

Broward County Public Schools

Peters Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

Peters Elementary School

851 NW 68TH AVE, Plantation, FL 33317

[no web address on file]

Demographics

Principal: Eric Miller

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: C (52%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

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851 NW 68TH AVE, Plantation, FL 33317

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">89%</p>

School Grades History

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

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Peters Elementary School is to foster the highest development of each student's unique potential.

Provide the school's vision statement.

Our vision is to create a (Pre k – 5) school that is highly regarded for its academic excellence and positive contributions to the community in which it operates.

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
Miller, Eric	Principal	Oversees the implementation of all curriculum and operational functions of the school. Works collaboratively with stakeholders to create a safety plan, School Improvement Plan, and School Budget. Meets monthly with the PTA, SAC and SAF Committees, as well as attend Principal, Regional, and IZone meetings. Participate in City's Education Board evening monthly meetings. Conduct pre and post observations for instructional and non-instructional personnel and provide feedback for continuous improvement. Hire and maintain highly effective personnel. Maintain a culture of professionalism, respect and high quality instruction.
Johnson, Armelle	Assistant Principal	Assist with the overall operation of the school. Interacts with students, teachers, parents, and all stakeholders. Ensures all students and staff are safe and secure on campus; monitors teachers/ instructional practices and provides support as needed; communicates with parents about the education of their children; streamlines all instructional and operational systems within the school along side the principal. Assists with developing and implementing the School Improvement Plan and safety plans and procedures.
Kelly, Melissa	Other	LEA for IEP meetings, Ensure students with disabilities are getting the services outlined in their IEPs, student supervision. Assist at arrival, dismissal and cafeteria. Observe students in the classroom, provide staff development or model strategies for teachers in regards to students with disabilities or gifted. Participate in the Response to Intervention process including weekly meetings, writing notes, creating agendas and scheduling meetings.
Valme, Cortney	School Counselor	Prepare and teach classroom guidance lessons per District guidelines. Participating in weekly Response to Intervention meetings, responsible for implementing District Mandated activities such as Say No To Drugs, Coordinating monthly Kid of Character assemblies, Peace Week, etc., coordinating and conducting small group counseling sessions with students (depending on needs of student, i.e. divorce, anger management, study skills), assist at arrival, dismissal and cafeteria, meet with parents. Participate in Threat Assessments. coordinating all assessments as Testing Coordinator.
Johnson, Derica	Curriculum Resource Teacher	Model instructional practices in classrooms for teachers in the area of reading, social studies, and science. Conduct staff development on instructional strategies, research based programs and strategies, observe and give feedback to teachers in regards to implementation of research based strategies and programs, assist with data collection and interpretation, assist at arrival, dismissal and cafeteria, participate in observe students, maintaining the curriculum resource room for teachers.
Godoy, Christian	Curriculum Resource Teacher	Model instructional practices in classrooms for teachers in the area of math. Conduct staff development on instructional strategies, research based programs and strategies, observe and give feedback to teachers in regards to implementation of research based strategies and programs, assist with data

Name	Position Title	Job Duties and Responsibilities
		collection and interpretation, assist at arrival, dismissal and cafeteria, participate in observe students, maintaining the curriculum resource room for teachers.
Sugg, Jacklyn	Reading Coach	Model instructional practices in classrooms for teachers in the area of reading, conduct staff development on instructional strategies, research based programs and strategies, observe and give feedback to teachers in regards to implementation of research based strategies and programs, assist with data collection and interpretation, assist at arrival, dismissal and cafeteria, participate in Response to Intervention weekly meetings, observe students, and maintaining the curriculum resource room for teachers. Serves as School Advisory Council Chair. Assists with the development and implementation of School Improvement Plan.
Bolona, Lissette	ELL Compliance Specialist	ESOL Coordinator, conducts initial and ongoing monitoring assessments for ESOL students, scheduling and meeting with parents for initial program classification and annual meetings.
Sanchez, Liliana	Other	Provide support in remediating learning loss. Monitor student progress, provide and facilitate student intervention (groups) in the areas of reading and math. Create a positive class environment and encouraging students to reach learning goals. Work collaboratively with ESE Specialist and teachers to implement curricula and services as needed for special education students according to guidelines established in Individual Education Plans (IEP).

