# Gulfstream Academy Of Hallandale Beach



## 2022-23 Schoolwide Improvement Plan

## Table of Contents

# Gulfstream Academy Of Hallandale Beach

### 1000 S W 3RD ST, Hallandale Beach, FL 33009

### [ no web address on file ]

## Demographics

## Principal: Carlton Campbell

Start Date for this Principal: 7/1/2022

| | |
|---|---|
| **2019-20 Status** <br> (per MSID File) | Active |
| **School Type and Grades Served** <br> (per MSID File) | Combination School <br> KG-8 |
| **Primary Service Type** <br> (per MSID File) | K-12 General Education |
| **2021-22 Title I School** | Yes |
| **2021-22 Economically Disadvantaged (FRL) Rate** <br> (as reported on Survey 3) | 100% |
| **2021-22 ESSA Subgroups Represented** <br> (subgroups with 10 or more students) <br> (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* <br> English Language Learners <br> Black/African American Students <br> Hispanic Students <br> Multiracial Students* <br> White Students <br> Economically Disadvantaged Students |
| **School Grades History** | 2021-22: C (52%) <br><br> 2018-19: B (56%) <br><br> 2017-18: B (57%) |
| **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.](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

# Gulfstream Academy Of Hallandale Beach

### 1000 S W 3RD ST, Hallandale Beach, FL 33009

### [ 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) |
|---|---|---|
| Combination School KG-8 | 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 | 89% |

## School Grades History

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

## School Board Approval

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## SIP Authority

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Our mission is to empower students in mathematics, reading, writing, and science academically with critical thinking skills and problem-solving skills. We promote social, emotional and physical development through positive self-imaging and wise decision-making skills.

**Provide the school's vision statement.**

Colts to Stallions United for Excellence

### 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 |
|------|----------------|---------------------------------|
| Boyce, Candy | Assistant Principal | Oversee daily operations of K- 3 for Curriculum and Behavioral aspects. Focuses on ensuring students have photos and IDs, Teacher Compliance, Technology, Sunshine Committee, Support Staff, SEL, Student Handbook, Forms, and Planners, Parent / Teacher Conferences, RTI, Faculty Handbook, Master Calendar, Morning Announcements, Community Partnership Schools, After School Programs, School Committees and ESOL. |
| Fitzpatrick, Chandra | Assistant Principal | Oversee daily operations of 4-8 ELA and Science for Curriculum. Additionally, she manages the discipline and behavior of grades 4-6. She focuses on making sure that teacher mandatory trainings are completed. Also, she manages substitutes, support staff, safety and security, PTSA, Title 1 and Verizon Innovative Learning School partnership. |
| Campbell, Carlton | Principal | The principal is responsible for the academics of the entire school. The principal works closely with the assistant principals and coaches to oversee and approve the curriculum plan and the assessments for the school year. The principal meets regularly with all support staff, assistant principals and teachers to ensure that everyone is in collaborations towards the common goal. The principal attends School Advisory Council meetings to gather pertinent information from stakeholders in reference to items that may need improvement. |
| Siggia, Elmo | Assistant Principal | Oversee grades 4-8 with Math and Social Studies curriculum. Manages grades 7-8 when it involves discipline and behavior. Manages the smart bond, facilities, ESE / Gifted, PLCs, PASL, extra curricular, community partnerships, Textbooks, Athletics, Discipline and TIER mentor program. |

