

Broward County Public Schools

Colbert Elementary School



2022-23 Schoolwide Improvement Plan

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Colbert Elementary School

2701 PLUNKETT ST, Hollywood, FL 33020

[no web address on file]

Demographics

Principal: Dorsett Mcleod

Start Date for this Principal: 9/30/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (41%) 2018-19: C (49%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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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Colbert Elementary School

2701 PLUNKETT ST, Hollywood, FL 33020

[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 KG-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	96%

School Grades History

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

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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.

Colbert Museum Magnet is committed to fostering a safe and nurturing learning community that provides an equitable and quality education experience for ALL scholars.

Provide the school's vision statement.

Educating today's students, to transform tomorrow's world, through continuous improvement in academia and social emotional learning.

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
McLeod, Dorsett	Principal	Instructional Leadership, Operational Management, Safety and Discipline, Community Liaison,
Cooper-Moye, Eyvonda	Assistant Principal	Operational Management, Climate and Discipline, Assist he Principal in all facets of the job, etc.
Neat, Chentel	Instructional Coach	Science Leader, STEM Support, Title I Liaison, Testing Coordinator, Teacher and Student Support
Engel, Pamela	Other	Testing and Evaluations, IEP Support and Construction, Legal Analyst, Meeting Facilitator

Demographic Information

Principal start date

Friday 9/30/2022, Dorsett Mcleod

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.*

4

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

615

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

3

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

3

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	115	81	105	86	111	121	0	0	0	0	0	0	0	619
Attendance below 90 percent	56	32	42	28	43	46	0	0	0	0	0	0	0	247
One or more suspensions	4	0	2	3	21	12	0	0	0	0	0	0	0	42
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	27	49	47	0	0	0	0	0	0	0	123
Level 1 on 2022 statewide FSA Math assessment	0	0	0	25	60	56	0	0	0	0	0	0	0	141
Number of students with a substantial reading deficiency	1	1	3	4	6	7	0	0	0	0	0	0	0	22

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	4	6	28	52	54	0	0	0	0	0	0	0	147

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	3	8	25	2	2	0	0	0	0	0	0	0	41
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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	101	75	95	75	104	113	0	0	0	0	0	0	0	563
Attendance below 90 percent	13	10	19	9	20	32	0	0	0	0	0	0	0	103
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	4	6	0	0	0	0	0	0	0	11
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	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	33	29	19	0	0	0	0	0	0	0	81
Number of students with a substantial reading deficiency	0	0	0	31	24	20	0	0	0	0	0	0	0	75

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	4	3	7	5	0	0	0	0	0	0	0	21

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	2	0	1	1	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	101	75	95	75	104	113	0	0	0	0	0	0	0	563
Attendance below 90 percent	13	10	19	9	20	32	0	0	0	0	0	0	0	103
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	4	6	0	0	0	0	0	0	0	11
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	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	33	29	19	0	0	0	0	0	0	0	81
Number of students with a substantial reading deficiency	0	0	0	31	24	20	0	0	0	0	0	0	0	75

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	4	3	7	5	0	0	0	0	0	0	0	21

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	2	0	1	1	0	0	0	0	0	0	0	0	0	4
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	29%	58%	56%				45%	59%	57%
ELA Learning Gains	47%						50%	60%	58%
ELA Lowest 25th Percentile	47%						48%	54%	53%
Math Achievement	34%	54%	50%				56%	65%	63%
Math Learning Gains	47%						53%	66%	62%
Math Lowest 25th Percentile	57%						55%	53%	51%
Science Achievement	25%	59%	59%				35%	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	43%	60%	-17%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	49%	62%	-13%	58%	-9%
Cohort Comparison		-43%				
05	2022					
	2019	44%	59%	-15%	56%	-12%
Cohort Comparison		-49%				

