

Broward County Public Schools

Driftwood Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Driftwood Elementary School

2700 NW 69TH AVE, Hollywood, FL 33024

[no web address on file]

Demographics

Principal: Christine Ringler

Start Date for this Principal: 7/1/2018

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* Asian Students Black/African American Students* Hispanic Students White Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (49%) 2018-19: B (60%) 2017-18: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Driftwood Elementary School

2700 NW 69TH AVE, Hollywood, FL 33024

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">88%</p>

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Driftwood Elementary School is improving tomorrow by learning something new today.

Provide the school's vision statement.:

To provide all students with educational opportunities that will enable each child to reach his/her potential through the cooperative efforts of the home, school, and community.

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
Ringler, Christine	Principal	The principal's job duties are to establish and monitor the school's missions and goals that are aligned with the District's mission and goals. The duties and responsibilities are to provide leadership and management necessary to administer and supervise all programs, policies, and activities of the school to ensure high-quality educational experiences and services for the students in a safe and enriching environment.
Greer-Roberts, Kimberly	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.
Saban, Coral	Reading Coach	The reading coach job responsibilities include providing individualized support based on identified needs of individual teachers and differentiated supports that encourages the professional growth of teachers. Additionally, the reading coach supports the teachers with developing the skills to analyze student work, differentiate instruction, and support the English Language learners and students with special needs in their schools. Finally, the reading coach works collaboratively, develops skills, analyzes data, examines the teacher needs regarding professional practices, and participates in peer coaching with teachers.
Pomales, Deeana	Math Coach	The math coach will provide support and build growth to foster teacher's success. In addition, the math coach will support teachers in developing instructional skills, strategies, and classroom management to build capacity in becoming an effective teacher. The math coach will provide professional learning opportunities through modeled instruction and researched based best practices. Also, the math coach will work with administrative team with analyzing school wide data and identifying instructional need for overall school achievement.

Demographic Information

Principal start date

Sunday 7/1/2018, Christine Ringler

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.*

2

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.*

3

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

518

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

0

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

7

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	86	100	75	94	81	91	0	0	0	0	0	0	0	527
Attendance below 90 percent	37	38	29	32	30	40	0	0	0	0	0	0	0	206
One or more suspensions	2	0	2	5	2	11	0	0	0	0	0	0	0	22
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	39	30	27	0	0	0	0	0	0	0	96
Level 1 on 2022 statewide FSA Math assessment	0	0	0	39	30	30	0	0	0	0	0	0	0	99
Number of students with a substantial reading deficiency	0	2	8	11	9	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	4	2	5	30	37	40	0	0	0	0	0	0	0	118

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	2	7	3	17	1	0	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 9/1/2022

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	94	91	87	95	87	123	0	0	0	0	0	0	0	577
Attendance below 90 percent	37	33	21	20	29	35	0	0	0	0	0	0	0	175
One or more suspensions	0	0	0	0	1	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	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	18	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	21	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	5	6	6	3	7	0	0	0	0	0	0	0	27

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	4	2	1	3	22	0	0	0	0	0	0	0	33

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	2	3	0	4	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	94	91	87	95	87	123	0	0	0	0	0	0	0	577
Attendance below 90 percent	37	33	21	20	29	35	0	0	0	0	0	0	0	175
One or more suspensions	0	0	0	0	1	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	0	2	18	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	21	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	5	6	6	3	7	0	0	0	0	0	0	0	27

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	4	2	1	3	22	0	0	0	0	0	0	0	33

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	2	3	0	4	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	42%	58%	56%				56%	59%	57%
ELA Learning Gains	57%						70%	60%	58%
ELA Lowest 25th Percentile	47%						74%	54%	53%
Math Achievement	39%	54%	50%				56%	65%	63%
Math Learning Gains	67%						66%	66%	62%
Math Lowest 25th Percentile	66%						63%	53%	51%
Science Achievement	28%	59%	59%				38%	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	50%	60%	-10%	58%	-8%
Cohort Comparison		0%				
04	2022					
	2019	60%	62%	-2%	58%	2%
Cohort Comparison		-50%				
05	2022					
	2019	52%	59%	-7%	56%	-4%
Cohort Comparison		-60%				