## Demographic Information

**Principal start date**
Friday 7/1/2022, Carlton Campbell

**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.*
6

**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.*
16

**Total number of teacher positions allocated to the school**
91

**Total number of students enrolled at the school**
1,298

**Identify the number of instructional staff who left the school during the 2021-22 school year.**
11

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**
16

**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 | 162 | 154 | 169 | 173 | 148 | 190 | 174 | 192 | 0 | 0 | 0 | 0 | 0 | 1362 |
| Attendance below 90 percent | 71 | 55 | 70 | 66 | 49 | 65 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 383 |
| One or more suspensions | 0 | 0 | 2 | 4 | 11 | 20 | 29 | 42 | 0 | 0 | 0 | 0 | 0 | 108 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 76 | 0 | 0 | 0 | 0 | 0 | 111 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 32 | 0 | 0 | 0 | 0 | 0 | 60 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 48 | 39 | 60 | 49 | 72 | 0 | 0 | 0 | 0 | 0 | 268 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 58 | 51 | 74 | 53 | 81 | 0 | 0 | 0 | 0 | 0 | 317 |
| Number of students with a substantial reading deficiency | 0 | 34 | 50 | 47 | 55 | 83 | 25 | 26 | 0 | 0 | 0 | 0 | 0 | 320 |

**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 | 5 | 28 | 43 | 54 | 67 | 88 | 59 | 92 | 0 | 0 | 0 | 0 | 0 | 436 |

**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 | 5 | 20 | 30 | 30 | 11 | 15 | 10 | 12 | 0 | 0 | 0 | 0 | 0 | 133 |
| Students retained two or more times | 0 | 0 | 1 | 0 | 0 | 0 | 4 | 8 | 0 | 0 | 0 | 0 | 0 | 13 |

**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 | 132 | 129 | 143 | 156 | 125 | 162 | 157 | 171 | 180 | 0 | 0 | 0 | 0 | 1355 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 1 | 0 | 1 | 4 | 1 | 17 | 14 | 10 | 0 | 0 | 0 | 0 | 48 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 84 | 69 | 52 | 0 | 0 | 0 | 0 | 205 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 69 | 43 | 20 | 0 | 0 | 0 | 0 | 132 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 26 | 30 | 30 | 29 | 48 | 37 | 0 | 0 | 0 | 0 | 200 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 27 | 30 | 31 | 29 | 48 | 37 | 0 | 0 | 0 | 0 | 202 |
| Number of students with a substantial reading deficiency | 0 | 3 | 19 | 40 | 15 | 5 | 120 | 136 | 109 | 0 | 0 | 0 | 0 | 447 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 2 | 10 | 20 | 21 | 20 | 111 | 104 | 77 | 0 | 0 | 0 | 0 | 365 |

**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 | 15 | 0 | 0 | 19 | 13 | 0 | 0 | 0 | 0 | 0 | 48 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 2 | 0 | 0 | 0 | 0 | 6 |

**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 | 132 | 129 | 143 | 156 | 125 | 162 | 157 | 171 | 180 | 0 | 0 | 0 | 0 | 1355 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 1 | 0 | 1 | 4 | 1 | 17 | 14 | 10 | 0 | 0 | 0 | 0 | 48 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 84 | 69 | 52 | 0 | 0 | 0 | 0 | 205 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 69 | 43 | 20 | 0 | 0 | 0 | 0 | 132 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 26 | 30 | 30 | 29 | 48 | 37 | 0 | 0 | 0 | 0 | 200 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 27 | 30 | 31 | 29 | 48 | 37 | 0 | 0 | 0 | 0 | 202 |
| Number of students with a substantial reading deficiency | 0 | 3 | 19 | 40 | 15 | 5 | 120 | 136 | 109 | 0 | 0 | 0 | 0 | 447 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 2 | 10 | 20 | 21 | 20 | 111 | 104 | 77 | 0 | 0 | 0 | 0 | 365 |

**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 | 15 | 0 | 0 | 19 | 13 | 0 | 0 | 0 | 0 | 0 | 48 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 2 | 0 | 0 | 0 | 0 | 6 |

