal Index | |
|--|-----|
| Percent Tested | 99% |
| 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% | 1 |
| English Language Learners | |
| Federal Index - English Language Learners | 37 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| 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% | 0 |
| 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% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 40 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 15 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 1 |
| 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% | 0 |

| 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% | 0 |
| 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% | 0 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 40 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Part III: Planning for Improvement

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?

The trends across grade levels, and subgroups demonstrate that English Language Arts is an area of concern in terms of proficiency and learning gains.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the progress monitoring and the 2022 state assessments, the greatest need for improvement is English Language Arts (ELA), Mathematics, and Science proficiency. In addition, the lower quartile learning gains in ELA and Mathematics are in great need of 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?

The contributing factors to this need for improvement are tiered instruction, fidelity of implementation of core curricular programs, and planning with the grade level teams. The teachers are in need of professional development to implement the core curricular programs with fidelity. In addition, the instructional coaches will take teachers through coaching cycles to enhance instructional practices. Going forward, grade level teams will have common planning to maintain cohesiveness and the sharing of best practices.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the progress monitoring and the 2022 state assessments ELA and Mathematics learning gains showed the most improvement.

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

Students that did not attend school regularly due to the Covid pandemic returned to school to receive direct instruction, which has proven to be more effective than virtual instruction. Also, instructional focus calendars were restructured in ELA to reteach standards that were low in mastery. Acaletics was added to supplement the core math program to provide a spiral review of skills and standards.

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

The strategies that will need to be implemented to accelerate learning are targeted walkthroughs to provide immediate, specific feedback to teachers, intentional lesson planning to review the B.E.S.T. standards, and identify the components of the core curriculum that will be most beneficial for student success as well as target interventions to support the most struggling learners.

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 developments for Benchmark Advance (ELA core curriculum) and Envision (Math core curriculum) to ensure fidelity with implementation. Moreover, grade level teams and resource teachers will be provided professional development on Wordly Wise (vocabulary program), SIPPS (reading intervention program), and the Envision intervention program to target student needs.

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 our Resource Teachers (2) and our Academic Support teacher. These new additions will provide intensive intervention services to students who are struggling learners. They are critical components of our instructional team as their role is intently focus on working closely with tier 2 and 3 students in grades 1-5, who have showcased difficulty in addressing grade-level standards and concepts in ELA and Mathematics. In addition, our ESE support facilitator will work closely with our students with exceptionalities to ensure their IEP goals are being targeted by utilizing interventions that will meet their needs.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students with disabilities have been struggling with reading and language arts over the years. Over the past two years, students with disabilities have declined in reading skills. Students with disabilities in grades three through five have made significant progress over the years, yet this school year, their scores have declined.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, students with disabilities in grades three through five will increase 10% or more in reading as measured by F.A.S.T.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Individual Education Plans (IEPs) and attendance will be monitored and updated. Student data will be tracked and monitored.

Person responsible for monitoring outcome:

Melanie Fields (melanie.fields@browardschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Evidence-based strategies to be used: Clear lesson goals that are student friendly, 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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

These strategies were selected because although our students with disabilities are taught the same standards as their non-disabled peers, these students need accommodations and modifications to assist them with learning. Academic curriculum, small group instruction, classroom and testing accommodations and modifications, and goals stated on the IEP will be used to support these strategies.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Collaborate with general education teachers. Collaborate with students. Collaborate with ESE teacher and IEP team to ensure students IEP goals are being met. Work on grade level standards (spiraling behind general education teachers) in the ESE classroom to ensure students are mastering skills. Provide assistance and support to students, teachers, parents, and those working with students with disabilities.

Person Responsible

Melanie Fields (melanie.fields@browardschools.com)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Over the years, reading and language arts data has remained significantly low, especially in the areas of phonics and comprehension. Students across the grades have been identified as reading one or more levels below their expected grade level expectations.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, at least 50% of the students in kindergarten through second grade will improve their phonemic awareness and phonics skills to demonstrate they are on track to be proficient per the F.A.S.T.

