

Broward County Public Schools

Forest Hills 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	12
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

Forest Hills Elementary School

3100 NW 85TH AVE, Coral Springs, FL 33065

[no web address on file]

Demographics

Principal: Barbara Rothman

Start Date for this Principal: 8/15/2011

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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (58%) 2018-19: A (66%) 2017-18: B (54%)
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	12
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

Forest Hills Elementary School

3100 NW 85TH AVE, Coral Springs, FL 33065

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Forest Hills Elementary has 696 students and is located on 85th Avenue, just south of Sample Road in Coral Springs, Florida. This Title I school previously had 79.4% free and reduced lunch prior to the pandemic. The school population is made up of 44% White, 38% Hispanic, 45% Black, .6% Multi-Ethnic, less than 1% Asian, and less than 1% Native American. The school is made up of 50% male and 50% female students. The community is made up of 50% single-family homes (houses, condominiums, and townhomes) and 45% of the population residing in rental communities. A unique feature of this community is that it is surrounded by local businesses who partner with our school each year to help students achieve academic success. Forest Hills Elementary School educates the total child by promoting positive self-esteem for the development of a peaceful and cooperative society for today and the future so that children can reach their highest potential.

Our school is proud to provide a safe and secure learning environment - an environment that fosters intellectual development, creativity, and friendships. These policies and guidelines enable us to create, sustain, and grow this wonderful community at Forest Hills Elementary School.

Provide the school's vision statement.

Our vision at Forest Hills is not to give our students answers, but rather give them the tools with which they can open doors to work out answers for themselves. We must provide stimulation and opportunities for exploration and experimentation in an atmosphere of acceptance.

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
Rothman, Barbara	Principal	Assume administrative responsibility and instructional leadership, under the supervision of the superintendent in accordance with rules and regulations of the School Board, for the planning, management, operation, and evaluation of the educational program of the school to which the individual is assigned.
Huff, Derrick	Assistant Principal	The Assistant principal deals with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. He coordinates with principals and board members to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
		COORDINATES AND COLLABORATES WITH ALL PUSH IN STAFF (INSTRUCTIONAL AND NON-INSTRUCTIONAL)
		<ul style="list-style-type: none"> · Manages and ensures that schedules/prescribed instruction is being followed · Collects attendance weekly of student groups · Assists with instructional changes after data or Rtl chats · Provides materials for push in/pull out staff · Follows up and provides necessary instructional coaching
		COORDINATES MATERIALS DISTRIBUTION
Genov, Gabriela	Instructional Coach	<ul style="list-style-type: none"> · Provide teachers and push ins with necessary materials · Take inventory of materials · Collect materials at end of year or when needed · Monitors reading rooms to ensure that they are kept orderly; monitors usage; provides report to principal of usage by teacher
		NEW TO FHE STUDENT SCREENINGS
		<ul style="list-style-type: none"> · Provide incoming students with BAS, letter/sounds, dolch, etc upon entering
		MODEL, COACH, PUSH IN TO NEEDED CLASSROOMS
		<ul style="list-style-type: none"> · Document attendance and lessons completed · Log coaching and modeling sessions

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> · Do spot checks to ensure that data is being collected and utilized to make necessary decisions for instruction. <p>Reading and Writing Data Collection</p> <ul style="list-style-type: none"> · Follow PK-5 IFCs to create reading assessments; use School City for 3-5; use cold reads/test ready for primary · Analyze Pk-5 reading assessments immediately after each deadline; review during support staff meeting as well as data chats · Adhere to checkpoints and analyze teacher by teacher every checkpoint · Break down BAS using BASIS and analyze teacher by teacher every checkpoint <p>Rtl COORDINATOR</p> <ul style="list-style-type: none"> • Observe for RtIs • Behavior Intervention Team Coordinator-Include behavior FBA/PBIP as well as tier 2 and 3 behavior onto the Rtl schedule
Sanclemente, Carolina	SAC Member	Lead SAC meetings
Hickman, Kelly	Administrative Support	<p>LEA</p> <p>Ensure IEP compliance</p> <p>Support ESE Teachers and Students</p> <p>SAC member</p> <p>RTI member</p> <p>Leadership team member</p> <p>Administrative Designee</p>
Bitton, Amanda	School Counselor	<p>Support students and staff, counsels.</p> <p>RTI team member</p>
Antonini, Jodi	Teacher, ESE	<p>ASD Coach-Support teachers and students with autism in asd special programs and general education classes. Model and coach teachers for ese IEP compliance.</p> <p>Testing Coordinator-</p> <p>Prepares Assessments and follows district guidelines to ensure all testing protocols are followed</p>