Demographic Information

Principal start date

Friday 7/1/2022, Eric Miller

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.*

11

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.*

17

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

616

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

14

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

12

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	105	96	85	106	93	106	0	0	0	0	0	0	0	591
Attendance below 90 percent	40	46	34	34	28	35	0	0	0	0	0	0	0	217
One or more suspensions	0	0	0	5	5	7	0	0	0	0	0	0	0	17
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	24	22	23	0	0	0	0	0	0	0	69
Level 1 on 2022 statewide FSA Math assessment	0	0	0	38	26	28	0	0	0	0	0	0	0	92
Number of students with a substantial reading deficiency	16	27	21	11	19	15	0	0	0	0	0	0	0	109

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	11	22	15	22	39	34	0	0	0	0	0	0	0	143

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	6	17	6	11	2	5	0	0	0	0	0	0	0	47
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	90	89	110	90	104	94	0	0	0	0	0	0	0	577
Attendance below 90 percent	34	31	18	14	20	20	0	0	0	0	0	0	0	137
One or more suspensions	0	0	0	3	4	0	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	18	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	22	0	0	0	0	0	0	0	30
Number of students with a substantial reading deficiency	3	12	26	14	26	29	0	0	0	0	0	0	0	110

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	12	8	6	14	23	0	0	0	0	0	0	0	66

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	3	9	8	1	2	1	0	0	0	0	0	0	0	24
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	90	89	110	90	104	94	0	0	0	0	0	0	0	577
Attendance below 90 percent	34	31	18	14	20	20	0	0	0	0	0	0	0	137
One or more suspensions	0	0	0	3	4	0	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	18	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	22	0	0	0	0	0	0	0	30
Number of students with a substantial reading deficiency	3	12	26	14	26	29	0	0	0	0	0	0	0	110

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	3	12	8	6	14	23	0	0	0	0	0	0	0	66

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	3	9	8	1	2	1	0	0	0	0	0	0	0	24
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	52%	58%	56%				57%	59%	57%
ELA Learning Gains	66%						58%	60%	58%
ELA Lowest 25th Percentile	50%						50%	54%	53%
Math Achievement	48%	54%	50%				60%	65%	63%
Math Learning Gains	71%						69%	66%	62%
Math Lowest 25th Percentile	63%						43%	53%	51%
Science Achievement	41%	59%	59%				30%	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	45%	60%	-15%	58%	-13%
Cohort Comparison		0%				
04	2022					
	2019	57%	62%	-5%	58%	-1%
Cohort Comparison		-45%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	60%	59%	1%	56%	4%
Cohort Comparison		-57%				

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	61%	67%	-6%	64%	-3%
Cohort Comparison		-51%				
05	2022					
	2019	59%	64%	-5%	60%	-1%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	30%	49%	-19%	53%	-23%
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	23	38	33	22	50	45	21				
ELL	58	69		72	81		13				
BLK	43	63	56	45	74	59	42				
HSP	56	74	50	47	71	67	27				
WHT	67	63		58	65						
FRL	48	66	52	45	72	59	37				

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	16	26		18	35	15	10				
ELL	53			42							
BLK	38	40	17	24	30	25	20				
HSP	47	73		38	41		29				
WHT	55	50		42	23		64				
FRL	39	49	29	27	31	31	20				

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	38	36	28	44	31	7				
ELL	43	54	41	60	68	40	11				
BLK	49	50	44	50	62	33	24				
HSP	50	63	56	64	73	50	24				
MUL	70			80							
WHT	77	65		73	72		35				
FRL	53	57	47	55	65	42	27				

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	57
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	61
Total Points Earned for the Federal Index	452
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	33
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	59
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English Language Learners	
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	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	
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	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Students with disabilities continue to perform below the federal percent of point index at 33% from the 2021-2022 state assessments. Math is also historically one of the school's problems of practice. The combined proficiency scores for math were 9 percentage points below the State average as evidenced by the 2022 FSA results.

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

According to the 2022 state assessment results, Students with Disabilities performed below 41% in the subgroup percent of points index at 33%. In the area of English Language Arts, only 23% of SWD were proficient and 38% made learning gains. This demonstrates a need for greater improvement in the area of ELA for our SWD.

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

One of the main contributing factors to the need for improvement amongst the SWD population is a lack of appropriate resources for our Deaf and Hard of Hearing (DHH) students. We have worked closely with the school district to allocate appropriate standards-based materials to address the needs of our DHH students.

Additionally, instructors struggle with planning effective standards-based instruction in math that includes the use of manipulatives and small group instruction. To address the deficiency in math performance, teachers will conduct small group instruction with fidelity and use manipulatives to help students understand key math concepts.

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

The most improvement in performance was in the area of learning gains. We saw great improvement in learning gains in all grade levels in both reading and math.

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

We used i-Ready Toolbox to close the gap in pre-requisite skills needed to be successful in current grade, targeted small group instruction, and face to face instruction for all students. We consistently used the i-Ready program, monitored the usage, and attended staff development to maximize use of the program.

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

Teachers will implement target small group instruction aligned with the Individual Education Plan (IEP) of SWD. The small group strategy also needs to be applied in the delivery of math instruction with the use of manipulatives to scaffold instruction for students.

