

Broward County Public Schools

Boulevard Heights Elementary



2022-23 Schoolwide Improvement Plan

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Boulevard Heights Elementary

7201 JOHNSON ST, Hollywood, FL 33024

[no web address on file]

Demographics

Principal: Katherine Familia

Start Date for this Principal: 9/19/2022

| | |
|--|---|
| 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 White Students Economically Disadvantaged Students |
| School Grades History | 2021-22: B (58%) 2018-19: B (60%) 2017-18: C (53%) |
| 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.

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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Boulevard Heights Elementary

7201 JOHNSON ST, 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="text-align: center;">Yes</p> | <p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">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="text-align: center;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">92%</p> |

School Grades History

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

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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.

Boulevard Heights Elementary's Mission Statement reads as follows:

We expect to see great teaching and learning in every classroom, every day. As well as a positive classroom culture that is conducive to student success.

Provide the school's vision statement.

Boulevard Heights Elementary's Vision Statement reads as follows:

EDUCATING TODAY'S STUDENTS TO SUCCEED IN TOMORROW'S WORLD

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 |
|-------------------|----------------|--|
| Policastro, Katie | Principal | <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected. |

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|------------------------|--|
| correa, sylvia | Assistant Principal | <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected. |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|----------------|--|
| Jimenez, Eliana | Reading Coach | <ol style="list-style-type: none"> 1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement 2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. 3. build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 4. serve on the school’s professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate Coach, Literacy (cont.) SBBC: KK-034 research based professional learning through the school’s professional learning communities. 5. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community. 7. analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement. 8. maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required. 9. participate and engage in monthly content related professional learning and learning communities. 10. promote collegiality through collaborative work and reflective practices with teachers and administrators. 11. support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---|
| | | their literacy learning. 12. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction. 13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Fl. 14. participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities. 15. review current developments, literature and technical sources of information related to job responsibilities. 16. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.) 17. ensure adherence to good safety procedures. 18. follow federal and state laws, as well as School Board policies. 19. perform other duties as assigned by the principal or designee. |

Demographic Information

Principal start date

Monday 9/19/2022, Katherine Familia

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.*

5

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

585

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

9

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

10

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 | 85 | 97 | 109 | 102 | 101 | 96 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 590 |
| Attendance below 90 percent | 30 | 44 | 26 | 29 | 25 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 190 |
| One or more suspensions | 0 | 0 | 0 | 1 | 1 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| 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 | 26 | 25 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 29 | 19 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |
| Number of students with a substantial reading deficiency | 0 | 0 | 1 | 6 | 11 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |

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 | 1 | 1 | 16 | 30 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 78 |

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 | 1 | 2 | 6 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| 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

Wednesday 8/31/2022

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 | 90 | 105 | 106 | 102 | 98 | 119 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 620 |
| Attendance below 90 percent | 29 | 16 | 25 | 17 | 15 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 125 |
| One or more suspensions | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| 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 | 3 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 3 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Number of students with a substantial reading deficiency | 0 | 5 | 11 | 15 | 12 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56 |

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 | 1 | 5 | 4 | 5 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |

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 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Students retained two or more times | 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 | 90 | 105 | 106 | 102 | 98 | 119 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 620 |
| Attendance below 90 percent | 29 | 16 | 25 | 17 | 15 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 125 |
| One or more suspensions | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| 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 | 3 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 3 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Number of students with a substantial reading deficiency | 0 | 5 | 11 | 15 | 12 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56 |

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 | 1 | 5 | 4 | 5 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |

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 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Part II: Needs Assessment/Analysis

School Data Review

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

| School Grade Component | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 48% | 58% | 56% | | | | 58% | 59% | 57% |
| ELA Learning Gains | 61% | | | | | | 57% | 60% | 58% |
| ELA Lowest 25th Percentile | 45% | | | | | | 52% | 54% | 53% |
| Math Achievement | 58% | 54% | 50% | | | | 63% | 65% | 63% |
| Math Learning Gains | 78% | | | | | | 74% | 66% | 62% |
| Math Lowest 25th Percentile | 80% | | | | | | 71% | 53% | 51% |
| Science Achievement | 37% | 59% | 59% | | | | 46% | 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 | 59% | 60% | -1% | 58% | 1% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 59% | 62% | -3% | 58% | 1% |
| Cohort Comparison | | -59% | | | | |
| 05 | 2022 | | | | | |