Demographic Information

Principal start date

Monday 8/15/2011, Barbara Rothman

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.*

21

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.*

18

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

696

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

5

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

5

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	118	100	121	102	98	114	0	0	0	0	0	0	0	653
Attendance below 90 percent	37	25	33	26	30	28	0	0	0	0	0	0	0	179
One or more suspensions	4	2	2	1	4	10	0	0	0	0	0	0	0	23
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	28	19	16	0	0	0	0	0	0	0	63
Level 1 on 2022 statewide FSA Math assessment	0	0	0	26	29	33	0	0	0	0	0	0	0	88
Number of students with a substantial reading deficiency	1	6	8	16	9	16	0	0	0	0	0	0	0	56

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	3	2	5	22	20	31	0	0	0	0	0	0	0	83

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	15	0	3	0	0	0	0	0	0	0	18
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

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	108	97	116	96	88	115	0	0	0	0	0	0	0	620
Attendance below 90 percent	3	2	6	14	6	5	0	0	0	0	0	0	0	36
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	1	1	5	0	1	0	0	0	0	0	0	0	8
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	33	9	17	0	0	0	0	0	0	0	59
Level 1 on 2019 statewide FSA Math assessment	0	0	0	34	8	17	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	0	0	0	4	5	21	0	0	0	0	0	0	0	30

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	3	4	5	10	11	27	0	0	0	0	0	0	0	60

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	1	1	5	0	1	0	0	0	0	0	0	0	8
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	108	97	116	96	88	115	0	0	0	0	0	0	0	620
Attendance below 90 percent	3	2	6	14	6	5	0	0	0	0	0	0	0	36
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	1	1	5	0	1	0	0	0	0	0	0	0	8
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	33	9	17	0	0	0	0	0	0	0	59
Level 1 on 2019 statewide FSA Math assessment	0	0	0	34	8	17	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	0	0	0	4	5	21	0	0	0	0	0	0	0	30

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	3	4	5	10	11	27	0	0	0	0	0	0	0	60

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	1	1	5	0	1	0	0	0	0	0	0	0	8
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	53%	58%	56%				59%	59%	57%
ELA Learning Gains	67%						76%	60%	58%
ELA Lowest 25th Percentile	57%						70%	54%	53%
Math Achievement	52%	54%	50%				66%	65%	63%
Math Learning Gains	70%						79%	66%	62%
Math Lowest 25th Percentile	67%						73%	53%	51%
Science Achievement	38%	59%	59%				41%	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	38%	60%	-22%	58%	-20%
Cohort Comparison		0%				
04	2022					
	2019	74%	62%	12%	58%	16%
Cohort Comparison		-38%				
05	2022					
	2019	62%	59%	3%	56%	6%
Cohort Comparison		-74%				

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	46%	65%	-19%	62%	-16%
Cohort Comparison		0%				
04	2022					
	2019	81%	67%	14%	64%	17%
Cohort Comparison		-46%				
05	2022					
	2019	68%	64%	4%	60%	8%
Cohort Comparison		-81%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	38%	49%	-11%	53%	-15%
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	35	46	33	36	42	50	22				
ELL	45	64	67	54	72	75	32				
BLK	45	61	62	43	67	60	35				
HSP	55	65	45	58	68	70	35				
MUL	67			45							
WHT	67	84		58	70		64				
FRL	50	70	63	48	71	66	35				
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	19	47	45	24	39						
ELL	39	57	70	35	51	50	20				
ASN	86			79							
BLK	37	43	50	26	32	40	9				
HSP	51	65	73	40	54	42	37				
MUL	44			27							
WHT	48			42							
FRL	39	50	58	31	41	43	18				
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	31	68	60	38	71	75					
ELL	51	73	67	60	83	70	30				
ASN	73			73							
BLK	44	73	75	59	78	74	19				
HSP	67	73	62	68	79	72	51				
MUL	58			67							
WHT	81	85		81	78		54				
FRL	56	75	70	63	80	78	36				

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	56
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	40
Total Points Earned for the Federal Index	444

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	98%
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	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
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	55
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	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	69
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	56
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?

Compared to previous years, there is a significant decline in both proficiency and learning gains across all areas.

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

Our greatest need for improvement appeared to be grade 3rd and 4th grades in the area of reading. This has also been a continued trend in previous years

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Based on the 2022 FSA data, our third graders scored 7% below the district average in ELA.

Based on the 2022 FSA data, our fourth graders scored 15% below the district average in ELA.

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

Our 5th graders demonstrated to be above district average in the area in ELA. Our 5th Grade scored: Proficiency 59%/ Learning Gains 70%/ Lowest Quartile 59%. 5th grade students exceeded district averages.

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

School attributes the following factors: Collaborative lesson planning prior to instructional delivery, continued data analysis, effective response to intervention cycles, and professional development. In house PLC's by grade level, as well as Support; Think Tanks/Power Planning Sessions, as well as Monthly district meetings and PD offerings as needed

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

The school will continue to provide the best practices previously mentioned. In addition, the school will provide extended learning opportunities to targeted students. The school will continue to promote partnerships with parents and implement family and student engagement plans.

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.