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.

ESE Specialist will provide professional learning opportunities for teachers to ensure they are aware of their SWD and provide appropriate documents such as IEPs and accommodations. We will ensure teachers review the Individualized Educational Plans on EdPlan and participate in training with the ESE specialist on this platform.

Instructional coaching staff to provide coaching support that focuses on identifying appropriate interventions and utilizing effective teaching strategies.

Professional development will be provided for staff on the new Envision math series. We will have weekly staff development, provided by instructional coaches, in after school virtual sessions to deliver support in digestible bites. Additionally we tier our teachers for support. Instructional coaching staff will provide coaching support that focuses on small group math instruction with the use of manipulatives.

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

To ensure sustainability, weekly classroom walkthroughs will be conducted by administration and curriculum support team, with constructive feedback provided, with a focus on the ESE subgroup.

We will analyze data quarterly using cumulative and unit assessments. We will conduct individualized data chats, in which teachers will be asked to analyze their data and identify three focus standards in each content area. Coaches and administration will assist teachers to create an instructional plan to address their students' needs. Teacher's will conduct item analysis to identify these areas of improvement and have individual student data chats to set academic goals. Support staff will create a color-coded progress monitoring database, by class, to track individual student's data in ELA and Math. This will enable us to provide targeted coaching support and identify professional learning needs for our tiered instructional staff based on real-time data.

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.

Historical state, district, and school data indicate the Student with Disabilities (SWD) subgroup is under performing. In 2022, the percentage of SWD with acceptable performance was below 41% in federal percent of points index.

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

By June 2023, SWD learning gains in grades 3-5 will increase to 41% as evidenced by the Florida Assessment for Student Thinking (F.A.S.T.).

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

Students will be monitored using F.A.S.T. progress monitoring assessments (PM1-PM3) for the reading standards in the fall, winter and spring.

Person responsible for monitoring outcome:

Melissa Kelly (melissa.a.garcia@browardschools.com)

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

SWD students will receive support in alignment with their IEP in addition to teacher implemented research based intervention programs in English Language Arts (ELA) .

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

This specific strategy was selected to help close the achievement gap for the SWD subgroup. The students benefit from the additional support in both area of deficiency and in grade level curriculum.

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

Teachers will review IEPs to ensure goals and supports align with student needs; ESE Specialist will meet with stakeholders and make changes as necessary.

Person Responsible Melissa Kelly (melissa.a.garcia@browardschools.com)

Match research based programs and/or strategies implemented by ESE Support Facilitator to meet the needs of the SWD subgroup.

Person Responsible Melissa Kelly (melissa.a.garcia@browardschools.com)

Collaborate with classroom teachers to understand the impact of students' disabilities and match tier 1 and 2 strategies to their needs.

Person Responsible Melissa Kelly (melissa.a.garcia@browardschools.com)

Assist in monitoring and analyzing data to make instructional decisions for SWD.

Person Responsible Eric Miller (eric.miller@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. 2022 assessment data indicated that 34% of students did not make learning gains in the area of reading.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. By June 2023, learning gains for students in grades 3-5 will increase from 66% to 70% as measured by the Florida Assessment of Student Thinking (F.A.S.T.) progress monitoring for reading.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome. Teachers will monitor student progress by using the F.A.S.T. progress monitoring assessments (PM1-PM3) for the reading standards in the fall, winter and spring.

Person responsible for monitoring outcome:

Jacklyn Sugg (jacklyn.sugg@browardschools.com)

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

Scheduled monthly formative assessments to monitor student progress. To remediate learning gaps, reading endorse teachers will provide reading interventions. Additional intervention groups for the area of reading will be conducted by the ESSER teacher.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. This specific strategy was selected to provide additional support for students in the area of reading. The students benefit from smaller intervention groups with personalized attention to their areas of need.

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.

Determine research based programs to use with students.

Person Responsible Jacklyn Sugg (jacklyn.sugg@browardschools.com)

Identify specific student needs in the area of reading based on F.A.S.T (PM 1-PM 3) data.

Person Responsible Armelle Johnson (armelle.johnson@browardschools.com)

Assess students according to school, district, and state assessment calendars to monitor progress.

Person Responsible Cortney Valme (cortney.casella@browardschools.com)

Implement an ELA Instructional Focus Calendar.

Person Responsible Jacklyn Sugg (jacklyn.sugg@browardschools.com)

#3. Instructional Practice specifically relating to Math

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

2022 assessment data indicated that 29% of students did not make learning gains in the area of math. Teachers struggle with planning effective standards-based instruction in math that includes the use of manipulatives and small group instruction. The combined proficiency scores for math were 9 percentage points below the state average as evidenced by the 2022 FSA results.

