Oakridge Elementary School

2022-23 Schoolwide Improvement Plan

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Oakridge Elementary School

1507 N 28TH AVE, Hollywood, FL 33020

[no web address on file]

Demographics

Principal: Eduardo Aguilar

Start Date for this Principal: 8/17/2022

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* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2021-22: D (37%) 2018-19: C (43%) 2017-18: D (39%)
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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Oakridge Elementary School

1507 N 28TH AVE, Hollywood, FL 33020

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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	94%

School Grades History

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

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Oakridge Elementary School is to develop an effective learning environment through strong relationships between teachers, staff, parents, business partners, and members of the community. We believe that all students can learn in a safe, standards-driven, technologically advancing, and culturally diverse school.

Provide the school's vision statement.

All stakeholders at Oakridge Elementary will collaborate to provide a safe, happy, loving educational environment in which high quality instruction, social emotional learning, and positive behavior development is provided for all families and stakeholders. We, the students and staff of Oakridge Elementary will work together to help one another reach our fullest potential.

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
Aguilar, Eduardo	Principal	Supervises the instructional and procedural components of the school.
Kornhauser, Lee	Assistant Principal	Assists with the supervision of the instructional and procedural components of the school.
Rafuls, Raixa	Reading Coach	Supervises the planning, implementation, and monitoring of the ELA curriculum.
Moore, Kelly	Curriculum Resource Teacher	Supervises the planning, implementation, and monitoring of the Science curriculum.
Aramboles, Iara	School Counselor	Supervises the planning, implementation, and monitoring of the SEL and Counseling curriculum.
Calabrese, Christa	Curriculum Resource Teacher	Assists with the planning, implementation, and monitoring of the ELA Intervention curriculum.

Demographic Information

Principal start date
Wednesday 8/17/2022, Eduardo Aguilar

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

25

Total number of students enrolled at the school

425

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

4

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	75	89	81	79	75	90	0	0	0	0	0	0	0	489
Attendance below 90 percent	44	47	42	37	34	37	0	0	0	0	0	0	0	241
One or more suspensions	0	3	1	9	10	6	0	0	0	0	0	0	0	29
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	37	23	34	0	0	0	0	0	0	0	94
Level 1 on 2022 statewide FSA Math assessment	0	0	0	37	45	52	0	0	0	0	0	0	0	134
Number of students with a substantial reading deficiency	1	12	11	2	4	4	0	0	0	0	0	0	0	34

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	1	14	11	39	33	48	0	0	0	0	0	0	0	146

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	1	6	7	27	3	2	0	0	0	0	0	0	0	46
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	59	73	77	69	65	79	0	0	0	0	0	0	0	422
Attendance below 90 percent	4	6	11	5	9	3	0	0	0	0	0	0	0	38
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
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	10	26	39	0	0	0	0	0	0	0	75
Level 1 on 2019 statewide FSA Math assessment	0	0	0	10	41	51	0	0	0	0	0	0	0	102
Number of students with a substantial reading deficiency	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	2	3	3	33	44	0	0	0	0	0	0	0	85

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	10	0	2	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	1	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	59	73	77	69	65	79	0	0	0	0	0	0	0	422
Attendance below 90 percent	4	6	11	5	9	3	0	0	0	0	0	0	0	38
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
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	10	26	39	0	0	0	0	0	0	0	75
Level 1 on 2019 statewide FSA Math assessment	0	0	0	10	41	51	0	0	0	0	0	0	0	102
Number of students with a substantial reading deficiency	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	2	3	3	33	44	0	0	0	0	0	0	0	85

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	10	0	2	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	1	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	30%	58%	56%				40%	59%	57%
ELA Learning Gains	53%						53%	60%	58%
ELA Lowest 25th Percentile	38%						56%	54%	53%
Math Achievement	20%	54%	50%				35%	65%	63%
Math Learning Gains	50%						46%	66%	62%
Math Lowest 25th Percentile	50%						39%	53%	51%
Science Achievement	19%	59%	59%				31%	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	34%	60%	-26%	58%	-24%
Cohort Comparison		0%				
04	2022					
	2019	39%	62%	-23%	58%	-19%
Cohort Comparison		-34%				
05	2022					
	2019	38%	59%	-21%	56%	-18%
Cohort Comparison		-39%				

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	28%	65%	-37%	62%	-34%
Cohort Comparison		0%				
04	2022					
	2019	38%	67%	-29%	64%	-26%
Cohort Comparison		-28%				
05	2022					
	2019	34%	64%	-30%	60%	-26%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	28%	49%	-21%	53%	-25%
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	9	40	38	13	31	18	13				
ELL	36	67		27	53						
BLK	22	54	44	17	55	50	12				
HSP	35	52	40	26	47	55	23				
WHT	56	64		6	50						
FRL	29	55	39	16	50	52	15				
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	8	31		7	15						
ELL	30			17							
BLK	21	33		14	37		22				
HSP	28	32		22	36		30				
FRL	23	33	45	16	36	60	22				
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	26	47	50	25	49	47	17				
ELL	43	63	77	39	45	50	45				
BLK	29	48	47	26	43	53	14				
HSP	51	61	71	43	50	29	44				
WHT	40			33	40						
FRL	39	54	60	34	46	42	27				

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	3
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	320
Total Components for the Federal Index	8
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	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	36
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	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	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?

