

Broward County Public Schools

James S. Hunt Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	13
Positive Culture & Environment	0
Budget to Support Goals	0

James S. Hunt Elementary School

7800 NW 35TH CT, Coral Springs, FL 33065

[no web address on file]

Demographics

Principal: Rendolyn Amaker

Start Date for this Principal: 7/1/2019

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: B (58%) 2018-19: B (59%) 2017-18: C (52%)
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	6
Needs Assessment	9
Planning for Improvement	13
Title I Requirements	0
Budget to Support Goals	0

James S. Hunt Elementary School

7800 NW 35TH CT, Coral Springs, FL 33065

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	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	B		B	B

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SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To ensure every child is college and career ready and becomes a productive member of society.

Provide the school's vision statement.

James S. Hunt Elementary is a school where all students are provided the skills to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. High expectations are set for all students. We collaborate with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. Our school community shares the belief that all children can and will learn.

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
Amaker, Rendolyn	Principal	Oversees the daily activities and operations within a school. Their main duties include disciplining or advising students, approving Teachers' curriculums and ensuring the school environment is safe for all students and staff members.
Roberts, Tricia	School Counselor	Advises and counsels students regarding academic, educational, and short-term social and emotional problems and whatever else is needed per Administration.
Smith, Shawana	Instructional Coach	Literacy Coach 3-5
Howard, Bridgette	Reading Coach	Primary Literacy K-2

Demographic Information

Principal start date

Monday 7/1/2019, Rendolyn Amaker

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.*

8

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.*

2

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

499

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

8

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

9

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	87	87	83	86	79	79	0	0	0	0	0	0	0	501
Attendance below 90 percent	32	26	20	28	21	22	0	0	0	0	0	0	0	149
One or more suspensions	0	0	0	4	5	13	0	0	0	0	0	0	0	22
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	26	27	16	0	0	0	0	0	0	0	69
Level 1 on 2022 statewide FSA Math assessment	0	0	0	23	12	26	0	0	0	0	0	0	0	61
Number of students with a substantial reading deficiency	0	8	0	4	9	10	0	0	0	0	0	0	0	31

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	2	11	2	20	30	30	0	0	0	0	0	0	0	95

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	9	7	9	6	26	0	0	0	0	0	0	0	63
Students retained two or more times	0	0	0	0	0	1	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	75	83	79	79	76	80	0	0	0	0	0	0	0	472
Attendance below 90 percent	16	12	10	7	9	9	0	0	0	0	0	0	0	63
One or more suspensions	0	0	0	0	0	2	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	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	1	52	62	32	39	48	0	0	0	0	0	0	0	234

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	8	14	14	12	10	0	0	0	0	0	0	0	58

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	7	11	8	5	0	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	1	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	75	83	79	79	76	80	0	0	0	0	0	0	0	472
Attendance below 90 percent	16	12	10	7	9	9	0	0	0	0	0	0	0	63
One or more suspensions	0	0	0	0	0	2	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	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	1	52	62	32	39	48	0	0	0	0	0	0	0	234

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	8	14	14	12	10	0	0	0	0	0	0	0	58

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	7	11	8	5	0	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	1	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	46%	58%	56%				54%	59%	57%
ELA Learning Gains	63%						62%	60%	58%
ELA Lowest 25th Percentile	54%						59%	54%	53%
Math Achievement	58%	54%	50%				68%	65%	63%
Math Learning Gains	70%						68%	66%	62%
Math Lowest 25th Percentile	74%						64%	53%	51%
Science Achievement	43%	59%	59%				41%	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	46%	60%	-14%	58%	-12%
Cohort Comparison		0%				
04	2022					
	2019	47%	62%	-15%	58%	-11%
Cohort Comparison		-46%				
05	2022					
	2019	53%	59%	-6%	56%	-3%
Cohort Comparison		-47%				

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	63%	65%	-2%	62%	1%
Cohort Comparison		0%				
04	2022					
	2019	58%	67%	-9%	64%	-6%
Cohort Comparison		-63%				
05	2022					
	2019	72%	64%	8%	60%	12%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	40%	49%	-9%	53%	-13%
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	14	42	48	27	53	57	17				
ELL	46	66	52	59	73	80	44				
BLK	46	63	57	52	66	68	34				
HSP	48	64	45	63	73	80	52				
FRL	40	62	55	54	68	71	38				
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	12	21	8	27	52	55	9				
ELL	33	51	46	47	57		5				
BLK	33	38	36	47	61	75	15				
HSP	37	41		52	50		13				
WHT	69			54							
FRL	35	41	33	48	56	60	15				
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	44	50	42	61	64	18				
ELL	47	60	62	69	72	74	29				
BLK	51	58	57	63	64	61	44				
HSP	52	64	61	72	72	70	37				
MUL	55			55							
WHT	71	58		81	75						
FRL	51	59	59	66	66	64	38				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	460
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	38
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
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	59
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	55
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 were substantially deficient in Phonics and Phonemic Awareness in Kindergarten and First Grades. Students in Second and Third Grade were deficient in Reading comprehension and Fluency. Students in grades Fourth and Fifth demonstrated deficiencies in Reading Comprehension and Vocabulary.

