

Broward County Public Schools

Oriole Elementary School



2022-23 Schoolwide Improvement Plan

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Oriole Elementary School

3081 NW 39TH ST, Lauderdale Lakes, FL 33309

[no web address on file]

Demographics

Principal: Sheneka Blue

Start Date for this Principal: 7/5/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2021-22: C (47%) 2018-19: C (43%) 2017-18: D (36%)
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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Oriole Elementary School

3081 NW 39TH ST, Lauderdale Lakes, FL 33309

[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	98%

School Grades History

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

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SIP Authority

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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.

At Oriole Elementary, we involve scholars, teachers, parents, community, and business partners in providing an innovative curriculum and safe environment which will lead to high academic achievement among a diverse scholar population with a goal of educating the whole child.

Provide the school's vision statement.

Oriole Elementary's vision is to challenge students to excel beyond their potential in becoming college and career ready by creating a safe, supportive and positive learning environment, utilizing authentic strategies within the contexts of the Florida Standards.

Oriole Elementary believes that everyone's unique life experience and background adds valuable perspective to our community, and that our community is stronger because of the differences represented by our scholars, faculty, and families. As a school community, we strive to develop confident, well-rounded, lifelong learners and responsible citizens.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Blue, Sheneka	Principal	<p>The School Principal effectively performs her responsibilities using the following knowledge, skills and abilities to: provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data. The School Principal will need knowledge of current educational trends and research. Knowledge and understanding of the unique needs and characteristics of school system.</p>
Bolden, Seporia	Assistant Principal	<p>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. The Assistant Principal effectively performs her responsibilities using the following knowledge, skills and responsibilities through her ability to demonstrate the knowledge and practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant Principal demonstrates effective communication and interaction skills with all stakeholders, has the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.</p>
Peeples, Kimberly	Instructional Coach	<p>The Math Coach provides personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic content-focused mentoring and conceptual understanding of mathematical practices, the Math coach supports teachers to develop skills in analyzing student work, differentiating instruction, supporting English Language learners and students with special needs. Also, the instructional coach works collaboratively with the support team to build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers. The Math Coach works with the instructional staff to improve and sustain student achievement by promoting a culture for real world applications of Math learning to include all stakeholders, by enhancing and refining math instruction and intervention, providing targeted instructional coaching and building capacity for math proficiency across the curriculum.</p>

Name	Position Title	Job Duties and Responsibilities
Washington, Azaleas	Instructional Coach	The Literacy Coach provides personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic literacy-focused mentoring, the instructional coach supports teachers to develop skills in analyzing student work, differentiating instruction, supporting English Language learners and students with special needs. Also, the instructional coach works collaboratively with the support team to build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers. The Literacy Coach works with the instructional staff to improve and sustain student achievement by promoting a culture for literacy learning to include all stakeholders, by enhancing and refining literacy instruction and intervention, providing targeted instructional coaching and building capacity for literacy across the curriculum.
Walker, Brittney	School Counselor	Our School Counselor promotes and enhances achievement with an annual comprehensive school counseling plan that ensures that every student receives school counseling services. The school counselor collaborates with the other school leadership team members and the instructional staff to provide comprehensive counseling programs that incorporate prevention and intervention with continuous academic, career and personal/development activities that will prepare them for meaningful participation in a diverse, changing world. These activities include classroom guidance, small groups for skill mastery, individual counseling for students with specific needs, and a variety of other proactive and innovative ways to support student performance.
Blocker-Coleman, Jacqueline	Teacher, K-12	
Newell, Ruthanne	Teacher, ESE	Autism Coach collaborates with the ESE Specialist to ensure all exceptional student education (ESE) staff are in accordance with the annual Local Education Agency (LEA) Memo. The Autism Coach provides information to school based personnel on a variety of topics to include updating staff on policy changes, assists regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitors progress of IEP goals. The Autism Coach assists in identifying, reporting and correcting IDEA compliance concerns identified internally, reports all compliance concerns directly to the school based leadership, corrects compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures, communicates effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity. The ESE Specialist ensures adherence to safety rules and procedures and follows federal

