

Broward County Public Schools

Collins Elementary School



2022-23 Schoolwide Improvement Plan

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Collins Elementary School

1050 NW 2ND ST, Dania Beach, FL 33004

[no web address on file]

Demographics

Principal: Tracy Jackson

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2021-22: C (51%) 2018-19: C (42%) 2017-18: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Collins Elementary School

1050 NW 2ND ST, Dania Beach, FL 33004

[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;">95%</p>

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to operate with high expectations that are met through rigorous instruction, personal growth, and effective collaboration with all stakeholders.

Provide the school's vision statement.

Collins Elementary is a school of excellence that ensures a nurturing environment to meet the academic and social needs of children.

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
Jackson, Tracy	Principal	Oversee all school functions
Keenan, Maureen	Assistant Principal	Assist in overseeing all school functions
Hurst, Eleanna	Reading Coach	Implement the school's Comprehensive Literacy Plan
Casamitjana, Nuria	School Counselor	Implement the school's counseling and SEL plan
Murray, Carol	SAC Member	Serve as a liaison between SAC and the school's leadership team.

Demographic Information

Principal start date

Friday 7/1/2016, Tracy Jackson

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.*

7

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

303

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.

1

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	43	64	43	51	54	50	0	0	0	0	0	0	0	305
Attendance below 90 percent	17	34	16	22	22	16	0	0	0	0	0	0	0	127
One or more suspensions	0	0	0	1	2	2	0	0	0	0	0	0	0	5
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	21	15	12	0	0	0	0	0	0	0	48
Level 1 on 2022 statewide FSA Math assessment	0	0	0	15	28	21	0	0	0	0	0	0	0	64
Number of students with a substantial reading deficiency	0	20	10	8	6	1	0	0	0	0	0	0	0	45

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	15	7	20	23	15	0	0	0	0	0	0	0	80

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	4	10	2	1	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	1	1	0	1	0	0	0	0	0	0	0	3

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	53	48	60	59	55	45	0	0	0	0	0	0	0	320
Attendance below 90 percent	30	21	24	27	23	13	0	0	0	0	0	0	0	138
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	12	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	0	0	1	24	1	2	0	0	0	0	0	0	0	28

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	5	2	15	1	10	0	0	0	0	0	0	0	33

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	6	1	6	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	1	0	0	0	0	0	0	0	0	0	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	53	48	60	59	55	45	0	0	0	0	0	0	0	320
Attendance below 90 percent	30	21	24	27	23	13	0	0	0	0	0	0	0	138
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	12	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	0	0	1	24	1	2	0	0	0	0	0	0	0	28

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	5	2	15	1	10	0	0	0	0	0	0	0	33

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	6	1	6	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	1	0	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	41%	58%	56%				39%	59%	57%
ELA Learning Gains	60%						34%	60%	58%
ELA Lowest 25th Percentile	70%						25%	54%	53%
Math Achievement	38%	54%	50%				57%	65%	63%
Math Learning Gains	63%						61%	66%	62%
Math Lowest 25th Percentile	55%						57%	53%	51%
Science Achievement	29%	59%	59%				22%	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	33%	60%	-27%	58%	-25%
Cohort Comparison		0%				
04	2022					
	2019	44%	62%	-18%	58%	-14%
Cohort Comparison		-33%				
05	2022					
	2019	34%	59%	-25%	56%	-22%
Cohort Comparison		-44%				

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	47%	67%	-20%	64%	-17%
Cohort Comparison		-51%				
05	2022					
	2019	64%	64%	0%	60%	4%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	20%	49%	-29%	53%	-33%
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	25	55		12	50						
ELL	11	40		11	56		10				
BLK	39	61	60	38	61	41	23				
HSP	38	56		25	61		31				
FRL	42	64	70	38	63	52	30				
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	25			5	40						
ELL	15			20							
BLK	25	33		20	27		14				
HSP	39			26							
FRL	28	32		18	28		13				
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	20	27		48	64						
ELL	47			69							
BLK	32	32	27	54	55	56	15				
HSP	62	45		71	82						
WHT	40			40							
FRL	37	32	22	57	60	55	22				

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	51
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	
Total Points Earned for the Federal Index	356
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36

Students With Disabilities	
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	26
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	46
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	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

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

ELA has returned to pre-pandemic levels. Science has improved from pre-pandemic level. Math remains significantly below pre-pandemic levels.