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	50%	65%	-15%	62%	-12%
Cohort Comparison		0%				
04	2022					
	2019	59%	67%	-8%	64%	-5%
Cohort Comparison		-50%				
05	2022					
	2019	57%	64%	-7%	60%	-3%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	36%	49%	-13%	53%	-17%
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	9	33		16	31	54	6				
ELL	35	50	45	43	50		33				
BLK	24	44	41	29	44	59	20				
HSP	39	54	60	44	51		35				
WHT	67			67							
FRL	27	47	49	33	43	58	22				
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	35		24	40		20				
ELL	38	65	70	41	60		40				
BLK	23	34	43	29	28	19	16				
HSP	49	58		62	44		65				
WHT	53			58							
FRL	31	39	38	40	34	24	26				
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	15	13	23	46	44					
ELL	31	45	36	53	70	63	20				
BLK	43	50	50	55	54	49	25				
HSP	44	51	50	56	55	73	42				
MUL	50			60							
FRL	44	49	49	55	52	53	30				

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)	TSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	336
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	44
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	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
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	67
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	42
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 decrease in the number of students that are proficient in ELA and Math is our current trend for all grade levels 3-5. There is also a consistent trend in increase in the growth areas for ELA and math in comparison to last year's achievement. Science achievement is on a continuous minimal decrease as well. Our SWD population continues to fall below the threshold for achievement, thus showing a trend in being an ESSA group.

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

The proficiency in ELA and Proficiency in Math are currently the components that are in the most need for improvement for grades 3-5 and across subgroups.

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

It is believed that due to having a majority of new teachers in grade 4 and 5, teacher pedagogy, and the inconsistent use of formative data to inform daily small group instruction to students were the largest contributors to the data in need of improvement. Teacher support via coaching cycles, District and school-based professional development, coach infused PLC and planning sessions, instructional labs, RtI and ESE process enhancements, and ESSER Teacher support are some initial actions that are needed to leverage opportunities for improvement.

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

The lowest 25 learning gains in math showed the most improvement, improving by 32 percentage points from the year prior. Overall learning gains also showed a double digit increase of 13 percentage points. Although there were gains in growth buckets in ELA, math showed significant growth.

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

It is believed that the fidelity of the adjusted math plan in January which allotted an additional 30 minutes in math instruction and an increased data driven plan for instruction contributed most to the improvement, as well as the new teachers gaining ground on their instructional practice in the second half of the year. The new actions were the addition of instructional minutes, the addition of resources, and the consistency in data chats and ELO instruction.

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

Enhanced data driven decision making and instructional practice. Providing opportunities for enrichment with scholars and consistent intervention supports through maximizing human capital. The effective use of curriculum components of the new ELA and Math series as they are designed to build fluency and conceptual knowledge in reading and math 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.

We will take each teacher through an instructional cycle that consists of meetings, models, observations and immediate feedback. We will offer bi-weekly instructional labs for teachers to gain clarity on instructional expectations, best practices, etc. We will offer District Professional Development on campus for growth in each subject area. We will promote and encourage teachers to sign up for PD offerings in the Learning Across Broward Portal.

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

We are partnering with the Innovations For Learning High Dosage Tutoring program that will service scholars in grades K-2 on 1 to 1 foundational skills imperative for building fluent readers to address the foundational gaps that prevent scholars from becoming proficient. We will host a foundational skills ELO as well as an enrichment camp for targeted scholars to aide in their achievement. We will maximize the use of our human capital having our ESSER ELA and Math teachers target our students in need of Tier 2 and 3 interventions while our support teams services students in need of enrichment. We will co-plan with our ESE facilitator to better infuse and align instruction to classroom and IEP goals. We will also partner with Latinos in action to assist with our ELL students. ELL paras will work with students on Imagine Learning to assist in academic progress as well.

Areas of Focus

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

:

#1. 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.

We have identified our SWDs due to a 3 year trend of students being flagged an ESSA group. There has been a significant decline over the past 2 years in the achievement of our SWD students and this is an obvious area in need of improvement.

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

By June 2023, 42% of students with disabilities will score at proficiency as measure by the Florida Assessment of Student Thinking.