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	54%	65%	-11%	62%	-8%
Cohort Comparison		0%				
04	2022					
	2019	60%	67%	-7%	64%	-4%
Cohort Comparison		-54%				
05	2022					
	2019	45%	64%	-19%	60%	-15%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	35%	49%	-14%	53%	-18%

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	32	58	46	21	50	50	26				
ELL	31	54	50	28	69	69	10				
ASN	73			73							
BLK	34	48		23	75		22				
HSP	40	59	52	39	67	68	26				
WHT	56	58		56	50						
FRL	41	60	48	37	71	72	27				
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	27	52	55	22	22		22				
ELL	29	42	40	24	19	8	18				
AMI	20										
BLK	36	48		14	7		25				
HSP	41	48	36	29	25	12	28				
WHT	71			50							
FRL	38	50	47	23	15		21				
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	39	65	68	44	68	71	29				
ELL	46	70	76	48	66	58	18				
AMI	27	50		25	50						
BLK	51	67		45	64	70	36				
HSP	57	71	73	58	67	65	35				
WHT	70	73		70	64		70				
FRL	56	72	77	56	64	61	35				

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)	ATSI
OVERALL Federal Index – All Students	49

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
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Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
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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	
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Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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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	
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Federal Index - Hispanic Students	49
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	55
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

According to the progress monitoring and assessment data, the trends that emerge across grade levels, subgroups, and core content areas are as follows: Historically, in ELA, the data supports that Key Ideas and Details is an area of deficit that our students struggle with most. Based on the 2021-2022 FSA, 3rd grade demonstrated 24% proficiency, 4th grade demonstrated 26% proficiency, and 5th grade demonstrated 44% proficiency in this domain. Furthermore, in math, the data supports that Measurement, Data, and Geometry is an areas of deficit for our students. Based on the 2021-2022 FSA, 3rd grade demonstrated 28% proficiency, 4th grade demonstrated 18% proficiency, and 5th grade demonstrated 29% proficiency in this domain.

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

According to progress monitoring and the 2021 state assessments data, the ESSA subgroup, Black/ African Americans, which made up 21% of the school’s population showed a deficit in the area of proficiency.

Although our learning gains showed improvement, increasing proficiency levels was the targeted objective when working with those students. The data indicated 34% proficiency in the area of ELA and

23% proficiency in the area of math. This subgroup made 75 points of learning gains in math and 48 points of learning gains in reading.

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 as follows: Although the number of students with attendance below 90% decreased from the 2021-2022 school year, attendance is still an area for improvement. Our attendance decreased from 175 in 2020-2021 to 45. Additional factors include rigor of instruction, the learning and implementation of a new reading curriculum, data-driven instruction, ongoing professional development, and differentiation in learning centers and small group instruction. Based on the contributing factors for improvement, the 2022-2023 action plan will address these areas of need for improvement as follows, there will be quarterly data chats, implementation of push-in and pull-out small-group intervention with ESSER teachers, implementation of reading and math camps targeting FAST practice, ongoing professional development provided by coaches and district personnel, instructional feedback provided by the support team, an enrichment tutoring plan targeting primary grades and literacy, and math coaches working to provide coaching cycles to increase the rigor of standards.

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

According to progress monitoring and the 2022 state assessments, data components showed the most improvement in school learning gains for ELA and math. The learning gains for ELA, for the lowest 25%, showed a learning gain of 47 points with an 11-point increase from the previous school year. In the subject area of math, the lowest 25%, showed a learning gain of 66 points with a 59-point increase from the previous school year.

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

The contributing factors for this improvement and actions that were taken in this area were the implementation of grade-level instructional timeline pacing guides for each quarter that were aligned to the pacing guides the district had in place. During the summer of the 2022-2023 school year, a teacher from each grade level in collaboration with support staff coaches developed pacing guides per each grade level with a list of standards for ELA, math, science, and social studies along with dates of all formative assessments (i.e., EnVision end-of-topic test, math cumulative performance, SuccessMaker Initial Placement Test, Benchmark Advance Unit Assessment). Additionally, it included suggested resources used by teachers, DBQs, and any other supplemental materials that will also be used during the quarter.