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 47% | 59% | -12% | 56% | -9% |
| Cohort Comparison | | -59% | | | | |

| 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 | 51% | 65% | -14% | 62% | -11% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 65% | 67% | -2% | 64% | 1% |
| Cohort Comparison | | -51% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 66% | 64% | 2% | 60% | 6% |
| Cohort Comparison | | -65% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 43% | 49% | -6% | 53% | -10% |
| 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 | 33 | 38 | | 34 | 57 | | 27 | | | | |
| ELL | 38 | 49 | 33 | 53 | 69 | 82 | 31 | | | | |
| ASN | 55 | | | 64 | | | | | | | |
| BLK | 42 | 67 | | 54 | 81 | 70 | 19 | | | | |
| HSP | 49 | 58 | 37 | 58 | 75 | 83 | 46 | | | | |
| MUL | 70 | | | 90 | | | | | | | |
| WHT | 47 | | | 44 | | | | | | | |
| FRL | 45 | 59 | 52 | 56 | 77 | 78 | 31 | | | | |

| 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 | 36 | 36 | | 30 | 27 | | 29 | | | | |
| ELL | 42 | 33 | | 36 | 18 | | 26 | | | | |
| ASN | 38 | | | 38 | | | | | | | |
| BLK | 39 | 28 | 30 | 29 | 16 | | 15 | | | | |
| HSP | 51 | 45 | 50 | 39 | 25 | | 34 | | | | |
| WHT | 50 | | | 33 | | | | | | | |
| FRL | 46 | 44 | 44 | 38 | 24 | | 31 | | | | |

| 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 | 54 | 43 | 25 | 52 | 69 | 64 | 30 | | | | |
| ELL | 58 | 52 | 50 | 61 | 73 | 78 | 36 | | | | |
| ASN | 63 | 58 | | 79 | 83 | | | | | | |
| BLK | 56 | 53 | 54 | 62 | 71 | 67 | 44 | | | | |
| HSP | 59 | 59 | 50 | 60 | 74 | 77 | 44 | | | | |
| WHT | 50 | 50 | | 71 | 71 | | | | | | |
| FRL | 57 | 56 | 52 | 60 | 73 | 74 | 39 | | | | |

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 | 59 |
| 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 | 62 |
| Total Points Earned for the Federal Index | 469 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |

| Subgroup Data | |
|---|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 38 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |

| English Language Learners | |
|--|-----|
| Federal Index - English Language Learners | 52 |
| 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 | 60 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 56 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 58 |
| 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 | 80 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| 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 | 46 |
| 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 | 58 |
| 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?

Based on the FSA scores and the I-ready Progress Monitoring for the 21/22 school year many students were not recovering from learning deficiencies. This was especially evident in our SWD subgroup where many students were beginning and ending the school year two or more levels below proficiency.

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

Students are performing two or more levels below proficiency and they are struggling to close deficiencies. It demonstrates a need for improvement in our Tier 1 instruction as well as the intervention programs.

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 were the intervention program not being followed to fidelity. In addition, the adoption of a new curriculum played a factor. In order to address the need for improvement there will be targeted professional developments for the intervention and curriculum. Also providing vertical planning among the grade levels and editing the instructional focus calendars as needed to meet the needs of the students.

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

The 3rd grade team showed an increase of 26% in ELA proficiency based on the I-ready AP1 to AP3.

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

Our 3rd grade team utilized their PLCs to analyze data and use the data to drive instruction, In addition the team shared best practices and utilized the curriculum to increase student metacognition. As far as the instructional practice, teachers were being supported with professional development opportunities.

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

We will utilize a school-wide intervention block to target literacy in grades K-5. The intervention will utilize researched-based instructional practices and the intervention programs outlined in the state reading plan. Students are also receiving an additional thirty minutes of supplemental math instruction outside of their sixty-minute math block.

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

Professional development will focus on phonemic awareness instruction and the science of reading in the primary grades. In the intermediate grades, professional development will attend to specific curriculum programs which will be utilized for intervention. In addition, there will be support and professional development for small guided reading groups in grades K-5.

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

There will be a focus on increasing our shared understanding of the Florida B.E.S.T standards and newly adopted curriculums. We will also begin providing professional development opportunities for all the teachers who will be critical in delivering interventions during our school-wide literacy intervention block.

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.

As indicated on the Primary Reading Test, early literacy continues to be an area of focus for Boulevard Heights. Less than 60% of the students in grades 1 and 2 achieved proficiency

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

By the end of June 2023, 70% of the students in grades 1 and 2 will achieve proficiency as measured by the F.A.S.T assessment AP3.

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

We will monitor using the Benchmark unit assessments after each unit is completed. In addition, we will utilize the F.A.S.T AP 1 and AP2 to monitor growth and adjust instruction as needed.