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

SWD students will be tracked via our school based data tracker across unit assessments as well as PM 1-3. There will be ongoing teacher and student data chats to monitor student data progression throughout the year to ensure the proper adjustments are taking place to move student achievement in a positive direction.

Person responsible for monitoring outcome:

Dorsett McLeod (dorsett.mcleod@browardschools.com)

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

The evidence based strategy will be the use of formative data to aid in targeted instruction with regard to small group and center-based tasks for reinforcement. All teacher actions will be based off student ability and performance as determined by the data of each assessment during class and on progress monitoring assessments.

**Rationale for Evidence-based Strategy:
Explain the rationale for**

This strategy was chosen because it is evident that as we are intentional in the use of data to inform instruction, we are able to meet students where they are and accelerate their learning. Using data to inform actions allows for tasks to be meaningful and intentional, thus leading to improved learning that will accelerate achievement for scholars. The resource/research used was retrieved from Paul Bambrick-Santoya in studies he conducted in his book titled "Driven by Data". There was also a cause

selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

analysis conducted to identify this area as the area if improved that will have the most significant impact on student 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.

Teacher training and modeling on using data to inform instruction and meet the needs of ALL scholars

Person

Responsible

Dorsett McLeod (dorsett.mcleod@browardschools.com)

Phased monitoring of small group instruction and center based tasks with immediate feedback

Person

Responsible

Eyvonda Cooper-Moye (eyvonda.cooper-moye@browardschools.com)

Conduct ongoing student and teacher data chats to monitor the effectiveness of the strategy implementation on student achievement.

Person

Responsible

Dorsett McLeod (dorsett.mcleod@browardschools.com)

Facilitate bi-weekly instructional labs that will assist teachers in implementation of the targeted strategy.

Person

Responsible

Chentel Neat (chentel.neat@browardschools.com)

Common planning with teachers and ESE facilitator for best practices and performance comparisons.

Person

Responsible

Eyvonda Cooper-Moye (eyvonda.cooper-moye@browardschools.com)

#2. 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.**

We have identified ELA with regard to proficiency as an area of focus as we experienced a 16 point drop when compared to our pre-pandemic achievement.

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

By June 2023, at least 40 percent of student in grades 3-5 will score a level 3 or higher in ELA as measured by the Florida Assessment of Student Thinking.

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

Student progress towards this goal will be monitored via PM's 1-3, Benchmark Advanced Unit Assessments, and continuous data chats focused on using data to inform instructional practices that will directly impact student achievement.

Person responsible for monitoring outcome:

Dorsett McLeod (dorsett.mcleod@browardschools.com)

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

We will implement with fidelity, the use of formative assessment data to form fluid differentiated small group instruction and differentiated center tasks that meet students where they are and accelerate their learning.

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

This strategy was selected based on studies related to data driving instructional data and the impact of small group instruction on student learning. It yields significant improvements when implemented with fidelity. The Benchmark Advance resources will primarily be used to aid in the implementation of this strategy and was selected by our District as the curriculum that will cater to the need of all students through multiple means of instructional components.

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.

Teacher PD to assist staff in meeting expectations of implementation of this strategy

Person Responsible Dorsett McLeod (dorsett.mcleod@browardschools.com)

Quality of instruction walkthroughs and feedback cycles

Person Responsible Eyvonda Cooper-Moye (eyvonda.cooper-moye@browardschools.com)

Collaborative PLCs that are geared toward instructional planning for implementation.

Person Responsible Eyvonda Cooper-Moye (eyvonda.cooper-moye@browardschools.com)

Facilitate student and teacher data chats to collaborate on instructional decisions and interventions.

Person Responsible Dorsett McLeod (dorsett.mcleod@browardschools.com)

Continuously monitor data from assessments, student work, and classroom observations, and collaborate on necessary adjustments along the way.