Across all grade levels, subgroups, and core content areas, students are not achieving proficiency in ELA, Math, and Science.

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

Based off progress monitoring and 2022 state assessments, the greatest need for improvement is in Tier 1, Standards-based, high-quality instruction to achieve maximum proficiency in ELA, Math, and Science.

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 have been a lack of focus on standards-based, high-quality instruction, gaps and regression due to the pandemic, and external factors distracting educators from their focus on teaching and learning. The educators need to be re-focused on standards-based, high-quality instruction, students need to be remediated and provided interventions to address the gaps, and external factors negative influencing teaching and learning need to be addressed accordingly.

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

ELA Learning Gains and Math Learning Gains showed the most improvement on the 2022 state assessments.

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

Students were provided interventions throughout the year and teachers were focused on small-group instruction to close achievement gaps with struggling students.

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

Close monitoring of teaching and learning, common lesson planning to follow pacing guides with a focus on high-quality, standards-based instruction, and maximizing instructional time are just a few of the strategies that will be implemented to accelerate learning.

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 opportunities will be provided at the school in ELA, Math, and Science by district experts, supported by the administration, and attended by all instructional personnel. PLCs will be conducted weekly with a focus on ELA Standards and best teaching strategies for students to learn the standards.

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

The focus will be on improving teachers' pedagogy in order to improve and sustain improvement long-term. This means addressing both Tier 1, as well as Tier 2/3, instruction through strategically designed instructional calendars and schedules for grades K-5. The calendars and schedules implementation will be monitored by both instructional coaches and administration.

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

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	B.E.S.T. Standards are relatively new and must be addressed with teaching and learning in order to improve proficiency for all students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	54% of the students will achieve proficiency in ELA, Math, and Science.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Classroom walkthroughs will be conducted daily, with immediate feedback. Common grade level planning meetings will be attended by administration and coaches, with a focus on high-quality, standards-based teaching and learning. Curriculum support will meet weekly to analyze student data and design supports and interventions for both students and teachers in order to improve outcomes.
Person responsible for monitoring outcome:	Eduardo Aguilar (eduardo.aguilar@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Response to Intervention, Formative teacher evaluation, Feedback, Metacognitive Strategies, and Classroom Management are evidence-based strategies that are being implemented for this Area of Focus. Also, one and a half additional interventionists are being hired through UNISIG funding to support our 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.**	The rational for selecting this specific strategy is to improve teaching practices which will in turn improve student achievement. These strategies are the most effective according to the research.

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.

Administration will provide opportunities for Professional Development for the teachers in the areas of ELA, Math, and Science, more specifically addressing the standards within those subject areas.

Person Responsible	Eduardo Aguilar (eduardo.aguilar@browardschools.com)

Instructional coaches and administration will monitor implementation of the learned strategies from the professional development within the classrooms.

Person Responsible	Eduardo Aguilar (eduardo.aguilar@browardschools.com)

Instructional coaches, administration, and teachers will meet to analyze and discuss data.

Person Responsible   Eduardo Aguilar (eduardo.aguilar@browardschools.com)

Instructional coaches and administration will make instructional decisions based on the collected and analyzed data.

Person Responsible   Eduardo Aguilar (eduardo.aguilar@browardschools.com)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Improve Tier 1 instruction in order to meet the expectations and rigor of the B.E.S.T. Standards.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	54% of the students will achieve proficiency in ELA, Math, and Science.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Classroom walkthroughs will be conducted daily, with immediate feedback. Common grade level planning meetings will be attended by administration and coaches, with a focus on high-quality, standards-based teaching and learning. Curriculum support will meet weekly to analyze student data and design supports and interventions for both students and teachers in order to improve outcomes.
Person responsible for monitoring outcome:	Eduardo Aguilar (eduardo.aguilar@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Instructional Strategies for both Whole Group and Small Group, Formative teacher evaluation, Feedback, Metacognitive Strategies, and Classroom Management are evidence-based strategies that are being implemented for this Area of Focus. Also, one and a half additional interventionists are being hired through UNISIG funding to support our 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.**	The rational for selecting this specific strategy is to improve teaching practices which will in turn improve student proficiency. These strategies are the most effective according to the research.

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.

Administration will provide opportunities for Professional Development for the teachers in the areas of ELA, Math, and Science, more specifically addressing the Tier 1 instructional strategies within those subject areas.

Person Responsible	Eduardo Aguilar (eduardo.aguilar@browardschools.com)

Instructional coaches and administration will monitor implementation of the learned strategies from the professional development within the classrooms.

Person Responsible	Eduardo Aguilar (eduardo.aguilar@browardschools.com)

Instructional coaches, administration, and teachers will meet to analyze and discuss data.

Person Responsible   Eduardo Aguilar (eduardo.aguilar@browardschools.com)

Instructional coaches and administration will make instructional decisions based on the collected and analyzed data.