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

The following strategies will need to be implemented to accelerate this learning; quarterly data chats with grade-level teachers and the administrative team, bi-weekly data-driven PLCs and cross-curricular PLCs with teachers and support staff to share research-based practices, RtI meetings with all stakeholders, and instructional rounds and feedback provided by instructional teams.

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

The professional development opportunities that will be provided at the school to support teachers and leaders are ongoing professional development opportunities provided by coaches and district personnel. The professional development opportunities provided will be as follows: Implementation of the new

reading and math curriculum PLs provided by the district, LLI and Reading Horizons, and SuccessMaker Initial Placement. In addition, data collection and analysis training will also be provided by support staff.

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

The additional services that will be implemented to ensure the sustainability of improvement in the next year and beyond will include FAST camps, clubs, support from the school guidance counselor, school PTO, and any other stakeholders that will address non-academic concerns to ensure all barriers are met. For instance, according to our school counseling plan, non-academic school-wide initiatives will be put in place for attendance, behavior, anti-bullying, equity, college and career readiness, along with additional events such as peace week, red ribbon week, and career day.

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 ELA

Area of Focus

Description and Rationale:

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

According to the school FSA data reviewed, the identified critical need area was the students' learning gains in levels 3-5 in ELA. Due to our target goal being Learning Gains for the 2021-2022 school year, the rationale was based on the difference in the discrepancy between the on-level Learning Gains from the 2020-2021 school year to the 2021-2022 FSA Learning Gains.

Measurable Outcome:

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

FAST Progress Monitoring 1,2 and 3 will be the tools used to measure performance outcomes to address the area of focus instructional practice. Additionally, Benchmark Advance end-of-unit assessment data for grades 1-5 will also be included as measurable outcomes in addressing the area of focus. Benchmark Advance end-of-unit assessment will be assigned every three weeks. Data will be collected and analyzed during data-driven PLCs to share best practices.

By May 2023, each grade level (K-5) will increase their "Level of Mastery" by 15% as measured by the ELA FAST PM #3.

Monitoring:

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

The literacy coach will collect Benchmark Advance end-of-unit assessment data gathered by the teachers to be reviewed by the administrative team. During quarterly data chats, the administration, teachers, and support team will discuss and review along with pertinent data such as end-of-unit tests and other formative assessments.

Person responsible for monitoring outcome:

Coral Saban (coral.saban@browardschools.com)

Evidence-based Strategy:

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

The evidence-based strategy being implemented for this area of focus is the sharing of best practices and data analysis at bi-weekly grade-level PLCs and quarterly data-chat meetings.

Rationale for Evidence-based Strategy:

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

The rationale for selecting this specific strategy is to continuously monitor student performance, data, and instructional rigor. Using this data, we will be able to target areas of deficits within the reading domains/ standards. Student work evidence will be monitored to ensure that the targeted areas are being mastered by the students.

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.

Students will be taking formative assessments according to the IFCs created by the team leaders during pre-planning week. The data results from the formative assessment will be collected and analyzed to be shared during data-driven PLCs with grade-level teachers and coaches. In addition, FAST Progress Monitoring 1 and 2 data will be reviewed by the administration, support staff, and teachers.

Person Responsible Coral Saban (coral.saban@browardschools.com)

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus
Description and Rationale: According to the school FSA data reviewed, the identified critical need of the ESSA subgroup, Black/ African Americans, which made up 21% of the school's population showed a deficit in the area of proficiency.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: FAST Progress Monitoring 1,2 and 3 will be the tools used to measure the performance outcomes of the ESSA subgroup. Additionally, Benchmark Advance end-of-unit assessment data will also be included as measurable outcomes in addressing the area of focus. Benchmark Advance end-of-unit assessment will be assigned every three weeks.
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2023, the Black/African Americans ESSA subgroup will increase their "Level of Mastery" by 15% as measured by the ELA FAST PM #3.