Person Responsible Dorsett McLeod (dorsett.mcleod@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

The implementation of the Reading Horizons Intervention series to aid in increasing foundational skills in phonics and phonemic awareness, thus building towards fluent readers for comprehension.

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

The use of close reading strategies to include selective underlining, chunking, annotating, paraphrasing, multiple reads, etc. to enhance the comprehension and application of knowledge with regard to reading.

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, grades K-2 scholars will increase from 37% projected to at least 50% of scholars being proficient in ELA as measured by the Florida Assessment of Student Thinking.

Grades 3-5: Measureable Outcome(s)

By June 2023, grade 3 scholars will increase from 36% to 50% of scholars being proficient in ELA as measured by the Florida Assessment of Student Thinking.

By June 2023, grade 4 scholars will increase from 22% to 50% of scholars being proficient in ELA as measured by the Florida Assessment of Student Thinking.

By June 2023, grade 5 scholars will increase from 28% to 50% of scholars being proficient in ELA as measured by the Florida Assessment of Student Thinking.

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 data will be monitored across ELA unit assessments and the F.A.S.T. Data Chats will be conducted with teachers and students to review data and make instructional decisions. Their will also be whole staff quarterly reports review to monitor the assessments and student progress. Monitoring will also take place in Instructional Leadership Team meetings.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

McLeod, Dorsett, dorsett.mcleod@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?

Grades K-2 will implement the Reading Horizons Intervention series to aid in increasing foundational skills in phonics and phonemic awareness, thus building towards fluent readers for comprehension. As well as the Benchmark Advanced system components in alignment with the BEST standards to instruct whole and small groups in ELA. This will be monitored through classroom observations, Professional Learning Communities, Common planning, and Instructional Cycles. Grades 3-5 will also use Benchmark Advanced along with the close reading strategies implementation to impact student achievement in ELA.

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 aforementioned programs have been adopted by our District in which it went through a strenuous vetting process for selection. It was ensured that the components of Benchmark advanced as well as Reading Horizons included all of the components need to diagnose, assess, and implement researched strategies that move student achievement in a positive direction.

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
Professional learning will be provided for staff throughout the year from the Literacy Coach as well as District support personnel for the Elementary Learning Department regarding the implementation of Benchmark Advanced and Reading Horizons.	McLeod, Dorsett, dorsett.mcleod@browardschools.com
Ongoing, phased monitoring of the implementation of curriculum and best practices for whole group, small group, and center based tasks.	Cooper-Moye, Eyvonda, eyvonda.cooper-moye@browardschools.com
Conduct teacher and student data chats to foster continuous improvement via data-based decision making for student needs.	McLeod, Dorsett, dorsett.mcleod@browardschools.com

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

The school has adopted a culture of high quality service, partnership, and instruction. This is communicated by our monthly newsletters to keep stakeholders informed. We host events for parents to enhance their abilities as partners in education. We have adopted school-wide expectations for all stakeholders. The greeting and meeting the needs of all concerns and requests within timely periods. We reward positive behaviors by random incentive give-aways for students and staff. We have a staff shout out board for peer to peer recognition. Staff shout outs are also highlighted in our weekly staff newsletter. We utilize Dojo to promote positive behaviors. We have buddy benches for students that are in need of play partners at recess. We have a buddy program that pairs our Gen. Ed. students with our SWDs. We host spirit weeks to celebrate diverse nationalities and opportunities for awareness. We have 15 minutes at the start of our day for a moment of silence for reflection and social emotional instruction through Re-think ED. Finally, we provide support platforms for staff to maximize instructional growth.

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

Students, Staff, Community Partners, and Parents all abide by school-wide expectations in every aspect of interaction on our campus. Students utilize the buddy bench to act on kindness. Gen. Ed Students pair with SWDs to promote awareness and acceptance. Staff incentivize students for meeting expectations and kindness. Parents initiate and vote on programs to enhance school culture. Peer to Peer shout outs and support is provided by all staff. All stakeholders strive to provide high-quality service, partnerships, and high quality instruction.