Person responsible for monitoring outcome:

Eliana Jimenez (eliana.jimenez@browardschools.com)

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

Teachers will utilize targeted, small group instruction to teach reading. Teachers will utilize reading data from the BAS to determine and plan for differentiated reading groups. In addition, reading intervention strategies will be utilized from the K-12 Comprehensive Reading Plan. A school wide intervention plan will be implemented for 30 minutes a day for grades K-5. Teachers and support staff will deliver a targeted and researched based intervention. ESSER coaches will also provide support with push in instruction during the intervention block and ELA block.

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

Student reading deficiencies have been assessed using the BAS. Interventions have been appropriately matched to address the reading deficiencies. According to Scarborough's Reading Rope, the foundational process of reading must be targeted. Teachers will utilize assessments to plan instruction and provide systematic, multi-sensory interventions and instruction during the ELA block.

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.

Provide training in the areas of phonemic awareness, phonics and early literacy to all K-2 teachers-
Literacy Coach and Administration

Ongoing progress monitoring in the form of BAS, F.A.S.T PM1 & PM2, and Benchmark assessments-
Literacy Coach and Administration

Data chats with K-2 teachers to discuss goals, progress monitoring and targeted instruction-Literacy
Coach and Administration

Person

Responsible

Eliana Jimenez (eliana.jimenez@browardschools.com)

#2. 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.

Teachers need professional development in the area of the BEST standards and aligning the standards to instruction. In addition, as indicated by our iReady Progress Monitoring Data, early literacy continues to be an area of focus for Boulevard Heights. Less than 70% of our students in Grades 1-2 achieved proficiency as measured by the AP3 Diagnostic Data in the area of ELA.

Measurable Outcome:

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

By the end of June 2023, 70% of our students in grade 1-2 will achieve proficiency as measured by the F.A.S.T PM3.

Monitoring:

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

Professional development will be provided to teachers throughout the year on the standards and how to effectively align them to the standards. In addition, BEST standards will be embedded in PLCs and vertical planning. the administration and literacy coach will monitor the implementation during classroom walkthroughs and instructional rounds.

Person responsible for monitoring outcome:

Eliana Jimenez (eliana.jimenez@browardschools.com)

Evidence-based

Strategy:

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

Teachers will utilize the BEST Standards to plan instruction in the classroom. Administration and Literacy Coach will observe implementation during planning and instruction. In addition, feedback will be provided to teachers.

Rationale for Evidence-based Strategy:

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

Teachers are struggling to effectively implement BEST standards and align the instruction to the standards.

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.

Teachers will attend PDs related to the BEST standards. Literacy Coach and Admin will monitor PD. BEST will be part of all PLCs. Literacy Coach and Admin will monitor PD through agendas and minutes.

Person Responsible

Eliana Jimenez (eliana.jimenez@browardschools.com)

#3. 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.

FSA data for the 21/22 school year indicated that less than 50% of students in grades 3-5 are proficient in ELA. This is an area of concern for Boulevard Heights.

Measurable Outcome:

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

By June 2023, 65% of students in grades 3-5 will achieve proficiency in ELA as measured by the F.A.S.T PM3.

Monitoring:

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

The area of focus will be monitored with the F.A.S.T PM 1 and PM2. In addition, benchmark unit assessments will aid with progress monitoring.

Person responsible for monitoring outcome:

Eliana Jimenez (eliana.jimenez@browardschools.com)

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

During the ELA block, small group instruction will be differentiated. Research based intervention will also be utilized with the students demonstrating reading deficits based on the BAS and F.A.S.T PM1. ESSER teachers will also provide push-in support with small groups during the ELA block.

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

Students have varying reading levels and deficits. Using BAS and the F.A.S.T assessments will allow the teachers to determine reading levels and areas of focus. During small group time, teachers will utilize Benchmark, leveled readers and researched based programs to close academic gaps.

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.

Literacy Coach and district will provide PD on small group instruction in the intermediate grade levels. PLCs will focus on differentiating reading groups and providing scaffolded instruction to all students.

Person Responsible

Eliana Jimenez (eliana.jimenez@browardschools.com)

#4. 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.

According to the 21/22 school data, proficiency levels did not reach above 70% in grades K-5.

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

By June of 2023, 50% of Students with Disabilities will be reading on grade level as measured by F.A.S.T PM3.

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

This area of focus will be monitored using the F.A.S.T PM1 & PM2. BAS and benchmark unit assessments will also be utilized to progress monitor.

Person responsible for monitoring outcome:

Eliana Jimenez (eliana.jimenez@browardschools.com)

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

The literacy coach will conduct instructional rounds and provide feedback to the teachers. In addition, the literacy coach will provide coaching and modeling.

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

Instructional coaching has been proven to be an effective strategy to increase content pedagogy and instructional delivery knowledge.

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.

The Literacy Coach will schedule instructional rounds to observe and provide feedback to the teachers. The literacy coach will focus on specific instructional delivery strategies.

