Lake Forest Elementary School

2022-23 Schoolwide Improvement Plan

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Lake Forest Elementary School

3550 SW 48TH AVE, Pembroke Park, FL 33023

[no web address on file]

Demographics

Principal: Denise Dopico Lizano

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 Economically Disadvantaged Students
School Grades History	2021-22: B (58%) 2018-19: C (50%) 2017-18: C (46%)
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	N/A
* 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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3550 SW 48TH AVE, Pembroke Park, FL 33023

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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	97%

School Grades History

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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide all students with equitable learning opportunities through engaging instruction, high expectations and relevant content while cultivating the well-being of students and staff in a safe learning environment

Provide the school's vision statement.

To empower students to pursue their aspirations and equitably prepare them to contribute to society by practicing the core values of the school: Respect, Ownership and Determination

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
Campbell, Tonya	School Counselor	Oversees all aspect of the school-level guidance program which includes, student testing, programs for social-emotional learning, and character development.
Clark, Angela	Math Coach	Oversee all aspects of the math curriculum, support teachers with instructional delivery, organize/provide professional development as needed, and analyze/disaggregate school-wide data to make informed decisions for math pull-out groups and adjustments to the math instructional focus.
Hamilton, Shelly Ann	Reading Coach	Oversee all aspects of the ELA curriculum, support teachers with instructional delivery, organize/provide professional development as needed, and analyze/disaggregate school-wide data to make informed decisions for reading pull-out groups and adjustments to the ELA instructional focus.
Rodriguez, Cristina	Assistant Principal	The instructional leader supports the Principal in all aspects of the learning environment which includes promoting the vision and mission of Broward County Schools as well as evaluating the effectiveness of instructional programs through ongoing data analysis and progress monitoring. Responsibilities also include managing the budget, building capacity throughout the school for leadership development, and establishing the school culture to ensure a safe and secure environment for all stakeholders.
Lizano, Denise	Principal	The instructional leader supervises all aspects of the learning environment which includes promoting the vision and mission of Broward County Schools as well as evaluating the effectiveness of instructional programs through ongoing data analysis and progress monitoring. Responsibilities also include managing the budget, building capacity throughout the school for leadership development, and establish the school culture to ensure a safe and secure environment for all stakeholders.
Griffith, Ruth	Science Coach	Oversee all aspects of the science curriculum, support teachers with instructional delivery, organize/provide professional development as needed, and analyze/disaggregate school-wide data to make informed decisions for pull-out groups and adjustments to the sciecne instructional focus.
White, Tykeshia	Other	
Sandoval, Simone	Other	Oversee all aspects of the cluster curriculum, support teachers with instructional delivery, organize/provide professional development as needed, and analyze/disaggregate school-wide data to make informed decisions for cluster groups and adjustments to the cluster instructional focus.

Demographic Information

Principal start date

Friday 7/1/2022, Denise Dopico Lizano

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.*

2

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.*

8

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

561

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

3

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

4

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	98	76	90	103	104	97	0	0	0	0	0	0	0	568
Attendance below 90 percent	52	21	23	31	23	22	0	0	0	0	0	0	0	172
One or more suspensions	0	0	0	2	7	5	0	0	0	0	0	0	0	14
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	30	35	23	0	0	0	0	0	0	0	88
Level 1 on 2022 statewide FSA Math assessment	0	0	0	24	36	19	0	0	0	0	0	0	0	79
Number of students with a substantial reading deficiency	0	3	16	12	14	12	0	0	0	0	0	0	0	57

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	1	4	12	32	31	34	0	0	0	0	0	0	0	114

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	2	10	11	23	5	14	0	0	0	0	0	0	0	65
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

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	89	73	82	101	94	87	0	0	0	0	0	0	0	526
Attendance below 90 percent	6	4	4	4	6	1	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	4	12	21	19	29	19	0	0	0	0	0	0	0	104

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	4	10	9	9	13	0	0	0	0	0	0	0	45

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	1	1	3	4	2	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	1	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	89	73	82	101	94	87	0	0	0	0	0	0	0	526
Attendance below 90 percent	6	4	4	4	6	1	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	4	12	21	19	29	19	0	0	0	0	0	0	0	104

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	4	10	9	9	13	0	0	0	0	0	0	0	45

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	1	1	3	4	2	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	1	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	40%	58%	56%				45%	59%	57%
ELA Learning Gains	59%						49%	60%	58%
ELA Lowest 25th Percentile	55%						49%	54%	53%
Math Achievement	56%	54%	50%				59%	65%	63%
Math Learning Gains	79%						60%	66%	62%
Math Lowest 25th Percentile	78%						50%	53%	51%
Science Achievement	37%	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	47%	60%	-13%	58%	-11%
Cohort Comparison		0%				
04	2022					
	2019	41%	62%	-21%	58%	-17%
Cohort Comparison		-47%				
05	2022					
	2019	44%	59%	-15%	56%	-12%
Cohort Comparison		-41%				

