

Broward County Public Schools

# Chapel Trail Elementary School



## 2022-23 Schoolwide Improvement Plan

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## Chapel Trail Elementary School

19595 TAFT ST, Pembroke Pines, FL 33029

[ no web address on file ]

### Demographics

Principal: Susan Suarez

Start Date for this Principal: 7/27/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	39%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (60%) 2018-19: A (72%) 2017-18: A (70%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Chapel Trail Elementary School

19595 TAFT ST, Pembroke Pines, FL 33029

[ 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	No	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

### School Grades History

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

### 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.**

We Inspire and Empower Confident and Innovative Learners.

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

Chapel Trail Elementary, Empowering Tomorrow's Leaders.

### 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
Suarez, Susan	Principal	<ul style="list-style-type: none"> <li>-Promote a safe and enjoyable learning environment for all stakeholders.</li> <li>-Lead Instructional Leader on Campus</li> <li>-Monitor students and staff to ensure safety on campus.</li> <li>-Monitor disciplinary events on campus.</li> <li>-Monitor instructional practices on campus through classroom observations, classroom visits, data chats, and progress monitoring.</li> <li>-Provide support across the campus wherever it is needed.</li> <li>-Serve on the Leadership Team, safety team, and Behavior Threat Assessment Team</li> </ul>
Schreidell, Richard	Assistant Principal	<ul style="list-style-type: none"> <li>-Instructional Leader on Campus</li> <li>-Monitor students and staff to ensure safety on campus.</li> <li>-Monitor disciplinary events on campus.</li> <li>-Monitor instructional practices on campus through classroom observations, classroom visits, data chats, and progress monitoring.</li> <li>-Serve on the Leadership Team, safety team, and Behavior Threat Assessment Team</li> </ul>
Max, Kristen	Other	<p>ESE Specialist</p> <p>Provide support and materials for teachers to utilize with our students with disabilities population.</p> <p>Observe students</p> <p>Serves as the 5th Grade RTI Case Manager</p> <p>Serves as the textbook coordinator</p> <p>-Serve on the Leadership Team, safety team, and Behavior Threat Assessment Team</p>
Pimentel, Nicole	School Counselor	<ul style="list-style-type: none"> <li>-Provide small group support to students in grades 3rd-5th Grade.</li> <li>-Planning and delivering lessons to students in grade 3rd-5th Grade.</li> <li>-Schoolwide Testing Coordinator</li> <li>-Serve on the Leadership Team, safety team, and Behavior Threat Assessment Team</li> <li>-Serves as the 4th Grade RTI Case Manager</li> </ul>
Rodriguez-Soto, Lorena	School Counselor	<ul style="list-style-type: none"> <li>-Provide small group support to students in grades K-2nd Grade.</li> <li>-Planning and delivering lessons to students in grade K-2nd Grade.</li> <li>-Schoolwide Testing Coordinator</li> <li>-Serve on the Leadership Team, safety team, and Behavior Threat Assessment Team</li> <li>-Serves as the 2nd Grade RTI Case Manager</li> </ul>
Quintana, Iliana	Instructional Coach	<ul style="list-style-type: none"> <li>-Provide small group support for students with Autism.</li> <li>-Provide support to teachers in the form of modeling and support in planning for instruction and the use of techniques to best meet the needs of our students with Autism.</li> <li>-Gator Pals staff moderator ~ peer groups</li> </ul>



Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>-Serve on the Leadership Team and safety team</li> <li>-Serves as the Kindergarten RTI Case Manager</li> </ul>
Restrepo, Marye	Reading Coach	<ul style="list-style-type: none"> <li>-Provide small group instruction in Reading to students in Tier 3, as well as students who need additional support.</li> <li>-Provide support to teachers in the form of modeling and support in planning and delivering lessons.</li> <li>-Schoolwide Inservice Facilitator</li> <li>-Serve on the Leadership Team, safety team, and Behavior Threat Assessment Team</li> <li>-Serves as the 3rd Grade RTI Case Manager</li> </ul>

### Demographic Information

#### Principal start date

Friday 7/27/2018, Susan Suarez

**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.*

5

**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.*

6

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

53

**Total number of students enrolled at the school**

740

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

2

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

2

#### 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	129	117	134	134	145	146	0	0	0	0	0	0	0	805
Attendance below 90 percent	27	24	21	21	18	20	0	0	0	0	0	0	0	131
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	22	20	22	0	0	0	0	0	0	0	64
Level 1 on 2022 statewide FSA Math assessment	0	0	0	17	35	37	0	0	0	0	0	0	0	89
Number of students with a substantial reading deficiency	10	13	4	5	4	4	0	0	0	0	0	0	0	40

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	6	6	2	12	21	20	0	0	0	0	0	0	0	67