Monitoring: Literacy Coach will collect Benchmark Advance end-of-unit assessment data gathered by the teachers to be reviewed by the administrative team. During quarterly data chats, the administration, teachers, and support team will discuss and review along with pertinent data such as end-of-unit tests and other formative assessments.
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: Coral Saban (coral.saban@browardschools.com)

Evidence-based Strategy: The evidence-based strategy being implemented for this area of focus is the continuation of analyzing/ monitoring data closely for this subgroup's performance with the leadership team and classroom teachers. During the mid-check point, the leadership team and classroom teachers will review the data from FAST PM #1 and #2 and identify the appropriate action steps based on the ESSA subgroup's needs.
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: The rationale for selecting this specific strategy is to continuously monitor the ESSA subgroup's performance and that the interventions put in place are successful. Using this data, we will be able to target areas of deficits within this subgroup. Student work evidence will be monitored to ensure that the targeted areas are being mastered by the students.
Explain the rationale for selecting this specific strategy. 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.

Students in this subgroup will be taking formative assessments according to the IFCs created by the team leaders. The data results from the formative assessment will be collected and analyzed to be shared during data-driven PLCs with grade-level teachers and coaches. In addition, FAST Progress Monitoring 1 and 2 data will be reviewed by the administration, support staff, and teachers.

Person Responsible Coral Saban (coral.saban@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

The data (I-Ready Diagnostic #3) indicates that 30% of students in grades K-2 performed one grade level below in Phonological Awareness, 43% of students in grades K-2 performed one grade level below in Phonics, 34% of K-2 students performed one grade level below in High-frequency Words, and 50% of K-2 students performed one grade level below in Vocabulary. Additionally, 45% of K-2 students performed one grade level below in Reading Comprehension Literature and 52% performed one grade level below in Reading Comprehension Informational Text.

The data shows that during the Spring of 2022, our K-2 students lowest performing area was Reading Comprehension Informational Text with 10% of those students scoring two grade levels below, 52% scoring one grade level below, and only 15% scoring on grade level.

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

The data indicates the domain Key Ideas and Details is the area of deficit that our students struggle with most. Based on the 2021-2022 FSA, 3rd grade demonstrated 24% proficiency, 4th grade demonstrated 26% proficiency, and 5th grade demonstrated 44% proficiency in this domain compared to the other domains in ELA.

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 May 2023, each grade level (K-2) will increase their "Benchmark Level" by 15% as measured by the ELA FAST (STAR Early Literacy/ Reading) PM #3.

Grades 3-5: Measureable Outcome(s)

By May 2023, each grade level (3-5) will increase their "Level of Mastery" by 15% as measured by the ELA FAST PM #3.

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.

FAST Progress Monitoring 1, 2 and 3 will be the tool used to measure performance outcomes to address the area of focus Key Details/Central Idea. Additionally, Benchmark Advance end-of-unit assessment data for grades 1-5 will also be included as measurable outcomes in addressing the area of focus. Benchmark Advance end-of-unit assessment will be assigned every three weeks. Data will be collected and analyzed during data-driven PLCs to share best practices.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Saban, Coral, coral.saban@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?

One of the evidence-based practices/programs that will be implemented to achieve the measurable outcomes in each grade level is Benchmark Advance Interventions which is a year-long state adopted program based on progress monitoring data and is aligned with the district's K-12 Comprehensive Evidence-based Reading Plan. To reinforce the deficit Key Details and Ideas, we will also be using Reading Horizons K-3 program which targets phonemic awareness, phonics, and sight word reading and includes decodable text to help students increase their fluency and automaticity to close any gaps. This program is also aligned with the district's K-12 Reading Plan and is supported by various IES Practice Guide Recommendations. Finally, our teachers will be using Leveled Literacy Intervention (LLI) which has a strong level of evidence and focuses on oral language, phonics, fluency, vocabulary, and comprehension.