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

Based on Iready Diagnostic and FSA data, SWD had 38% proficiency rate. In addition, ELA Learning gains needed to be improved. 62% of the students made learning gains in ELA. 50% of the Lowest quartile made learning gains in ELA.

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

For the 2022-2023 school year, academic expectations have been reviewed. Students will be provided with the most optimal learning environment. The Reading curriculum has been purchased by the district. The BEST standards are in full implementation for grades K-5.

Classroom teachers implement an interdisciplinary approach to instruction. This includes interactive discussions about the text that focuses on Science, Social Studies, and Math. Students write about reading activities, students perform collaboratively and independently with their peers. Teachers and instructional support staff provide small group instruction in order to meet individual student needs.

Owl Academy continues with a continued focus on specific reading components - Phonics, Phonemic Awareness and Vocabulary. Thereby, concentration on foundational skills will allow for teachers to concentrate on the students' deficiencies. In addition to professional development, the scholars at Hunt Elementary will participate in Owls Academy. During the 90 minute reading block, the students will then focus on Reading comprehension, Vocabulary and Fluency. Thereby, focusing on the foundation deficiencies prior to the reading block.

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

Science proficiency increased to 43% in 2022 from 16% in 2019.

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

Students in Grades 4th and 5th were departmentalized. Students received specific instruction in Science. Students attended Science camp and receive Science support by a Science Resource Team. A Science Lab was created for hand-on experiments. Utilization of Science Journals.

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

Teachers will have a dedicated Science block in grades K-5. The incorporation of Science Journals in grades K -3.

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.

Teachers and Administration will participate in the following Professional Development opportunities:
District wide training
Assessing Elementary Science
Understanding Elementary Science
Teaching Science to Support Literacy
Science Stations Made Simple

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

In addition to professional development, the scholars at Hunt Elementary will participate in Owl Academy. During Owl Academy the students will participate in a 30 minute Intervention program concentrating on Phonics, Phonemic Awareness and Vocabulary. During the 90 minute reading block, the students will then focus on Reading comprehension, Vocabulary and Fluency. Thereby, focusing on the foundation deficiencies prior to the reading block.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus****Description and Rationale:**

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

Primary Tier 1 instruction- Students are progressing in grades 3rd, 4th, and 5th with reading foundational skills deficiencies in Phonics and Phonemic Awareness. Historically, teachers would not progress instructional pass the requirements for promotion. Therefore, once a students progressed to a level B on BAS, the students were not required to continue learning.

Measurable Outcome:

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

By June 2022, there will be an increase in Third Grade proficiency by 5% as measured on the FAST.

Monitoring:

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

By strengthening Tier 1 instruction in grades K-3 with the use of BAS, Benchmark Advance progress monitoring, and Intervention data from Owls Academy, academic progress will be tracked.

Person responsible for monitoring outcome:

Shawana Smith (shawana.h.smith@browardschools.com)

Evidence-based**Strategy:**

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

We have implemented Owl Academy which is a 30 minute intervention block for students in grades K-5. This block of pure intervention instruction will target students specific reading deficiency based on beginning of the year diagnostic data and phonics screeners.

Rationale for Evidence-based Strategy:

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

The data indicates that our 3rd grade students struggles primarily in phonics, vocabulary, and comprehension. Owl Academy will address the needs of each student as they are placed in research-based interventions taken from the K-12 reading plan. Owl academy will be fluid whereas student data and progress will be monitored and students will move when data indicates.

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.

Professional Development for all teachers in the area of ELA.

Person Responsible

Rendolyn Amaker (rendolyn.amaker@browardschools.com)

Teachers will use the data to make instructional adjustments and shifts to student groups and instructional framework. Steps will be monitored by administration and Literacy coaches for effectiveness and fidelity.

Person Responsible

Shawana Smith (shawana.h.smith@browardschools.com)

Professional development will focus on differentiation and scaffolding of instruction in order to target specific needs of students.