Person Responsible

Eliana Jimenez (eliana.jimenez@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

Based on the PRT less than 60% of students in grades K-2 were proficient. The area of focus in ELA will be centered on small group instruction and use F.A.S.T PM1 , 2, and 3 to progress monitor. In addition, benchmark unit assessments and BAS will be utilized to monitor progress.

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

Based on the the FSA data less than 50% of students in grades 3-5 were proficient. The area of focus in ELA will be centered on small group instruction and intervention groups. The F.A.S.T PM1 , 2, and 3 will be utilized to progress monitor. In addition, benchmark unit assessments and BAS will be utilized to monitor progress.

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 the end of June of 2023 70% of students in grades K-2 will achieve proficiency as measured by the F.A.S.T PM 3.

Grades 3-5: Measureable Outcome(s)

By the end of June of 2023 75% of students in grades 3-5 will achieve proficiency as measured by the F.A.S.T 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.

The area of focus will be monitored utilizing the F.A.S.T PM 1, 2, and 3. In addition there will be ongoing monitoring through the use of Benchmark Unit assessments and BAS.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Jimenez, Eliana, eliana.jimenez@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?

Benchmark, Heggrety, Reading Horizons, and LLI will all be utilized for instruction, intervention, and progress monitoring. In addition evidence based instructional strategies will be implemented.

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 programs are outlined in the K-12 comprehensive reading plan and have showed effectiveness in our intervention and instructional delivery.

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 |
|---|---|
| <p>The literacy leadership team and literacy coach will meet monthly to discuss the implementation of intervention groups. The team will focus on the data collected and analyze the data to drive the focus of the intervention groups. After PM 2, intervention groups will be reevaluated to exit students who are proficient and remain to focus on students who still needed additional support.</p> | <p>Jimenez, Eliana, eliana.jimenez@browardschools.com</p> |
| <p>Teachers will be provided with professional developments based on their needs, The districts ELA department is coming out on October 13th to conduct tier 1 walkthroughs and observe the ELA block. The literacy leadership team and ELA department will debrief and provide feedback. Professional developments will be offered to all teachers, K-5 to support small group and whole group.</p> | <p>Jimenez, Eliana, eliana.jimenez@browardschools.com</p> |
| <p>Teachers will utilize their Professional Learning Communities (PLC's) to analyze data and drive instruction, In addition the FAST PM data will be utilized to access the needs and areas of focus to ensure students reach proficiency. The data will be utilized to modify instructional practices and intervention groups. BHE has implemented a school wide intervention block to provide additional instructional support to the lowest quartile students.</p> | <p>Jimenez, Eliana, eliana.jimenez@browardschools.com</p> |

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 staff at Boulevard Heights recognizes the need for a positive school culture. The staff strives to build and maintain positive relationships with students and parents. Morning meetings were modeled for the staff and strategies to increase communication with students were shared during pre-planning week in professional development sessions. A positive school wide behavior plan was established with the Behavior Committee. This year we are utilizing Bobcat Bucks to encourage students to follow school wide expectations. A school store will be implemented quarterly where students can trade in Bobcat Bucks. A mentoring program for students in the lowest quartile was also created. Each support staff member has a group of students in the lowest quartile to meet weekly and engage in SEL activities and participate in goal setting. The Support Staff is focused on setting high expectations for learning. This is done through data chats, modeled conversation and planning standards based instruction with appropriate scaffolds.

Boulevard Heights plans activities for families. ESOL Family Night is planned for the Fall. Literacy Night is planned for October 26th. In addition, administration hosted a Principal Chat in September for families to attend and engage in conversation. Boulevard Heights also participates in "Munchkins for Male Role

Models" which is an event to encourage positive male roles in taking an active role in their child's education. Boulevard Heights will continue to plan family nights every other month.

Boulevard Heights has an active PTA. The PTA meets monthly and plans activities for the students and families including restaurant family nights and beautification days. The PTA also assists with student clubs after school.

BHE plans activities to include all cultures. In October we will host a Hispanic Heritage Night. We will also host a Winter Show and an African American Month Celebration night in February.

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

Boulevard Heights Administration (Mrs. Policastro and Mrs. Gonzalez) Facilitate the planning of all school wide events, communicate with families, and implement school wide positive behavior plans and incentives.
Literacy Coach - Mrs. Jimenez - Plan literacy nights and cultivate relationships with staff to aid with instruction
Title 1 Liaison -(Mrs. Rice) - Plan family nights with school staff
SAC Chair- (Mrs. Jimenez) Plan SAC Meetings
ESOL Liaison (Mrs. Imbert)- Set up ESOL Night and recruit families to attend