Name	Position Title	Job Duties and Responsibilities
		and state, as well as School Board policies. The Autism Coach provides personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers providing instruction to scholars with disabilities. In addition to mentoring, the instructional coach supports teachers to develop skills in analyzing student work, differentiating instruction, developing IEPs, developing behavior plans. Also, the coach works collaboratively with the support team to build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers, and develop an inclusive learning environment for all scholars.

Demographic Information

Principal start date

Wednesday 7/5/2017, Sheneka Blue

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

646

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

8

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	104	90	102	106	81	115	0	0	0	0	0	0	0	598
Attendance below 90 percent	42	42	44	47	28	42	0	0	0	0	0	0	0	245
One or more suspensions	0	1	0	9	5	14	0	0	0	0	0	0	0	29
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	38	31	32	0	0	0	0	0	0	0	101
Level 1 on 2022 statewide FSA Math assessment	0	0	0	40	26	47	0	0	0	0	0	0	0	113
Number of students with a substantial reading deficiency	0	3	9	9	4	9	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	0	2	4	39	43	43	0	0	0	0	0	0	0	131

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	34	32	7	0	0	0	0	0	0	0	73
Students retained two or more times	0	0	0	0	5	1	0	0	0	0	0	0	0	6

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	84	79	85	90	79	102	0	0	0	0	0	0	0	519	
Attendance below 90 percent	23	36	38	37	38	33	0	0	0	0	0	0	0	205	
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2	
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	4	35	0	0	0	0	0	0	0	39	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	22	0	0	0	0	0	0	0	25	
Number of students with a substantial reading deficiency	0	6	6	17	11	10	0	0	0	0	0	0	0	50	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	0	4	8	12	33	0	0	0	0	0	0	0	58

The number of students identified as retainees:

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

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	84	79	85	90	79	102	0	0	0	0	0	0	0	519
Attendance below 90 percent	23	36	38	37	38	33	0	0	0	0	0	0	0	205
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
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	4	35	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	22	0	0	0	0	0	0	0	25
Number of students with a substantial reading deficiency	0	6	6	17	11	10	0	0	0	0	0	0	0	50
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	4	8	12	33	0	0	0	0	0	0	0	58

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	35%	58%	56%				36%	59%	57%
ELA Learning Gains	57%						43%	60%	58%
ELA Lowest 25th Percentile	51%						50%	54%	53%
Math Achievement	42%	54%	50%				48%	65%	63%
Math Learning Gains	68%						48%	66%	62%
Math Lowest 25th Percentile	58%						46%	53%	51%
Science Achievement	21%	59%	59%				28%	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	31%	60%	-29%	58%	-27%
Cohort Comparison		0%				
04	2022					
	2019	30%	62%	-32%	58%	-28%
Cohort Comparison		-31%				
05	2022					
	2019	41%	59%	-18%	56%	-15%
Cohort Comparison		-30%				

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	57%	65%	-8%	62%	-5%
Cohort Comparison		0%				
04	2022					
	2019	38%	67%	-29%	64%	-26%
Cohort Comparison		-57%				
05	2022					
	2019	38%	64%	-26%	60%	-22%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	27%	49%	-22%	53%	-26%

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	13	28	31	35	53	50	12				
ELL	32	49	64	45	72	64	19				
BLK	32	55	51	41	68	59	18				
HSP	55			60							
FRL	34	54	45	40	67	63	20				
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	11	6	8	8	6		17				
ELL	20	29		16	18		13				
BLK	27	30	27	24	15	12	22				
FRL	27	30	26	23	15	10	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	19	50	54	17	25	27					
ELL	31	34	37	44	46	38	32				
BLK	35	42	48	47	49	48	26				
FRL	36	42	49	48	47	45	28				

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	48
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	54
Total Points Earned for the Federal Index	386
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	50
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	47
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
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?