By June 2023, at least 50% of the students in third through fifth grade will improve their phonics and comprehension skills to score a level 3 or higher on the F.A.S.T.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

We plan on providing teachers and paraprofessionals with the professional development trainings needed to instruct and assist students with their reading skills. Provide teachers with detailed and clear pacing guides to assist them with planning and preparation. Provide teachers with resources need to provide consistent and effective instruction. Perform classroom walkthroughs and observations and provide immediate feedback. Provide guidance and support throughout the school year (based on student data and deficiency areas) regardless if the teacher asks for help or not. Focus on lowest 25% and provide intervention and support on a daily basis. Utilize the 21st Century Community Learning Center program to assist with providing academic enrichment and support.

Person responsible for monitoring outcome:

Nicholas Brown (nicholas.brown@browardschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being

Evidence-based strategies to be used: Clear lesson goals that are student friendly, 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).

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. These strategies were selected to ensure teachers are providing high-quality reading instruction. High-quality instruction will include setting goals for each student and know that they learn differently, differentiating the curriculum to meet the needs of each learner and monitoring their progress along the way. Students will demonstrate learning to their peers through academic discourse and accountable talk. Overall, prescriptive lessons, whole and small group instruction, classroom and testing accommodations and modifications will be used to support these strategies.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

We plan on implementing the following steps to ensure improvements: Professional development, professional learning communities (PLCs), mentorship and guidance, modeling, classroom walkthroughs, data chats. Explicit use of teacher-led instruction that is data-driven to improve weak areas. Evidence of continual practice and review in the form of centers, small groups, spiraling of standards, use of multisensory activities.

Person Responsible Nicholas Brown (nicholas.brown@browardschools.com)

We will analyze data to help drive instruction in small and whole groups, as well as to plan next steps in Rtl meetings. We will utilize the 21st Century Community Learning Centers program as well as Extended Learning Opportunities (ELO) to help meet the needs of specific students.

Person Responsible Melanie Fields (melanie.fields@browardschools.com)

We will use push-in and pull-out models to target reading in specific areas of need based on student data and observations. Teachers will be provided additional resources based on the needs of their students. The ESSER and Resource teachers will provide resources and support to students and teachers.

Person Responsible Easter Huggins-Anderson (easter.huggins@browardschools.com)

#3. Instructional Practice specifically relating to Math**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Over the past two years, math has seen a small decline in learning gains and growth. Students did not make much growth during the 2021-2022 school year as compared to the 2020-2021 school year. Students across the grades do not have computation fluency and are still counting with their fingers and they are lacking in vocabulary. This prevents them from being able to solve multi-step word problems and causes them great frustration because they are unable to solve math problems instantly without careless errors. Students are not making the connection to retain what they have learned in one grade and transfer those skills to build upon what they are learning in the next grade. They memorize skills just for the moment and do not make connections in their everyday lives.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, at least 50% of the students in kindergarten through second grade will improve their number sense and operations skills to demonstrate they are on track to be proficient as measured by the F.A.S.T.

By June 2023, at least 50% of the students in third through fifth grade will improve in all reporting category skills to score a level 3 or higher on the F.A.S.T.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Document student data and track progress. The math coach will provide support, resources, and guidance to teachers and students as needed. Teachers will use data to drive small group instruction

Person responsible for monitoring outcome:

Tennell Trotter (tennell.trotter@browardschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being

The Teaching Math to Young Children recommends that teachers teach number and operations using a developmental progression. That teachers teach geometry, patterns, measurement, and data analysis using a developmental progression, That teachers use progress monitoring to ensure that math instruction builds on what each child knows. That teachers teach children to view and describe their world mathematically, and that teachers dedicate time each day to teaching math, and integrate math instruction throughout the school day (Institute of Education Sciences-National Center for Education Evaluation and Regional Assistance, 2021).

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

These strategies were selected because students need time and practice to be able to make connections and build computation fluency as well as mastery of math skills. Our students need to see, touch, and move in math and with the use of these strategies, teachers will see students make growth and be able to transfer skills from one grade level to the next.

Teachers will be supported through one-on-one or small group meetings. The math coach will come model lessons for students and teachers. Walkthroughs will be performed and immediate feedback will be provided to address areas of concerns and highlight areas of strength. Trainings will be provided on how to implement new math curriculum and as needed throughout the school year. The state and district will provide support and feedback weekly and/or monthly to help improve student learning.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitor student progress. Track student progress. Discuss and analyze data with teachers and provide a guide on how to use data to drive small group and intervention instruction. Provide support and guidance.