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

Mathematics demonstrates the greatest need for improvement based on three year trends as well as in comparison to state and district levels.

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: A need for a cohesive curriculum that appropriately addressed state standards as well as bridging the gaps in student learning. In addition, our progress monitoring tool did not align with the curriculum. New Actions: The district has adopted a new curriculum and is providing substantial professional development. Our school is providing additional PD in the form of professional learning communities to support teachers in developing better skills for teaching mathematics. The progress monitoring tool being used is directly aligned to the curriculum and current BEST standards.

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

Science has shown the greatest improvement based on the state assessment.

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

This reporting group of students received an appropriate amount of science instruction in the fourth grade as well as a devoted science block in the fifth grade. The school implemented a science boot camp extended learning opportunity for all fifth grade students in the 2022 cohort.

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

We are encouraging more hands-on science opportunities and providing STEM enrichment for all students. Teachers are being asked to attend "Teaching Science to Support Literacy". Literacy centers in all grade levels will have science integration. Our ESSER teacher and additional staff will support students demonstrating a lack of proficiency in any subject while the classroom teachers are able to focus on accelerating Tier 1 instruction. Teachers are also implementing an effective math block which incorporates Tier 1 instruction, small group instruction, and math centers (including Success Maker).

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.

Our professional learning communities will support teachers in the instructional planning process and data review. Instructional coaches are providing additional targeted support for teachers based on identified needs during our walkthroughs and feedback sessions. Teachers can also access a PD folders to review any information presented during PLCs and other PD.

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

We have implemented a mandatory 30-minute science period for KG-5. Instructional coaches are focusing on supporting the development of lead teachers in each grade level who will be able to support their teams this year and beyond. The high quality curriculum that is now in place will be maintained for several years. We will continue to use all instructional staff during available periods to provide support for student learning. Teachers are being provided time to observe best instructional practices in exemplar classes.

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.

The FSSI% for students with disabilities is 36%. This subgroup has fallen below the threshold for two consecutive years.

Measurable Outcome:

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

By May, 2023, students with disabilities will increase in proficiency from 36% to 41% in reading as measured by the FAST assessment.

Monitoring:

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

Our school-created database includes an ability to track and monitor specific subgroups of students on all common formative assessments as well as any additional assessments provided to students receiving Tier 2 and Tier 3 interventions.

Person responsible for monitoring outcome:

Maureen Keenan (maureen.keenan@browardschools.com)

Evidence-based Strategy:

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

This subgroup receives targeted support in reading through either Reading Horizons or Leveled Literacy Intervention. In Math, the MDIS (Mathematics Diagnosis and Intervention System) is used to support this subgroup.

Rationale for Evidence-based Strategy:

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

The two reading interventions are research-evidence based curriculums that support students in all areas of reading. The MDIS is directly aligned to our new math curriculum and provides support for struggling math students.

Action Steps to Implement

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

1. Conduct Benchmark Assessment System (BAS) tests and any necessary additional assessments to identify specific needs of ESE readers in grades K-5
2. Assign an academic support teacher to provide reading and math interventions in addition to support facilitation.
3. Create small group intervention support schedules for all students with identified reading or math deficiencies
4. Monitor the progress of these students and adjust interventions as needed

Person Responsible

Eleanna Hurst (eleanna.hurst@browardschools.com)

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our ELL students ESSA results show 26% proficiency.

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

By May 2023, ELL students will increase in proficiency from 26% to 41% in reading as measured by the FAST assessment.

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

Our school-created database includes an ability to track and monitor specific subgroups of students on all common formative assessments as well as any additional assessments provided to students receiving Tier 2 and Tier 3 interventions.

Person responsible for monitoring outcome:

Maureen Keenan (maureen.keenan@browardschools.com)

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

The school has been provided with funding for a Bi-lingual paraprofessional who will be used to support these students in all subject areas. The new reading and math curriculum each have specific strategies for teachers to use during Tier 1 and small group instruction in support of ELL students. All ELL students are provided with computer based Imagine Learning Literacy intervention.

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

Evidence shows that additional teacher support in the students' home language improves overall proficiency. Utilizing the research-based resources that come with the current curriculum allows instant access to grade level content 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.