Measurable Outcome:

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

By June 2023, achievement for students in grades 3-5 will increase from 48% to 51% as measured by the Florida Assessment of Student Thinking (F.A.S.T.) progress monitoring for math.

Monitoring:

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

This area of focus will be monitored by using the F.A.S.T. progress monitoring assessments (PM1-PM3) for the math standards in the fall, winter and spring.

Person responsible for monitoring outcome:

Eric Miller (eric.miller@browardschools.com)

Evidence-based

Strategy:

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

Scheduled monthly formative assessments to monitor student progress. To remediate learning gaps, teachers will provide math interventions groups. Additional intervention groups for the area of math will be conducted by the ESSER teacher.

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 allows teachers to work more closely with each student to address their area of need. This type of strategy provides the opportunity to evaluate students' learning strengths, identify gaps in the development of their math skills and personalize instruction focused on specific learning objectives.

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.

Ensure all teachers attend professional development training for Envision Math.

Person Responsible

Christian Godoy (christian.godoy@browardschools.com)

Administration/support staff will conduct weekly learning walks/walkthroughs during math blocks to ensure the following is taking place: High quality Tier 1 instruction, manipulatives are utilized for every math lesson, teachers are following the District's standards-based instruction focus calendar and pacing guide, small group instruction is used, effective teaching strategies are being used.

Person Responsible

Eric Miller (eric.miller@browardschools.com)

Provide timely feedback and support (i.e. coaching, lesson planning, modeling) to teachers based on observations during learning walks/walkthroughs.

Person Responsible Christian Godoy (christian.godoy@browardschools.com)

Schedule and conduct individual data chats after each progress monitoring assessment to monitor students' progression, trends, opportunities, targeted differentiated instruction impact, and support/professional development needs. In addition to providing students with before and Saturday extended learning opportunities.

Person Responsible Eric Miller (eric.miller@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

Teachers use the Benchmark Advance series to provide ELA instruction. Based on a students' data and/or specific goals, we use Reading Horizon as a Tier 2 and 3 intervention.

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

The Benchmark Advance series is also used for ELA instruction in grades 3-5. We use Leveled Literacy Intervention (LLI) as an intervention for these grades.

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, learning gains for students in grades K-2 will increase from % to % as measured by the Florida Assessment of Student Thinking (F.A.S.T.) progress monitoring for reading.

Grades 3-5: Measureable Outcome(s)

By June 2023, learning gains for students in grades 3-5 will increase from 66% to 70% as measured by the Florida Assessment of Student Thinking (F.A.S.T.) progress monitoring for reading.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The school's focus on literacy instruction will be monitored through quarterly data analysis and individual data chats with teachers. Assistance will be provided to teachers in creating instructional plans to address students' needs.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Miller, Eric, eric.miller@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?

To assist struggling readers, we provide intensive, systematic instruction in small groups to students who score below the benchmark score on progress monitoring assessments. This practice aligns with the district's K-12 Comprehensive Evidence based Reading Plan, which is state approved.

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?

We will schedule monthly formative assessments to monitor student progress. To remediate learning gaps, reading interventions will be provided by reading endorse classroom teachers and ESSER teacher.

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
Identify specific student needs in the area of reading based on F.A.S.T (PM 1-PM 3) data.	Johnson, Armelle, armelle.johnson@browardschools.com
Implement an ELA Instructional Focus Calendar.	Sugg, Jacklyn, jacklyn.sugg@browardschools.com
Support and monitor implementation of the reading plan by analyzing ongoing progress monitoring data, including look-fors to use during classroom walkthroughs and Collaborative Problem Solving Team meetings, and meetings with the school's Literacy Leadership Team.	Miller, Eric, eric.miller@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.

Peters Elementary has a welcoming environment. We acknowledge and appreciate the cultural and linguistic diversity within our school community. We provide translation for Spanish and Haitian-Creole speakers, as well as interpreters for our Deaf and Hard of Hearing students and families during conferences and various meetings. We ensure the diverse population we serve is represented in our school meetings by electing members that represent those populations (ESE, ESOL, Black, Hispanic, White, PreK, etc.). We partner with local businesses, local Police and Fire Department, and City Council Members and seek their input. Peters communicates with all stakeholders through various platforms including monthly newsletters, social media, email, phone and in person.

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

The School Advisory Council, School Advisory Forum, School Leadership Team, Support Staff, Teachers , Paraprofessionals, Social Worker, District Support Personnel, Parent Teacher Association, Community Partner, local City agencies, and Administration work collaboratively to promote a positive culture and environment by advocating for the members of their perspective group and the students and families they serve. We ensure all groups are represented when we make decisions for the school. We promote all events happening at our school via email, flyers, and Panda Press newsletter.