Assess students to gather data and then analyze data. Provide additional resources based on student data and need.

Person Responsible Tennell Trotter (tennell.trotter@browardschools.com)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students have been lacking science instruction across the grades because so many changes in the district with curriculum and so much emphasis on English-Language Arts. Science will be integrated in the ELA block as it requires students to read and process information. More hands-on experiences and detailed instruction needs to be provided in order to see students take an interest and make improvement in science. Students in all grades will use the core science curriculum, STEMScopes, which was adopted by the district. Third through fifth grade students will use additional science curriculum as well as utilize the Science lab. The intended outcome is to see all students make a growth of 10% or higher when assessed in fifth grade as well as develop an interest in Science. We plan to implement the following plan to improve student learning: Math/Science Coach will provide teachers with trainings, modeling, professional development, and support. Teachers will adhere to Science block across the grades and use the resources and curriculum provided. Students will be educated using the STEMScopes curriculum in grades K-5, the J&J curriculum in grade 5, and the Science lab will be utilized across the grades. Students will be assessed via Mastery Connect and the J&J Science Bootcamp assessments. Data will be monitored and discussed during data chats. Math/Science Coach will provide pacing guides and clear instructions of "How-to" to help teachers with planning and preparation.

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.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, students in grade five will increase the proficiency rate by 20% or higher as measured by the Science Statewide Assessment.

By June 2023, at least 50% of the students in kindergarten through fourth grade will demonstrate they are on track to be proficient as measured by the End of Year Science District Assessment.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will be responsible for documenting student grades in their gradebook. Data will be collected via MasteryConnect, which is an electronic assessment tool. Data will be analyzed and discussed in data chats with teachers.

Person responsible for

Tennell Trotter (tennell.trotter@browardschools.com)

**monitoring
outcome:**

**Evidence-
based
Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus. Evidence-based strategies to be used: Clear lesson goals that are student-friendly, show and tell, questions 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:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. These strategies were selected because although our students with disabilities are taught the same standards as their non-disabled peers, these students need accommodations and modifications to assist them with learning. Academic curriculum, small group instruction, classroom and testing accommodations and modifications, and goals stated on the IEP will be used to support these strategies.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Math/Science Coach will meet with teachers to provide support and resources.

Math/Science Coach will collect data and share with leadership team to analyze and provide feedback to teachers.

Person Responsible Tennell Trotter (tennell.trotter@browardschools.com)

#5. ESSA Subgroup specifically relating to English Language Learners

Area of Focus

Description and Rationale:

Over the years, our English Language Learners have struggled learning a new language and the curriculum, especially in the areas of Phonics and Vocabulary. There is no curriculum or special intervention program in the ESOL department that will help our students. We have a high Haitian population and some students who speak Spanish. As of now, we do not have an ESOL pull-out/push-in teacher or an ESOL para professional to provide extra support to our students.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2023, English Language Learners will show improvements in the area of English-Language Arts as measured by curriculum (Benchmark Advanced, Reading Horizons, Saxon Phonics, and Imagine Learning) and extra support.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area will be monitored through classroom walkthroughs, observations, data discussed in team meetings and data chats, and data discussed at MTSS Rtl meetings.

Person responsible for monitoring outcome:

Nicholas Brown (nicholas.brown@browardschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

We will implement the following from Evidence-Based Practices for English Language Learners (Richards-Tutor, Aceves, Reese, 2016): Provide Students the Opportunity to Develop Academic Oral Language While Simultaneously Teaching Literacy and Other Content Areas. Teach Vocabulary Across Content Areas. Provide Instruction and/or Instructional Support in the Primary Language as Needed: Provide Appropriate Interventions for English Learners Who Need Support Beyond Tier 1 Instruction

Aceves and Orosco (2014) Culturally Responsive Teaching.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

These practices were selected because they provide a specific breakdown of how to best serve students who speak another language. These practices can be used across the school in various settings and are easy to follow and implement into the lesson plans, whole and small group lessons, and intervention groups.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Consider transferability of literacy skills for students literate in their first language. Provide students with bilingual programs and with primary-language support. Provide opportunities for in-depth understanding of words through reading, writing, listening, and speaking. Teach high-utility academic words. Teach word-learning strategies. Provide designated time to develop English oral language proficiency (as part of Tier 1 core instruction, even if students are receiving Tiers 2 or 3 interventions), provide sheltered instruction practices (i.e., comprehensible input and language objectives) to support students in content-area learning, use peer-supported learning to help students practice oral language during academic lessons. Teach explicit comprehension strategies to assist students in accessing content while they are developing English proficiency. Provide targeted small-group explicit interventions at Tier 2 for struggling ELs or Tier 3 for ELs who have intensive needs. Ensure that interventions include specific accommodations to meet the needs of ELs.