1. ESOL coordinator will ensure all new students are evaluated and coded in TERMS within 7 days of enrollment.
2. All 1st year ELL students will be monitored for lesson completion in Imagine Learning.
3. All 2nd year + ELL students in grades 3-5 will be provided with appropriate small group reading interventions in alignment with performance on BAS and additional alternative assessments.
4. Families of ELL students will be engaged in family engagement events during the year, designed to guide parents in academic support of their students.

Person Responsible Nuria Casamitjana (nuria.casamitjana@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

All KG-2 teachers are engaged in bi-weekly professional learning communities to support effective planning. The Benchmark Advance Curriculum addresses Tier 1, Tier 2, and Tier 3 instruction in alignment to BEST standards. Our progress monitoring assessments are directly aligned to BEST standards. Small group instruction provides for targeted student support throughout the literacy block and beyond. Teachers are provided with targeted professional development based on classroom walkthroughs and observations of our balanced literacy approach to ELA.

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

All 3-5 teachers are engaged in bi-weekly professional learning communities to support effective planning. The Benchmark Advance Curriculum addresses Tier 1, Tier 2, and Tier 3 instruction in alignment to BEST standards. Our progress monitoring assessments are directly aligned to BEST standards. Small group instruction provides for targeted student support throughout the literacy block and beyond. Teachers are provided with targeted professional development based on classroom walkthroughs and observations of our balanced literacy approach to ELA.

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 May, 2023, students in grades KG-2 will increase in proficiency from 39% to 51% as demonstrated by the STAR Enterprise Reading and Early Literacy Assessment statewide FAST assessment.

Grades 3-5: Measureable Outcome(s)

By May, 2023, students in grades 3-5 will increase in proficiency from 39% (2022 FSA results) to 51% as demonstrated by the Florida Assessment of Student Thinking (FAST).

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.

Our school-created database is used to monitor students on the results of all common formative assessments as well as any additional assessments provided to students receiving Tier 2 and Tier 3 interventions. Students will also participate in an additional state progress monitoring assessment in December.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Keenan, Maureen, maureen.keenan@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?

The current district adopted ELA curriculum is Benchmark Advanced and is directly aligned to the BEST standards for ELA. Additional supplemental materials utilized for Tier 2 and Tier 3 interventions include

Reading Horizon Discovery and Elevate and Fountas & Pinnell Leveled Literacy Intervention. These are found on the district approved K-12 Comprehensive Reading Plan

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?

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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
<p>Teachers will participate in bi-weekly professional learning communities where we focus on instructional planning based on an identified pacing calendar (based on the district's scope and sequence) and data review. The Literacy Coach engages in each grade level PLC to provide support and resources. Teachers are provided specific targeted professional development by the Literacy Coach, based on observations of instructional practices.</p>	<p>Hurst, Eleanna, eleanna.hurst@browardschools.com</p>
<p>Based on the results of common formative assessments and additional progress monitoring, the Literacy Coach will support teachers in developing a plan for enriching, reteaching, and remediating specific students. The school's literacy leadership team will conduct walkthroughs to evaluate student engagement in instruction. The literacy leadership team will use the walkthrough and student data to develop additional professional learning for specific teachers.</p>	<p>Hurst, Eleanna, eleanna.hurst@browardschools.com</p>

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.

Collins implements a school-wide positive behavior plan focusing on four expectations (kindness, respect, self-control, and conflict resolution) for how our students, faculty, and staff conduct themselves throughout the school day. Students are rewarded and celebrated for exhibiting these expectations through praise and a token economy.

We teach character traits through the Kids of Character curriculum which highlights a single character trait each month. A student is selected each month to represent his/her class as the Kid of Character and then the leadership team and our school resource officer select one of those students to represent the school. He or she gets to have lunch with the Sheriff. 1-2 minutes of silence and 10 minutes of mindfulness are built into every school day. Teachers have an abundance of resources to select from but most often choose to implement Rethink Ed for its social emotional learning curriculum.

High expectations are maintained for all students. Teachers and students engage in goal setting and progress monitoring throughout the year. Struggling students are provided with mentors as needed. Academic success is celebrated through our honor roll assemblies and end of year awards banquet.

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

The school's positive discipline committee, which is comprised of the school's leadership team, community representative, and teachers, develop the school-wide positive behavior plan and provide lessons for teachers to use throughout the year. The school's counselor and social worker solicit donations from business partners to supply a school store for students to "shop" with the coins they receive as rewards for positive behaviors and academic effort.

The School Advisory Committee (SAC) engages in the development and monitoring of the school improvement plan.