ELA proficiency continues to be an area of growth across grade levels. ELA proficiency and gains lags behind Math trends by almost 20%. Additionally, the data component that showed the greatest decline is our Science proficiency, it dropped 1% from 2021 FSA to 2022 FSA. The following factors contributed to the 1% drop in Science proficiency: teachers knowledge of standards, lack of hands on science learning experiences, tracking student progress, the need for more training on data driven instruction.

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

The data component that continues to show minimal growth is ELA proficiency, it only increased 7% from 2021 FSA to 2022 FSA. The following factors contributed to minimum gains in ELA proficiency: teachers knowledge of standards, gaps in foundational literacy skills, tracking student progress, the need for more training on data driven instruction.

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

ELA achievement had the greatest gap when compared to the state average. The following factors contributed to the 21% gap in ELA achievement: teachers knowledge of standards, gaps in foundational literacy skills, tracking student progress, the need for more training on data driven instruction.

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

Math achievement increased significantly with learning gains increasing from 15% (2021 FSA) to 68% (2022 FSA). Math proficiency increase from 24% (2021 FSA) to 42% (2022 FSA). Teachers were trained on Data Driven Math Instructional Practices and receive consistent training and feedback regarding Hands-On Mathematics Instruction. Our school's Math Coach provided push-in support and Math specials for intermediate grades, with a focus on our most fragile math students.

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

Attendance and the total number of students with one or more EWS indicators are our two potential areas of concern. All students identified in EWS will participate in Oriole's attendance initiative and they will receive tiered interventions through the Multi-Tiered System of Supports and Response to Intervention, with continued support from our school Social worker.

Our School Counselor will monitor their academic progress and monthly SAC/PTA meetings will be held to inform parents of the ELA and MATH resources available to support learning at home.

Monthly incentives will be given to students for perfect attendance on a monthly basis.

Teachers will receive ongoing professional development per grade level on multi-tiered strategies and support, problem identification, and data-based problem solving to identify appropriate Tier 2 and Tier 3 interventions.

Monthly Parent and Teacher meetings to support the home/school connection and provide updated progress reports to parents.

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

What I Need (WIN) push-in support will be implemented Monday - Thursday in grades K-5 which will be strategically geared towards our tier 3 scholars with a focus on ELA and addressing foundational literacy skills.

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.

Collaborative lesson planning to review student data, share best practices and content resources. A collaborative hour has been added to the schedule to ensure that planning is taking place. The planning is held in conjunction with the coaches to ensure that lessons are standards based and that teachers are making decisions using data. There is a continued focus on designing learning tasks that are rigorous and designed to meet the rigor of students.

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

Push-in/ pull-out in targeted classrooms using small groups based on overall performance data.

a) Using data from Common Formative Assessments, teachers will be Tiered. Push-in/ pull-out support will be

provided to support those teachers with the lowest data. New Assessments will be given after the support to determine if growth was made. Remediation and Enrichment sessions monitored by our Instructional Coaches.

b) Instructional Coaches will help teachers to provide remediation and enrichment. During the collaborative hour, coaches will work with teachers to design tasks to meet the needs of the scholars who need remediation and enrichment.

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.

ELA proficiency continues to show minimal growth, increasing only 7% from 2021 FSA to 2022 FSA. In 2022, 35% of students were proficient in ELA. Additionally, 13% of our SWD subgroup met proficiency and 28% showed learning gains.

Measurable**Outcome:**

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

If teachers implement high quality literacy instruction with fidelity, then students will become engaged learners and demonstrate proficiency in all content areas.

Monitoring:

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

Formal assessment data will be analyzed and monitored in addition to teacher observation.