## 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 | 46% | 57% | 55% | | | | 48% | 58% | 61% |
| ELA Learning Gains | 60% | | | | | | 58% | 58% | 59% |
| ELA Lowest 25th Percentile | 46% | | | | | | 50% | 52% | 54% |
| Math Achievement | 38% | 47% | 42% | | | | 53% | 58% | 62% |
| Math Learning Gains | 55% | | | | | | 62% | 58% | 59% |
| Math Lowest 25th Percentile | 60% | | | | | | 50% | 51% | 52% |
| Science Achievement | 36% | 52% | 54% | | | | 40% | 51% | 56% |
| Social Studies Achievement | 59% | 64% | 59% | | | | 72% | 74% | 78% |

**Grade Level Data Review - State Assessments**
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 50% | 60% | -10% | 58% | -8% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 44% | 62% | -18% | 58% | -14% |
| Cohort Comparison | | -50% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 48% | 59% | -11% | 56% | -8% |
| Cohort Comparison | | -44% | | | | |
| 06 | 2022 | | | | | |
| | 2019 | 47% | 57% | -10% | 54% | -7% |
| Cohort Comparison | | -48% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 38% | 55% | -17% | 52% | -14% |
| Cohort Comparison | | -47% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 48% | 59% | -11% | 56% | -8% |
| Cohort Comparison | | -38% | | | | |

| 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 | 55% | 67% | -12% | 64% | -9% |
| Cohort Comparison | | -51% | | | | |
| 05 | 2022 | | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 65% | 64% | 1% | 60% | 5% |
| Cohort Comparison | | -55% | | | | |
| 06 | 2022 | | | | | |
| | 2019 | 50% | 58% | -8% | 55% | -5% |
| Cohort Comparison | | -65% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 35% | 53% | -18% | 54% | -19% |
| Cohort Comparison | | -50% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 35% | 45% | -10% | 46% | -11% |
| Cohort Comparison | | -35% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 33% | 49% | -16% | 53% | -20% |
| Cohort Comparison | | | | | | |
| 06 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -33% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 18% | 43% | -25% | 48% | -30% |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 96% | 67% | 29% | 67% | 29% |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 68% | 71% | -3% | 71% | -3% |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |

| HISTORY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| **ALGEBRA EOC** | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 78% | 61% | 17% | 61% | 17% |
| **GEOMETRY EOC** | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 100% | 56% | 44% | 57% | 43% |

## 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 | 15 | 41 | 36 | 14 | 45 | 47 | 14 | 25 | | | |
| ELL | 41 | 56 | 44 | 40 | 58 | 64 | 25 | 53 | 52 | | |
| ASN | 55 | 80 | | 64 | 50 | | | | | | |
| BLK | 37 | 55 | 48 | 28 | 49 | 54 | 24 | 58 | 42 | | |
| HSP | 51 | 61 | 46 | 43 | 57 | 64 | 43 | 63 | 79 | | |
| MUL | 42 | | | 42 | | | | | | | |
| WHT | 54 | 66 | | 46 | 64 | | 43 | | | | |
| FRL | 46 | 60 | 49 | 37 | 54 | 61 | 34 | 59 | 65 | | |
| **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 | 38 | 30 | 19 | 16 | 18 | 7 | 29 | | | |
| ELL | 40 | 44 | 35 | 38 | 24 | 25 | 31 | 43 | 45 | | |
| BLK | 35 | 45 | 32 | 26 | 20 | 21 | 22 | 42 | 59 | | |
| HSP | 47 | 50 | 38 | 37 | 20 | 29 | 42 | 58 | 56 | | |
| MUL | 50 | 60 | | 58 | 30 | | | | | | |
| WHT | 43 | 42 | | 48 | 32 | | 50 | 45 | 55 | | |
| FRL | 41 | 46 | 33 | 32 | 20 | 24 | 31 | 47 | 57 | | |
| **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 | 18 | 38 | 39 | 23 | 45 | 44 | 13 | 46 | | | |
| ELL | 45 | 61 | 55 | 52 | 64 | 45 | 34 | 64 | 50 | | |
| ASN | 77 | 75 | | 77 | 75 | | | | | | |
| BLK | 38 | 52 | 52 | 46 | 56 | 50 | 25 | 64 | 60 | | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **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** |
| HSP | 55 | 63 | 49 | 58 | 65 | 50 | 48 | 77 | 75 | | |
| MUL | 47 | 56 | | 53 | 67 | | | | | | |
| WHT | 55 | 60 | 50 | 60 | 65 | 53 | 51 | 89 | 92 | | |
| FRL | 47 | 57 | 51 | 52 | 61 | 50 | 38 | 71 | 72 | | |