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 specific practices/programs were chosen to be used at our school as they are all evidence-based programs that are aligned with the district's the district's K-12 Comprehensive Evidence-based Reading Plan. The practices/programs address the identified needs of our students and areas of focus. Additionally, the programs have strong- evidence that effectiveness of the program on our target population.

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
In order to address the school's areas of focus, teachers will attend professional learning opportunities on the implementation of the evidence-based practices and programs that will be used in our school.	Saban, Coral, coral.saban@browardschools.com
Benchmark Advance end-of-unit assessment data for grades 1-5 will be used to monitor the students' progress monitor the areas of focus. Benchmark Advance end-of-unit assessment will be assigned every three weeks. Assessment data will be collected and analyzed by the teachers. During quarterly data chats, with the administration, teachers, and support team this data will be discussed and reviewed as well.	Saban, Coral, coral.saban@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 included several plans and initiatives to build a positive school culture and environment. Discipline in our school will be addressed using a golden ticket initiative. Throughout the school day, when students are caught demonstrating positive behavior, they will randomly be rewarded by a staff member with a golden ticket to be submitted in our weekly Friday ticket raffle for each grade level. One ticket will be drawn from each grade level bucket and winners will be announced during Friday's morning announcement. Students will be given the opportunity to come and claim their prize during that time.

In addition, an "I-Ready Race to the Top!" school-wide initiative will be in place to encourage student usage of the I-Ready program at home and school. Usage reports will be tracked for each grade level to see which grade level has the highest percentage of usage in reading. On Mondays, the class with the highest percent of I-Ready usage will be recognized by receiving a rocket icon on our school-wide I-Ready board. At the end of the quarter, the class with the most icons will receive an award and a class treat. Math fluency will also be addressed with a school-wide fluency initiative. Flashcards for multiplication and addition will be displayed throughout the school as a reinforcer for learning multiplication and addition facts. In addition, students will use the online platform Reflex Math to reinforce and practice fluency skills for grades 1 - 5. The math coach will run monthly milestone reports for each class to verify the total number of new facts learned. Classes with the highest number of facts learned will be announced on morning announcements and be rewarded with a certificate to display outside the classroom door.

Furthermore, to build a positive school culture environment and collegiality among the staff, during our monthly faculty meetings staff members that have gone "beyond the call of duty" will be recognized with a certificate of appreciation and announced on the "shout-out section" of our school newsletter. Also, during our faculty meetings staff members with perfect attendance for the month will be given a perfect attendance certificate along with a raffle ticket to have their names drawn at a later date to be rewarded with a gift card. Also, various academic clubs and academic camps will be offered for our students as an additional approach to close the proficiency gap and increase learning gains. To address the social and emotional needs of our school, a mindfulness minute activity held by our school guidance counselor will be implemented during morning announcements. Other school-wide initiatives that focus on social and emotional learning include Kid of Character, Happier Schools Program, Start with Hello Week, Red Ribbon Week, Honor Roll Recognition assemblies, Autism Week, and No Place for Hate initiative.

Finally, attendance in our school will be addressed by taking a team approach to ensure that our students have a welcoming and supportive educational environment. The school-based team develops SMART Goals, provides foundational supports, and (3) Tiers of interventions and support to help promote and improve student attendance. Tiered strategies and interventions include (5) core ingredients. We monitor data, engage students and families, recognize good and improved attendance, provide personalized outreach and remove barriers that affect student achievement.

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

Several stakeholders will be partnering with our school to promote a positive culture and environment. The district ESOL department will be hosting informative and family fun game nights for our ELL population to provide inclusiveness and support for our ESOL families. Also, our school's SRO from the Hollywood Police Department will be present at our school daily to encourage safety, positive behavior, and good citizenship among the students and staff. Our school's PTO will help promote a positive culture and environment in our school by facilitating fundraisers, volunteering their time at our school, and prompting parental engagement. Lastly, other activities will take place such as McDonald's Family Night, Publix Family Math Night, and a visit to our school from the Museum of Discovery and Science to promote a positive school culture and environment among all stakeholders.