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	62%	65%	-3%	62%	0%
Cohort Comparison		0%				
04	2022					
	2019	56%	67%	-11%	64%	-8%
Cohort Comparison		-62%				
05	2022					
	2019	56%	64%	-8%	60%	-4%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	42%	49%	-7%	53%	-11%
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	22	47	46	36	69	67	19				
ELL	28	55	36	60	77	75	24				
BLK	37	59	63	53	84	84	42				
HSP	43	61	46	61	74	71	28				
FRL	40	59	56	56	79	78	39				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	19		17	31		20				
ELL	32	60		39	42		58				
BLK	27	37	43	30	42	62	30				
HSP	37	61		38	35		50				
FRL	34	45	41	37	42	59	33				
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	25	36	42	33	52	56	27				
ELL	44	49	53	64	66	42	38				
BLK	40	45	44	56	57	53	37				
HSP	49	55	63	65	67	44	42				
FRL	45	49	50	59	61	49	39				

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)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	474
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	53
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	60
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	56
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	59
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?

There was an upward two-year trend in the schoolwide overall achievement for 2019 & 2022. The data showed that the learning gains increased for both ELA and Math. The overall achievement for both subject areas fluctuated for the lowest quartile students over the same two-year period. The subgroup SWD trend showed that ELA went down, while the learning gains showed an upward trend. For math the achievement and learning gains showed an upward trend, but when down for science. The lowest quartile is up in both groups. The subgroup ELL trend for was down both ELA and math achievement and learning gains for both subject areas went up, while Science went down. The subgroup Black trend showed that the overall achievement for ELA and Math went down. However, the learning gains and lowest quartile for both subject areas, as well as Science went up. The subgroup Hispanic trend showed that the overall achievement went down in Math and ELA but went up for learning gains for ELA and Math. The lowest quartile went down for ELA and Science, but up for Math. The subgroup Free and Reduce Lunch trend showed that the overall achievement went down for ELA and Math. The learning gains for both subject areas and lowest quartile went up, and Science was consistent.

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

The greatest need of improvement would be science, as it has fluctuated over the years.

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

Covid and Science focus is only in 5th grade are contributing factors that impacted data. New actions taken reopening science lab, hands-experiment, learning focus and focus on fair game standards, as well as leadership focus for PLC focus.

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

Learning gains in ELA and Math, and learning gains lowest quartile.

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

Contributing factors were two ESSER staff providing extra support in Math and ELA, coaches provided extra support for TIER 3 and lowest quartile students. Incorporated various camps AM, PM and Saturday in content areas.

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

Continued targeted intervention support from classroom teachers, ESSER teacher and coaches. Ongoing training in the new standards/curriculum, as well as the new progress monitoring assessments that is done three times for the year. Also, adding the Science lab to support Science and fair game standards.

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.

Ongoing training via district and coaching staff in the new standards/curriculum in Benchmark Advance (ELA), Envision (math), FAST trainings for primary and intermediate teachers.

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

Ongoing training through district and coaching staff to support the implementation of the new B.E.S.T. standards/curriculum in Benchmark Advance (ELA), Envision (math), FAST trainings for primary and intermediate teachers. Continuous feedback provided based on observations and walkthroughs using the observation tools.

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

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the data, ELA showed a decrease in achievement and it is important to maintain high expectations to increase the overall proficiency in ELA.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By June 2023, 51% of students in grades 3-5 score proficient (on grade level) or higher as measured by the 3rd progress monitoring FAST Star assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Using the district progress monitoring tool three times for the year, Benchmark Advance unit assessments and RTI data.
Person responsible for monitoring outcome:	Denise Lizano (denise.dopico-lizano@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Targeted small group instruction/tools based on data from the classroom and/or progress monitoring assessments.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	When using data to target small group instructions, teachers will be able to monitor students learning achievements and adapt small groups according to students learning needs. The State adopted curriculum: Benchmark Advance will be used.

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.

The administration will conduct observations using the observation tools and provide feedback in a timely manner. Provide opportunities for teachers and coaches to share best practices.

Person Responsible	Denise Lizano (denise.dopico-lizano@browardschools.com)

The instructional coach will conduct nonevaluative walkthroughs, peer-mentorship/ modelling and/or planning of lessons and curriculum support with teachers.