## 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 | 53 |
| 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 | 66 |
| Total Points Earned for the Federal Index | 534 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 97% |
| **Subgroup Data** | |
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 27 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 1 |
| **English Language Learners** | |
| Federal Index - English Language Learners | 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 | 62 |

| Asian Students | |
|---|---|
| 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 | 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 | 42 |
| 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 | 53 |
| 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 | 53 |
| 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?**

The trends that we noticed across grade levels are that all grade levels made learning gains in ELA. In addition to the learning gains, our lowest quartile made gains as well in each grade level except eighth grade. Within our subgroups, many students grew from 2021. Our students with disabilities declined four percent from 2021 in their ELA achievement while all other subgroups showed some improvement. In math all subgroups improved except our students with disabilities.

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

Our students with disabilities show the greatest need for improvement as they have declined from the previous year, and did not meet the criteria of 41% with just 27% instead.

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

When looking at the data, students with disabilities grew in the area of learning gains for both ELA , Math and Science achievement. However, the overall proficiency is still regressing. Therefore, we would need to continue to implement professional development for teachers on the best practices to ensure that students are receiving their accommodations with fidelity.

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

Math learning gains made the most improvement from 2021 to 2022. This can be seen in the gain from 21% for Math learning gains and 25% for Math Lowest quartile to 55% and 60% which is a 34% and 35% gain.

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

Teachers were required to monitor progress heavily utilizing the iReady platform. In addition, students were pulled out for small group interventions with our ESSER teachers who focused on the bubble/slider students and lowest quartile students.

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

With the new curriculum being implemented across the state, the school will heavily rely on the PLC process to help promote the implementation of the new curriculum and share best practices. As teachers become more comfortable with B.E.S.T standards and the new curriculum for reading and math the more success our students will have on the FAST assessment.

**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.**

Focusing specifically on our students with disabilities, the school will provide professional development opportunities for the staff with the assistance of the Exceptional Students Education department with the district. In addition, students need a structured learning environment to learn. Therefore, the school will be offering CHAMPS training as part as our initiative as a PBIS school to ensure that teachers have a way to enforce expectations schoolwide.

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

Teachers voiced their concerns about the ESSER teachers pulling students out during instructional time for their intervention block. To help ensure that both the ESSER teacher and the Classroom Teacher are working toward the common goals of the student, the services have been switched to push in services. This helps to remove some of the possible gaps that may be occurring when students leave the classroom.

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

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| | |
|---|---|
| **#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.** | Our school has been designated as a RAISE (Reading Achievement Initiative for Scholastic Excellence) school due to 50 percent or more of our students scoring below a level three on the FSA reading in grades 3-5 in the 2020-2021 school year. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | By May 2023, each grade level (3 - 8) will increase at least 5% in proficiency resulting in an overall improvement from 46% to 51% proficiency as measured by the FAST assessment. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | To start the year, students completed PMA 1 of the FAST assessment. Teachers are currently analyzing that baseline data and looking at how students performed on the standards they are currently teaching in Quarter 1. Teachers also compare the way that students performed on the FAST assessment to the way that they performed on their Weekly, Unit, and CFA assessments. Teachers will also monitor their classes' progress on standards through small group instruction to ensure that students are receiving the necessary remediation and reteaching opportunities to increase student achievement. Administration and academic coaches will assist by hosting data chats and supporting teachers as needed. |
| **Person responsible for monitoring outcome:** | Chandra Fitzpatrick (chandra.fitzpatrick@browardschools.com) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | Evidence-based strategies that we will implement are: data chats with both students and teachers, PLCs, Data folders for students and teachers to support accountability, progress monitoring Excel sheets to ensure that Academic Coaches are aware where students are performing and the Instructional Focus Calendar to ensure that all teachers are working on the same standards. |

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

Knowing the Data helps to ensure students are working toward our goal of improving student achievement. Therefore, we believe it is important to ensure that both teachers and students are aware of their data, where they fall on the FAST scale and how they can improve in their achievement.