Our school will have the following professional development opportunities that will be provided at the school to support teachers and leaders: PLC's that focus on the new reading series for our district. Collaborate instructional planning will take place routinely prior to instructional delivery during "power planning" in which instructional coaches provide guidance and support. Our school will continue to provide monthly professional development in needed areas. Instructional coaches within the school will provide individualized support for select teachers. The administrative team will provide feedback and guide needed support after routine classroom visits. In house PLC's by grade level and Support, Think Tank/Power Planning Sessions, and Math Routine/Minutes Workshops.

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

The school will provide the following additional services to ensure sustainability of improvement in the next and beyond by: The instructional focus calendars will include data driven initiatives and best practices. Additional services will continue to include our professional development opportunities which focus on current instructional delivery needs as observed via assessments, administrative class visits, data chats, and/or leadership team input.

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.

Current data indicates there has been a decline in the area of reading. In previous years at least 49% of our students have met proficiency in the area of reading

Measurable Outcome:

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

By May 2023, 65% of our Grades 3-5 ELA students will score at/or above proficiency level on the ELA FAST.

Monitoring:

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

The school has an instructional cycle calendar which consists of data analysis, instructional planning, instructional delivery, assessment, and then returns to data analysis. Continued progress monitoring occurs in this fashion for subgroups. In addition, individual student data is also monitored every 3-4 weeks by the classroom teachers along with the leadership team

Person responsible for monitoring outcome:

Gabriela Genov (gabriela.genov@browardschools.com)

**Evidence-based
Strategy:**

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

District approved reading curriculum, Benchmark Advance, is being implemented for Tier 1.

Tier 2 and 3 Reading Intervention includes items from the District's Decision Tree including but not limited to LLI (Leveled Literacy Intervention) and Reading Horizons.

Rationale for Evidence-based Strategy:

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

These programs target the needs of our students as indicated by student data such as previous test scores, and other assessments provided by the instructional materials being implemented.

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.

Collaborative Grade Level Specific Instructional Planning ("Power Planning") prior to instructional delivery.

Person Responsible

Gabriela Genov (gabriela.genov@browardschools.com)

Instructional Focus Calendar to guide instruction has been created by grade level in collaboration with teachers based upon the used instructional materials, standards, and previous data.

Person Responsible

Gabriela Genov (gabriela.genov@browardschools.com)

Professional Development will include focus groups to address areas of need.

Person Responsible

Gabriela Genov (gabriela.genov@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

Current data indicates that has been a decline in the area of reading in second grade.

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

Current data indicates there has been a decline in the area of reading in grades 3 and 4.

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, 50% of our Grades 2nd ELA Students will score at/or above proficiency level on the statewide ELA assessment.

Grades 3-5: Measureable Outcome(s)

By May 2023, 50% of our Grades 3-5 ELA Students will score at/or above proficiency level on the statewide ELA assessment.

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 school has instructional cycle calendar which consist of data analysis, instructional planning, instructional delivery, assessment, and then returns to data analysis. Continued progress monitoring occurs in this fashion for subgroups. In addition, individual student data is also monitored every 3-4 weeks by the classroom teachers along with the leadership team.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

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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?

District approved reading curriculum, Benchmark Advance is being implemented for Tier 1.

Tier 2 and 3 reading intervention includes items from the district's decision tree including but not limited to LLI (Leveled Literacy Intervention) and Reading Horizons.

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?

These programs target the needs of our students as indicated by student data such a PRT, FSA, and other assessments provided by the instructional materials being implemented.

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
Collaborative Grade Level Specific Instructional Planning ("Power Planning") prior to instructional delivery.	Genov, Gabriela, gabriela.genov@browardschools.com
Instructional Focus Calendar to guide instruction has been created by grade level in collaboration with teachers based upon the used instructional materials, standards, and previous data.	Genov, Gabriela, gabriela.genov@browardschools.com
Professional Development will include focus groups to address areas of need.	Genov, Gabriela, gabriela.genov@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 includes all stakeholders including parents, staff, and students when initiating strategies for positive school culture. Positive events such as parental/student/staff events that promote a family environment are planned throughout the school year. Principal Coffee Chats are offered monthly for parent communication. SAC, SAF, and PTO are another source of parent/school collaboration. The school's instructional day includes daily Social Emotional Learning lessons. The school's guidance counselor also provides class lessons on a rotating basis on varied topics of concern. The guidance counselor also provides small group and individual needs based groups. The school provides a positive culture by promoting our "Power of 3": we take care of ourselves; we take care of each other; we take care of the environment. In order to build moral and the opportunity for students to feel a part of the culture, students are afforded the opportunity to participate in clubs, showcase events, and positive praise for both academic as well as character traits. The school also focuses on character traits lessons and praises students for demonstrating leadership qualities in these specific area

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

he leadership team analyzes the progress and outcome of the programs in place.

The administrative team takes an active role in the implementation and communication of the programs in place.

The PTO/SAC/SAF are included in the development and planning of the programs in place.

The student's and parent's input are valued and considered when putting programs into place