Person**Responsible**

Nicholas Brown (nicholas.brown@browardschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Over the years, reading and language arts data has remained significantly low, especially in the foundational skills areas (phonemic awareness and phonics). Due to the critical need of these areas, students are struggling to become fluent and proficient readers. The Spring 2022 i-Ready diagnostic data shows that only 50% of our K-2 students are proficient in phonemic awareness and less than 50% of our students are proficient in phonics.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Over the years, reading and language arts data has remained significantly low, especially in the areas of phonics and comprehension. Due to these critical need areas students are lacking the necessary skills to

become fluent and proficient readers. The 2022 FSA data shows that approximately 77% of the 3rd-5th grade students scored below a Level 3 or above.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By June 2023, at least 50% of the students in kindergarten through second grade will improve their phonemic awareness and phonics skills to demonstrate they are on track to proficiency per the F.A.S.T.

Grades 3-5: Measureable Outcome(s)

By June 2023, at least 50% of the students in third through fifth grade will improve their phonics and comprehension skills to score a level 3 or higher on the F.A.S.T.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

In grades Kindergarten and 1st, the areas of focus will be monitored through Benchmark Advance's weekly and unit assessments (every three weeks) as well as the F.A.S.T. Data chats with grade level teachers will be conducted to analyze assessment data and provide next steps for instruction.

In grades second through 5th, the areas of focus will be monitored through weekly i-Ready standards-based assessment and unit assessments (every three weeks) through Benchmark Advance. The F.A.S.T. will also be utilized to progress monitor the desired outcomes. Data chats with grade level teachers will be conducted to analyze assessment data and provide next steps for instruction.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Brown, Nicholas, nicholas.brown@browardschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence-based programs that will be implemented to achieve the desired measurable outcomes are Benchmark Advance Interventions, Reading Horizons and LLI for scholars in grades K-2, and LLI and SIPPS for scholars in grades 3-5. These evidence-based programs range from moderate to strong and are aligned to the district's K-12 reading plan. In addition, the programs are aligned to the ELA B.E.S.T. standards.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The evidence-based programs have been selected to target the areas of focus which are foundational skills (phonemic awareness and phonics) in the primary and intermediate grades as well as support with comprehension for our intermediate scholars.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

| Action Step | Person Responsible for Monitoring |
|-------------|-----------------------------------|
|-------------|-----------------------------------|

Resource Teachers as well as classroom teachers will administered the Core Phonics Survey in grades 2-5 to for students lacking strong foundational skills to determine the areas of deficiency. The data will be analyzed by the literacy leadership team and teachers to determine the appropriate intervention. Admin, literacy coach and resource teachers will model lessons and observe teachers to provide immediate feedback. Assessments will be administered on weekly to monthly basis to determine if the desired outcomes are being met.

Brown, Nicholas,
nicholas.brown@browardschools.com

Teachers in grades K-5 will be provided professional learning in intervention-based programs as well as Benchmark Advance to ensure fidelity of implementation. The Literacy Leadership Team (LLT) will implement a PD to Practice model, where after the professional developments teachers will be provided additional support. Members of the LLT will observe teachers implementing the new program or strategy to provide coaching support to ensure fidelity of implementation is evident.

Brown, Nicholas,
nicholas.brown@browardschools.com

Grade level teams will have common planning time during the day to work alongside the literacy coach and administration. These planning sessions will review the B.E.S.T standards taught for the week, data analysis from weekly assessments, and the implementation of Benchmark Advance as well as supplemental materials. The planning sessions will focus on whole and small group instruction, intensive reading block and literacy centers. Teachers will also share best practices for teaching the B.E.S.T standards.

Brown, Nicholas,
nicholas.brown@browardschools.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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