**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.

1. We will have professional Development to help instruct the teachers on how to use the resources that are part of the strategies we are planning.
2. The teachers will use the FAST portal, and other resources and assessments gauge their understanding of literacy.
3. The teachers will participate in Professional Learning Communities so that they are able to collaborate with one another on ways to help their students improve.
4. The teachers will give remediation to those students who are still not performing at grade level.
5. ESSER teachers will provide additional support to classroom teachers to ensure both bubble and bottom quartile students are receiving the additional small group assessments that will help them to be successful.

**Person Responsible**  Nichole Coleman (nichole.coleman@browardschools.com)

| #2. 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.** | This area of focus for improving literacy was chosen because when students with disabilities increase learning gains in reading, it shows that we are filling gaps that the students have in their learning. Increasing their learning gains in reading will impact learning in all content learning areas. This was the only area in which we declined from the previous year marking a consecutive year with students with disabilities performing under the 41% threshold. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | By June 2023, the Federal Index of Students with Disabilities (in grades 3-8) will increase from 27% to 43% as shown by the the FAST Assessments. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | We will be using the FAST PMAs as well as the Common Formative Assessments to test the student's literacy knowledge and comprehension. As the standards are being taught we will compare the progress throughout the PMAs for the school year. Extra interventions will be given to those students who do not show growth between PMA 1 and PMA 2, the Benchmark Unit Assessments, their Common Formative Assessment and progress will be tracked through progress monitoring Excel sheets. |
| **Person responsible for monitoring outcome:** | Nichole Coleman (nichole.coleman@browardschools.com) |
| **Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** | We will be using scaffolding, anchor charts, visuals, review ESE accommodations, provide modified schedules, modified assignments, and individual student goals. Students will also be instructed in small group settings based on their IEP. |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for** | With the new FAST assessments it is the best way to monitor the students progression towards mastering the standards as well as baseline assessment for how students are currently performing on their grade level expectations. This will provide students with authentic opportunities to engage with the material in the same manner they will be exposed and tested with at the end of the year. In addition, we will continue to use supplemental programs such as iReady and Vocabulary.com to remediate and enrich areas of identified deficiencies. |

**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.

1. We will have Professional Development to help instruct the teachers on best practices when working with students with disabilities.
2. The teachers will be using their new curriculums to gauge the students' understanding of literacy and provide extra support.
3. The teachers will participate in Professional Learning Communities so that they are able to collaborate with one another on ways to help students improve.
4. Grades 6-8 will have a learning strategies course that will help to provide students with remediation to close academic gaps in ELA.
5. Teachers will monitor behavior to ensure that further accommodations are not needed for students to be successful and collaborate with the ESE support facilitator to ensure that the services are being met.

**Person
Responsible**    Elmo Siggia (elmo.siggia@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**

Currently 57% of our students in K-2 are projected to score below the level 3 proficiency mark based on the Benchmark Assessment System (BAS) from the 2021-2022 school year. This affects the student learning in literacy because it shows that students are struggling to comprehend the texts that they are reading and communicate their answers verbally.

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

Currently 54% of our students in 3-5 are below the level 3 proficiency mark, therefore we want to increase our overall ELA proficiency for students in grades 3-5. This affects student's learning in literacy because students read to learn different subject area content such as science, social studies and writing. This need was identified through the FSA data and because reading affects all content areas it is a critical need that we improve our literacy achievement.