Person Responsible   Eduardo Aguilar (eduardo.aguilar@browardschools.com)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	B.E.S.T. Standards are relatively new and must be addressed with teaching and learning in order to improve proficiency for all students. SWD and Black/African American scored at 9 and 22% proficiency in 2022.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023, SWD and Black/African American students will improve their proficiency to 54% as measured by the Reading FAST AP3.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Classroom walkthroughs will be conducted daily, with immediate feedback. Common grade level planning meetings will be attended by administration and coaches, with a focus on high-quality, standards-based teaching and learning. Curriculum support will meet weekly to analyze student data and design supports and interventions for both students and teachers in order to improve outcomes.
Person responsible for monitoring outcome:	Eduardo Aguilar (eduardo.aguilar@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Response to Intervention, Formative teacher evaluation, Feedback, Metacognitive Strategies, and Classroom Management are evidence-based strategies that are being implemented for this Area of Focus. Also, one and a half additional interventionists are being hired through UNISIG funding to support our 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.**	The rational for selecting this specific strategy is to improve teaching practices which will in turn improve student achievement. These strategies are the most effective according to the research.

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.

Administration will provide opportunities for Professional Development for the teachers in the areas of ELA, Math, and Science, more specifically addressing the standards within those subject areas.

Person Responsible	Eduardo Aguilar (eduardo.aguilar@browardschools.com)

Instructional coaches and administration will monitor the implementation of the learned strategies from the professional development within the classrooms.

Person Responsible	Raixa Rafuls (raixa.rafuls@browardschools.com)

Instructional coaches, administration, and teachers will meet to analyze and discuss data.

Person Responsible   Eduardo Aguilar (eduardo.aguilar@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

In Grades K - 2, 62% of students scored below grade level on the 2022 progress monitoring assessment for ELA and therefore are not on track to score Level 3 or above on the statewide, standardized ELA assessment. To address this data, both Tier 1 instructional practices and Tier 2/3 interventions will be focused on across the primary grade levels in order to increase proficiency specifically.

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

In Grades 3 - 5, 70% of students scored below Level 3 on the 2022 on the statewide, standardized ELA assessment (ELA FSA). To address this data, both Tier 1 instructional practices and Tier 2/3 interventions will be focused on across the intermediate grade levels in order to increase proficiency specifically.

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)

In Grades K - 2, at least 54% of students will be on grade level or above, and therefore on track to pass the statewide ELA assessment with a Level 3 or higher (FAST).

Grades 3-5: Measureable Outcome(s)

In Grades 3 - 5, at least 54% of students will score a Level 3 or higher on the statewide ELA assessment (FAST).

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.

Classroom walkthroughs will be conducted daily, with immediate feedback. Common grade level planning meetings will be attended by administration and coaches, with a focus on high-quality, standards-based teaching and learning. Curriculum support will meet weekly to analyze student data and design supports and interventions for both students and teachers in order to improve outcomes.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Aguilar, Eduardo, eduardo.aguilar@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 practices/programs being implemented to achieve the measurable outcomes in ELA are Benchmark Advance, Reading Horizons, and LLI.

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?

Benchmark Advance, Reading Horizons, and LLI are all district approved practices/programs that both meet the needs of our students in ELA and match the BEST standards.

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
Instructional coach, administration, and teacher will meet to analyze and discuss data.	Aguilar, Eduardo, eduardo.aguilar@browardschools.com
Instructional coach, administration, and interventionist will identify students' needs for Tier 2 and 3 interventions.	Aguilar, Eduardo, eduardo.aguilar@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.

The school has a positive culture based on respect, relationships, and grace, while balancing all of these with a focus on results and high expectations. We have a school-wide positive behavior plan focused on always being positive, responible, safe, and respectful. Lesson plans are taught from the beginning of the year. School assemblies are conducted to set clear expectations for students and staff.

There is a focus on Social Emotional Learning and the Mood Meter is used in every classroom, every single morning. This facilitates students ability to identify what they are feeling, and provides an opportunity for the students to learn how to self-monitor, and self-regulate their emotions. Teachers are also provided an opportunity to circumvent any behaviors that could occur based on how students are feeling in the morning.

The school has re-implemented a unified dress code which had been relaxed during the COVID-19 pandemic.

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

Parents have a responsibility to have their children in school, on time, every day. Attendance matters. Both students and parents have a responsibility to ensure that students are fulfilling their obligations of bringing the necessary materials to school and completed homework assignments to school every day. Parents and students have a responsibility to send the children to school in uniform dress code daily.

School staff have a responsibility to welcome the students to a warm, positive learning environment conducive to maximizing learning daily. We have a responsibility to provide breakfast and lunch, and monitor students physical, emotional, psychological, and mental well-being. We have a responsibilty to report academic and psychological observations to parents and to provide information to parents relative to students' academic performance and social/emotional behaviors.

Our goals are to provide a safe learning environment where students feel safe, loved, and can focus on learning. We also strive to provide customer service to all stakeholders.