Person Responsible	Shelly Ann Hamilton (shelly-annmelecia.hamilton@browardschools.com)

Providing ongoing training for small group via district and coach.

Person Responsible	Shelly Ann Hamilton (shelly-annmelecia.hamilton@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

Being identify for the RAISE program, ELA will be the area of focus in all grades with the focus being on phonics for Lake Forest Elementary. Decoding and encoding words were challenges students encountered in all three grade levels which affected their word recognition skills and reading comprehension, as a result they had difficulties correctly answering questions that were asked based on what they read. This focus was chosen based on the data collected from STAR progress monitoring assessment for Early Literacy and Reading for Kindergarten, 1st and 2nd grades regarding students who scored proficient, where the overall scores were 36%, 32% and 42% respectively.

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

Being identify for the RAISE program, ELA will be the area of focus in all grades with the focus being Language Comprehension for Lake Forest Elementary. Students encountered difficulties in all three grade levels which affected their reading comprehension, as a result they had difficulties comprehending passages and correctly answering questions related to the passages. The overall school ELA proficiency on the 2022 FAST progress monitoring was 11%.

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, 51% of students in grades K-2 will score proficient (on grade level) or higher as measured by the 3rd progress monitoring FAST Star assessment.

Grades 3-5: Measureable Outcome(s)

By June 2023, 51% of students in grades 3-5 score proficient (on grade level) or higher as measured by the 3rd progress monitoring FAST Star 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.

Students will be progress monitored through iReady Fall, Winter and Spring diagnostics, and Unit Benchmark Advance Assessments. Data will be used to drive instruction to ensure that instruction is modified to meet the needs of students based on their progress. Instructional rounds will be conducted by administration and instructional coaches and feedback will be given to teachers in a timely manner to inform them of their practice and areas for improvement. Data will be reviewed and discussed at data chats with teachers and students.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Lizano, Denise, denise.dopico-lizano@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. §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?

Benchmark Advance is state adopted and supports the B.E.S.T. standards. Monitoring will be done through unit assessments. Other programs that will be used are Reading Horizon, Benchmark Advance Intervention, Wilson Fundation Reading program and Leveled Literacy Intervention (LLI) for intervention and will be monitored using the program's specific assessment resources that are provided. These resources will be used to monitor the specific ELA standards including the phonics component.

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 programs are State adopted and have been identified as effective evidence-based practices/programs that have proven that with proper implementation and teaching them with fidelity will improve student achievement and close the gap for students. Teachers will be focusing on accelerating learning using Benchmark Advance Curriculum by planning effective lessons embedding vocabulary and asking higher-

order (critical thinking) questions to improve reading comprehension. They will provide remediation to offer additional support for struggling students

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
Teams will meet and plan with instructional coach to plan lessons. This will allow teachers to prioritize lessons, combine lessons (when applicable) and ensure standards are being taught in spiral and not isolation, as well as with the integration of Science and Social Studies. Instructional coach will co-plan lessons to be taught by teachers and/or model lessons to ensure that teachers are supported with the implementation of the curriculum.	Hamilton, Shelly Ann, shelly-annmelecia.hamilton@browardschools.com
Progress monitor students in ELA and conduct data chats with teachers to inform instruction. Assist in motivating students as they work towards meeting their targeted goal. Trends and patterns observed during instructional rounds will be shared by administration and instructional coaches as feedback is provided to teachers.	Lizano, Denise, denise.dopico-lizano@browardschools.com
ESSER teacher will provide push in and/or pull-out small group instruction for grades 2-5. Struggling students who have not already been provided additional services will be targeted. Groups will be monitored and reviewed quarterly.	Hamilton, Shelly Ann, shelly-annmelecia.hamilton@browardschools.com
Extended learning opportunities will be provided in the following formats: Before School: 7:00 – 7:30 providing additional support in standards/ skills After School: 2:30 – 4:00 standards/skills based on data	Clark, Angela, angela.clark@browardschools.com

Positive Culture & Environment

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

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

The school addresses building positive school culture and environment by sharing a common mission and vision statement, celebration diverse culturals, celebrating and recognizing student learning and achievement through HERO, as well recognizing faculty and staff through our SWAG initiative in the weekly newsletter.

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

The stakeholders include all parents, teachers, support staff/faculty, community leaders, and students. All stakeholders have a shared role in promoting a positive school culture and the environment by embracing the mission and vision of the school which has been established to prepare all students regardless of race, gender, ethnicity, sexual orientation, or disability for a global society. In addition, we have a school-wide positive behavior plan with three key focus areas Respect, Ownership, and Determination (ROD) that is shared and explained to all stakeholders to also promote positive school culture and environment.