**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 2023, the number of students in grades K-2 scoring below level 3 will decrease from 57% to 47% per the Statewide ELA assessment.

**Grades 3-5: Measureable Outcome(s)**

By June 2023, the number of students in grades 3 -5 scoring below level 3 will decrease from 54% to 49% per 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.

High-quality literacy instruction will be monitored by the administration and curriculum coaches. Teachers will become continuous learners to master the new benchmarks (B.E.S.T.) Teachers will become familiar with the new benchmarks to ensure that all learning targets are taught. Continuous learning will occur through professional learning communities and school-site/district professional developments. Progress monitoring will include analyzing data from PM1 and PM2 ( FAST) and creating action plans to shift instruction delivery if needed. Administration and Coaches will facilitate data chats with teachers to discuss educational trends, proficient students, and struggling students. Administration and Coaches will conduct instructional feedback meetings to ensure that teachers are aware of their instructional practice and delivery. Teachers will conduct data chats with students, so they become accountable of their outcomes.

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

Fitzpatrick, Chandra, chandra.fitzpatrick@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. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence-based program being implemented at Gulfstream Academy of Hallandale Beach for grades K-5 is Benchmark Advance. This program encourages students to be active learners and collaborators. Students spiral through comprehension skills and strategies for high stakes testing. Our students can be monitored by utilizing data from unit, weekly and interim assessments. The program also has an intervention component, small group instruction, guided reading, word study/phonics, and writing. Benchmark Advance is aligned to the B.E.S.T. benchmarks. This program will close educational gaps and extend learning when needed. Benchmark Advance is in full implementation mode.

**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 rationale for Benchmark Advance was selected by the literacy department. This program is being utilized in all elementary public schools in Broward County. Benchmark Advance has a plethora of resources to implement high quality instruction to our students. This program was highly vetted by district personnel and literacy committees prior to the curriculum adoption taking place. Benchmark Advance services Tier 1, Tier 2, and Tier 3 instruction. Broward County School district purchased this program with the intent of positive results being created for students, which will increase a love for literacy.

**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 |
|---|---|
| Literacy Leadership - Administrators will become knowledgeable in the area of literacy and become familiar with literacy standards. Literacy Coaches will attend ongoing district and state training to improve their knowledge in the areas of literacy. | Boyce, Candy, candy.boyce@browardschools.com |
| Literacy Coaching - Literacy coaches will conduct classroom walkthroughs and review ongoing data to provide instructional feedback to teachers to improve their instruction in the area of literacy. | Boyce, Candy, candy.boyce@browardschools.com |
| Assessment - The school will use progress monitoring tools to monitor student progress towards mastery of the standard and to make informed instructional decisions. The progress monitoring tools we will utilize are Benchmark Unit Assessments and iReady Computer based lessons. | Boyce, Candy, candy.boyce@browardschools.com |
| Professional Learning - Administrators and Coaches will provide teachers with ongoing professional development on effective strategies to use during instruction and how to effectively monitor student learning using data. | Boyce, Candy, candy.boyce@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.**

Gulfstream Academy of Hallandale Beach K-8 addresses building a positive culture and environment by having monthly parent nights to provide parents with various curriculum strategies/ resources to increase their child's academic achievement levels.

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

Gulfstream Academy of Hallandale Beach K-8 has partnered with the United Way to ensure that there are community and family resources available to the population in which we serve. Through our partnership we have been able to ensure that families are aware of different social and emotional learning skills to cope with the stresses of a school / life balance. Some of the programs they have provided are resources for accessing uniforms if they families cannot afford them, and ensuring that families have access to vision and dental programs. Also, Gulfstream Academy of Hallandale Beach has a partnership with Memorial Healthcare which provides our families in grades 6-8 with free afterschool supervision. This allows families to ensure that while they are finishing their work day, their students are being cared for, fed and provided homework assistance.