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

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

Date this data was collected or last updated

Wednesday 8/31/2022

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

Indicator	Grade Level													Total
Number of students enrolled														
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA														
Course failure in Math														
Level 1 on 2019 statewide FSA ELA assessment														
Level 1 on 2019 statewide FSA Math assessment														
Number of students with a substantial reading deficiency														

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

Indicator	Grade Level	Total
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Students with two or more indicators

#### The number of students identified as retainees:

Indicator	Grade Level	Total
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Retained Students: Current Year

Students retained two or more times

#### 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of sutdents with a substantial reading deficiency	0	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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

#### 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	0	0	0	0	0	0	0	0	0	0	0	0		
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	69%	58%	56%				81%	59%	57%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains	70%						72%	60%	58%
ELA Lowest 25th Percentile	47%						59%	54%	53%
Math Achievement	68%	54%	50%				83%	65%	63%
Math Learning Gains	71%						79%	66%	62%
Math Lowest 25th Percentile	45%						50%	53%	51%
Science Achievement	52%	59%	59%				82%	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	78%	60%	18%	58%	20%
Cohort Comparison		0%				
04	2022					
	2019	81%	62%	19%	58%	23%
Cohort Comparison		-78%				
05	2022					
	2019	79%	59%	20%	56%	23%
Cohort Comparison		-81%				

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	82%	65%	17%	62%	20%
Cohort Comparison		0%				
04	2022					
	2019	82%	67%	15%	64%	18%
Cohort Comparison		-82%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	82%	64%	18%	60%	22%
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	80%	49%	31%	53%	27%
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	34	31	30	36	49	36	16				
ELL	58	65	42	60	68	50	44				
ASN	82	83		76	75		60				
BLK	65	63	45	64	63	30	53				
HSP	64	71	49	66	71	50	47				
MUL	76	67		53	67						
WHT	81	68		81	78		68				
FRL	55	60	50	53	67	48	27				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	31	50	40	19	21	6	30				
ELL	60	62	50	52	29	36	59				
ASN	84			74							
BLK	59	53		38	18		37				
HSP	67	61	42	52	30	30	59				
MUL	76			62							
WHT	71	63		63	46		68				
FRL	53	53	33	35	18	12	40				
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	55	61	52	51	61	36	70				
ELL	70	62	56	82	77	56	72				
BLK	79	74	73	79	74	50	89				
HSP	80	73	68	81	78	49	82				
MUL	75	50		88	90						

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
WHT	83	68	33	87	82	38	77				
FRL	69	70	61	70	73	49	79				

### 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	58
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	44
Total Points Earned for the Federal Index	466
Total Components for the Federal Index	8
Percent Tested	100%
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	54
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	75
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	55
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	57
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	66
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	75
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	51
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?**

Across the grade levels the trends we see are that in grades 3 and 4, proficiency levels are increasing in both reading and math. In grade 5, Math also increased while ELA dropped from 71% to 68%.

When reviewing our subgroups, the data indicates that our students with disabilities (SWD) are under performing relative to the other subgroups.

In addition to the aforementioned, when closely reviewing the data, our reading and math scores are trending positively, yet our lowest quartile in Reading and Math are still struggling as indicated by 47% gains in ELA and 45% gains in Math. In addition, our Science achievement scores also dropped from 59% to 52%.

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

The data components that demonstrate the greatest need for improvement are the students in our lowest quartile (25%) in the areas of both Reading and Math, as well as, our students with disabilities (SWD) population. Increasing in the area of Science will be another area we will be working to improve.

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

Contributing factors to this need for improvement were the deficiencies and learning gaps that arose from the pandemic. The new actions we will take to address this need for improvement will be to focus on instructional practice through small group instruction and differentiation to meet the needs of our students.

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

Based on progress monitoring and 2022 state assessments, the data components that showed the greatest improvement were in the area of Math. As evidenced by the 2022 FSA, significant improvement was evident in math achievement, math learning gains, and math learning gains in the lowest quartile.

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

Contributing factors to this improvement were the implementation of a school-wide focus on Math achievement through our grade level PLC's. We also implemented teacher trainings and after school camps that allowed us to purchased hands-on materials to enhance our instruction in mathematics.

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

The strategies we will need to implement to accelerate learning include differentiated small group instruction in both reading and math specific to the needs of our struggling students. Teachers will incorporate strategies to accommodate and differentiate instruction to meet the individual needs of our entire student population, including but not limited to our SWD population. The strategies include visual, auditory, tactile and kinesthetic strategies.

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

The professional development opportunities that will be provided by the school to support teachers and leaders will be developed collaboratively between administration and representatives from the Broward Schools ESE Department and Elementary Learning Department. School visits will be conducted by the



ESE Department and Elementary Learning department to identify areas for growth. Professional development will be developed to meet the needs identified through the aforementioned classroom visits.

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

Additional services that will be implemented to ensure sustainability of improvement in the current year and beyond includes a focus on student centered differentiated instruction, providing an inclusive model for ESE services, student conferences, progress monitoring through common formative assessments, and frequent data chats.