Person Responsible

Bridgette Howard (bridgette.howard@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

For the 2022-2023 school year, academic expectations have been reviewed. Students will be provided with the most optimal learning environment. The Benchmark Advance curriculum has been purchased by the district. The BEST standards are in full implementation for grades K-2.

Classroom teachers implement an interdisciplinary approach to instruction. This includes interactive discussions about the text that focuses on Science, Social Studies, and Math. Students write about reading activities, students perform collaboratively and independently with their peers. Teachers and instructional support staff provide small group instruction in order to meet individual student needs.

Owl Academy continues with a continued focus on specific reading components - Phonics, Phonemic Awareness and Vocabulary. Thereby, concentration on foundational skills will allow for teachers to concentrate on the students' deficiencies. In addition to professional development, the scholars at Hunt Elementary will participate in Owls Academy. During the 90 minute reading block, the students will then focus on Reading comprehension, Vocabulary and Fluency. Thereby, focusing on the foundation deficiencies prior to the reading block.

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

Standards Based instruction - Full implementation of the BEST standards. Professional development for teachers BEST standards. To fully utilize the uninterrupted 90 minute daily reading block requirements to include whole group differentiated instruction utilizing evidence-based sequence of reading instruction for all students.

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, 50% of students in Kindergarten will scored Letter D or higher as measured by the BAS. By June 2023, 50% of the students in 1st and 2nd Grades will score 65% or higher on the primary EOY test.

Grades 3-5: Measureable Outcome(s)

By June 2023, 50% students in grades 3-5 will be proficient on ELA - FAST progress monitoring assessment.

Monitoring:

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

Teachers will monitor students using the progress monitoring assessment data provided in Benchmark Advance curriculum, Owl Academy data, BAS data.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Sanchez, Yesenia, yesenia.sanchez@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 Benchmark Advance curriculum has been purchased by the district. The BEST standards are in full implementation for grades K-5.

Classroom teachers implement an interdisciplinary approach to instruction. This includes interactive discussions about the text that focuses on Science, Social Studies, and Math. Students write about reading activities, students perform collaboratively and independently with their peers. Teachers and instructional support staff provide small group instruction in order to meet individual student needs.

Owl Academy continues with a continued focus on specific reading components - Phonics, Phonemic Awareness and Vocabulary. Thereby, concentration on foundational skills will allow for teachers to concentrate on the students' deficiencies. In addition to professional development, the scholars at Hunt Elementary will participate in Owls Academy. During the 90 minute reading block, the students will then focus on Reading comprehension, Vocabulary and Fluency. Thereby, focusing on the foundation deficiencies prior to the reading block.

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 curriculum was purchased by the district.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership team will support students' reading needs in relation to the requirements of the K-12 reading plan.	
Literacy Coaches and district will Provide differentiated and intensified professional development which includes all areas of reading and effective instructional strategies based on progress monitoring data. Ensure that time is provided each week for training and planning.	Smith, Shawana, shawana.h.smith@browardschools.com
Assessments will be purposeful they will include progress monitoring, screening, diagnostic, and summative assessments.	
Professional Learning will provided by district and literacy coaches based on data and teacher needs.	
Owl Academy continues with a continued focus on specific reading components - Phonics, Phonemic Awareness and Vocabulary. Thereby, concentration on foundational skills will allow for teachers to concentrate on the students' deficiencies. In addition to professional development, the scholars at Hunt Elementary will participate in Owls Academy. During the 90 minute reading block, the students will then focus on Reading comprehension, Vocabulary and Fluency. Thereby, focusing on the foundation deficiencies prior to the reading block.	Howard, Bridgette, bridgette.howard@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.

At Hunt Elementary, we have a book study, we are reading The Power of A Positive Team by Jon Gordon. Each grade level shares their takeaways from assigned chapters of the book and set a goal to build a positive culture and increase the morale of our school. There is a focus for the staff to implement until the next meeting. We are building a positive school culture using the power of working together towards a shared vision with a greater purpose, communicating, connecting, and always striving to get better. Also, our Administrators celebrate and recognize the outstanding things that our school community accomplishes by using our weekly communication tool The Owls Press. In the owls press Administrators recognizes staff members and their achievements. Identify the stakeholders and their role in promoting a positive culture at Hunt Elementary.

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

Our Administrators, support staff, and our PTO plays a vital role in promoting a positive culture and environment.

The Women's Club of Coral Springs provides our teachers and students with books and volunteers to read to our students.