Person responsible for monitoring outcome:

Seporia Bolden (seporia.bolden@browardschools.com)

Evidence-based**Strategy:**

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

Scholars will be provided differentiated instructional learning opportunities to read, write and talk about texts.

Rationale for**Evidence-based****Strategy:**

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

Providing scholars differentiated instructional learning opportunities to read, write and talk about texts helps teachers connect with scholars with different learning styles. In addition to connecting with scholars and their interests, differentiating instruction allows scholars to utilize higher order thinking. Scholars use complex ways to think about what they are learning which aids them in being effective problem solvers and develop deeper understanding of content.

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 engage scholars in well planned differentiated instruction. Targeted scholars will be provided additional support through push-in model. Scholars will be assessed on standards and skills taught. Formal assessment data will be analyzed and monitored in addition to teacher observation.

Person Responsible Seporia Bolden (seporia.bolden@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

To ensure all students achieve learning gains in English Language Arts (ELA), tiered instruction will be utilized to personalize instruction for all scholars. Teachers require additional professional development along with a structure for continued support as they develop highly effective teaching strategies.

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

To ensure all students achieve learning gains in English Language Arts (ELA), tiered instruction will be utilized to personalize instruction for all scholars. Teachers require additional professional development along with a structure for continued support as they develop highly effective teaching strategies.

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

By June, 2022 scholars in grades K-2 will demonstrate academic growth and show an increase by 30 percentage points.

Grades 3-5: Measureable Outcome(s)

By June, 2022 scholars in grades 3-5 will demonstrate academic growth and show an increase by 25 percentage points.

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.

Student Achievement Data along with classroom walkthrough data, observation logs and teacher surveys will be utilized to monitor effectiveness of professional development and support. This information will determine additional supports that will be provided based on data driven results.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Blue, Sheneka, sheneka.blue@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 will be utilized and implemented to achieve the outcomes in each grade level. SOAR Camp will also be implemented to offer additional support which aligns with the district and BEST ELA standards.

Rationale for Evidence-based Practices/Programs:

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

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

The abovementioned practices and programs address the identified need for the targeted populations.

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
Teachers will receive targeted professional development in Balanced Literacy Instruction, focusing specifically on small group differentiation, shared reading, literacy centers, and close reading strategies. The Elementary Learning Department will provide on-site support to ensure effective implementation of strategies learned through Professional Development. As a follow-up to professional learning experiences, teachers will receive additional peer coaching from teacher leaders on the school campus.	Blue, Sheneka, sheneka.blue@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.

Utilize community and business partnerships to create and implement appropriate workshops for families (school or community based). Staff/Parent/Community Stakeholders will engage in collaborative discussions related to school improvement goals and effective engagement practices (through events, volunteering, and meetings) to problem solve parent/community involvement challenges and celebrate/increase successes during regularly scheduled SAC/SAF/PTA meetings. Additionally, to further engage parents, we will develop a parent center to provide parents with academic resources that can be utilized at home with children. The school's administration and SPARKS team (social worker and community liaison) will work collaboratively to build and sustain relationships with families, community organizations, businesses, and school staff. The school's community liaison will partner with local food banks to develop and coordinate periodic food distribution events and sustain a food pantry to address the dietary needs of our school community.

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

Community and business partnerships to create and implement appropriate workshops for families (school or community based). Staff/Parent/Community Stakeholders will engage in collaborative discussions related to school improvement goals and effective engagement practices (through events, volunteering, and meetings) to problem solve parent/community involvement challenges and celebrate/increase successes during regularly scheduled SAC/SAF/PTA meetings. Additionally, to further engage parents, we will develop a parent center to provide parents with academic resources that can be utilized at home with children. The school's administration and SPARKS team (social worker and community liaison) will work collaboratively to build and sustain relationships with families, community organizations, businesses, and school staff. The school's community liaison will partner with local food banks to develop and coordinate periodic food distribution events and sustain a food pantry to address the dietary needs of our school community.