**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.**

Based on data from the 2021-2022 school year, students achievement of our students in the Lowest 25% in the area of ELA was identified as an area of critical need. Lowest quartile students earned 47% proficiency on the ELA portion of the FSA.

**Measurable Outcome:**

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

By May 2022, our students in the Lowest quartile (25%), in the area of ELA, will increase from 47% to 50% proficiency as measured by the FAST PM3.

**Monitoring:**

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

Monitoring for this area of focus will be accomplished by tracking student progress in Benchmark Advance unit assessments, Benchmark Advance Interim assessments, and the ELA FAST PM2 assessment.

**Person responsible for monitoring outcome:**

Susan Suarez (susy.suarez@browardschools.com)

**Evidence-based****Strategy:**

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

Implementing differentiated, small-group instruction daily with fidelity.

**Rationale for Evidence-based Strategy:**

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

Small-group instruction provides opportunities for flexible and differentiated learning. With a smaller ratio of students, students will have more opportunities to participate. In addition, teachers are also able to monitor the students more effectively, thus providing a more individualized targeted instruction for the students individual needs allowing for better feedback and support.

**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.

Invite Instructional specialists from the Elementary Learning Department to visit and observe.

**Person Responsible**

Susan Suarez (susy.suarez@browardschools.com)

Implement suggestions from the specialists and provide professional development in the identified areas for growth.

**Person Responsible**

Susan Suarez (susy.suarez@browardschools.com)

Schedule school-based teacher trainings to improve instructional practice.

**Person Responsible**

Susan Suarez (susy.suarez@browardschools.com)

Offer opportunities for teachers to observe other teachers, as well as, share best practices.

<b>Person Responsible</b>	Susan Suarez (susy.suarez@browardschools.com)
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**#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.**

Based on data obtained from the 2021-2022 FSA ASsessment, our SWD subgroup was identified as an area of critical need. The Overall Federal Index indicated our SWD students earned 32%.

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

By May 2022, our SWD students will increase from 32% to at least 35% proficiency as measured by the Overall Federal Index.

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

Monitoring for this area of focus will be accomplished by tracking student progress in Benchmark Advance unit assessments, Benchmark Advance Interim assessments, and the ELA FAST PM2 assessment.

**Person responsible for monitoring outcome:**

Susan Suarez (susy.suarez@browardschools.com)

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

Implementing an inclusive model for providing ESE services.

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

Studies have shown the benefits that inclusive classrooms offer for children with disabilities and their peers. Instead of pulling children out of the classroom to offer them specialized instruction, in an inclusive classroom, special education teachers come into the classroom. This allows for general education teachers and specialists to work together in the same learning environment, benefiting all students, who are offered additional resources and support. This support often results in greater academic gains for students with disabilities as well as students without disabilities.

**resources/  
criteria used for  
selecting this  
strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Invite Instructional specialists from the ESE Department to visit and observe.

**Person Responsible** Susan Suarez (susy.suarez@browardschools.com)

Implement suggestions from the specialists.

**Person Responsible** Susan Suarez (susy.suarez@browardschools.com)

Schedule ESE support facilitators to push into classrooms.

**Person Responsible** Susan Suarez (susy.suarez@browardschools.com)

Offer opportunities for teachers to learn ESE instructional strategies.

**Person Responsible** Susan Suarez (susy.suarez@browardschools.com)

Share best practices.

**Person Responsible** Susan Suarez (susy.suarez@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.**

Chapel Trail has a supportive and fulfilling environment that is built on trust, respect and high expectations. The dedication that the teachers, support staff and administration display daily is the core of our vision and mission. Chapel Trail has built a positive school culture and environment by always evolving with the new standards, statewide testing and changes in curriculum. The numerous years of experience from the teaching staff makes it possible for success. Each teacher makes sure that the daily learning conditions meet the needs of all students. The staff spends countless hours in professional development, trainings, data chats, RTI meetings to assure that each child strengths and weaknesses are addressed.

Each staff member has a defined role and relationship in the success of every student. The Pre-K staff prepares the students for kindergarten. The paraprofessionals assist the teachers in small group instruction

and supporting the needs of each student. The ESE staff members create a trust with their teachers and students to make sure that each child can succeed and meet the highest standards.

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

Consulting with various stakeholder groups is critical in formulating a vision, mission and values for success.

Stakeholders involved in promoting a positive school culture and environment are the teachers, support staff, students, families, volunteers, PTA and the members of the School Advisory Council. Each have a distinct role needed for a positive school culture. The teachers' role is to meet the needs of each student in the classroom and set high expectations. Support staff is critical for assisting the teachers and administration. The students need to take ownership in their learning. Families are needed to support the teachers and their children. Volunteers help with being extra hands and help for all staff members. The PTA fundraises and purchases needed supplies and extra resources for teachers and students. Finally the School Advisory Council monitors the school improvement plan.