Coral Springs Elementary School

2022-23 Schoolwide Improvement Plan

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Coral Springs Elementary School

3601 NW 110TH AVE, Coral Springs, FL 33065

[no web address on file]

Demographics

Principal: Keandra Fulton   Start Date for this Principal: 7/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (42%) 2018-19: D (39%) 2017-18: C (50%)
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	CSI
* 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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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	90%

School Grades History

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

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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.

The Equity mission of Coral Springs Elementary is to provide equity in all aspects of our school culture and instruction by working to ensure all of our students and families can feel safe, included, and empowered regardless of race, ethnicity, national origin, religion, sexual orientation, gender identity, physical disability, or socio economic status.

Provide the school's vision statement.

Our vision is to create a school culture that not only acknowledges diversity in all its forms, but celebrates it so all students feel a sense of inclusion and community within the learning environment while also being provided a fair opportunity to achieve success with rigorous curricula for all students.

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
Oliver, Vonda	Principal	Instructional leader oversees the daily operations of the school while ensuring successful outcomes for students in a nurturing, supportive and safe environment. Additionally, the principal is responsible for observing teacher instructional practices and provide feedback to improve teacher effectiveness. As a result of instructional teacher practices, opportunities for professional development and adult learning is implemented to enhance student achievement. The principal is also responsible for monitoring student progress through ongoing data chats, standards based lesson plan development and lesson effectiveness through classroom learning walks and observations. The principal is also responsible for recruiting and retaining effective teachers and staff to build capacity and continuity in closing the student achievement gap. Finally, the principal oversees all operational duties such as but not limited to, budget, property inventory and building customer relationships.
Brown, Shari	Assistant Principal	Responsibilities include but are not limited to working with the principal to oversee the operations of the school, curriculum alignment, behavior management, and all safety procedures from the district. Additionally, oversees the instructional practices of primary teachers to ensure early literacy skills are embedded throughout daily instruction. Responsibilities also include progress monitoring of students in grades K - 2nd grade through data chats and teacher effectiveness. Participates in observation evaluation and employee discipline process. She also supervises the custodial staff and enforces the Code of Conduct.
Dowling, Michelle	Other	ESE Specialist role includes, but is not limited to working with administration and teachers to ensure all ESE requirements are in compliance for the district and state. Additionally, the ESE Specialist is responsible for conducting RTI meetings, and annual parent meetings regarding students with disabilities. Stay abreast of curricula related services and program delivery systems for students with disabilities. Finally, the ESE Specialist is also required to work with all teachers to ensure students are properly identified and receiving instruction through the appropriate tiers of RTI.
Hicks, Jasmine	School Counselor	Responsibilities include but not limited to serving as school's testing coordinator, in charge of implementing the Social Economic Learning program, Kids of Character, guidance groups, test taking skills and strategies group, and overseeing the middle school's master schedule. Additionally, the guidance counselor is the 504 liaison, and monitors student attendance as well as other district initiatives such as Liaison for Child Abuse and Suicide. The guidance counselor is also part of our Behavior Threat Assessment Team as the mental health professional.
Holligan, Alicia	Reading Coach	Collect, analyze, and disaggregate data with teachers and the administrative team. Monitor the effectiveness of all literacy programs K - 8 at our school. Organize and facilitate Professional Development and participate in all Data Chats and conversations. Create and monitor the instructional focus plans and the assessment

Name	Position Title	Job Duties and Responsibilities
		matrices. She is also responsible for ELA progress monitoring and other duties as assigned. The Literacy Coach also helps to write and carry out Instructional focus calendars and assessments calendars. The Literacy Coach also works with the Math Coach to oversees all ELOs and Summer Professional Development. In addition, the coaches are expected to provide coaching and modeling to teachers as needed.
Berry, Shannon	Math Coach	

Demographic Information

Principal start date
Tuesday 7/1/2014, Keandra Fulton

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.*
7

Total number of teacher positions allocated to the school
21

Total number of students enrolled at the school
471

Identify the number of instructional staff who left the school during the 2021-22 school year.
5

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	68	94	75	73	78	69	42	28	21	0	0	0	0	548
Attendance below 90 percent	41	36	33	36	35	18	15	6	3	0	0	0	0	223
One or more suspensions	0	1	0	3	2	4	6	6	1	0	0	0	0	23
Course failure in ELA	0	0	0	0	0	0	3	1	0	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	2	3	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	29	21	17	14	13	8	0	0	0	0	102
Level 1 on 2022 statewide FSA Math assessment	0	0	0	30	30	37	26	14	6	0	0	0	0	143
Number of students with a substantial reading deficiency	30	26	10	27	7	14	10	10	7	0	0	0	0	141

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	19	15	7	31	34	32	19	15	8	0	0	0	0	180

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	1	1	27	5	7	0	0	0	0	0	0	0	42
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

Friday 8/26/2022

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	88	76	77	76	88	89	51	28	40	0	0	0	0	613
Attendance below 90 percent	43	36	46	27	31	32	13	10	10	0	0	0	0	248
One or more suspensions	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	15	9	8	0	0	0	0	32
Course failure in Math	0	0	0	0	0	0	6	1	10	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	21	16	9	13	0	0	0	0	64
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	4	26	19	11	14	0	0	0	0	75
Number of students with a substantial reading deficiency	0	1	5	17	11	14	50	27	31	0	0	0	0	156

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	1	7	9	8	26	36	19	21	0	0	0	0	127

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	0	3	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	1	0	3	3	0	0	0	0	7

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	88	76	77	76	88	89	51	28	40	0	0	0	0	613
Attendance below 90 percent	43	36	46	27	31	32	13	10	10	0	0	0	0	248
One or more suspensions	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	15	9	8	0	0	0	0	32
Course failure in Math	0	0	0	0	0	0	6	1	10	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	21	16	9	13	0	0	0	0	64
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	4	26	19	11	14	0	0	0	0	75
Number of students with a substantial reading deficiency	0	1	5	17	11	14	50	27	31	0	0	0	0	156

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	1	7	9	8	26	36	19	21	0	0	0	0	127

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	0	3	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	1	0	3	3	0	0	0	0	7

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%				40%	59%	57%
ELA Learning Gains	54%						45%	60%	58%
ELA Lowest 25th Percentile	42%						38%	54%	53%
Math Achievement	30%	54%	50%				42%	65%	63%
Math Learning Gains	50%						48%	66%	62%
Math Lowest 25th Percentile	43%						34%	53%	51%
Science Achievement	24%	59%	59%				26%	46%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	45%	60%	-15%	58%	-13%
Cohort Comparison		0%				
04	2022					
	2019	45%	62%	-17%	58%	-13%
Cohort Comparison		-45%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	36%	59%	-23%	56%	-20%
Cohort Comparison		-45%				

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	45%	65%	-20%	62%	-17%
Cohort Comparison		0%				
04	2022					
	2019	43%	67%	-24%	64%	-21%
Cohort Comparison		-45%				
05	2022					
	2019	38%	64%	-26%	60%	-22%
Cohort Comparison		-43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	18%	49%	-31%	53%	-35%
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	15	50	45	9	41	41	4				
ELL	26	51	38	20	46	60	13				
BLK	37	47	39	25	45	41	23	36			
HSP	41	63		39	52		22				
WHT	60	62		42	77						
FRL	41	56	45	29	52	50	23	57			

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	10	33	25	8	26	8					
ELL	16	48		16	23	18	6				
BLK	27	39	39	22	28	18	22				
HSP	35	55		35	29		24				
WHT	61	50		44							
FRL	30	42	39	26	27	20	20	73			

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	13	34	35	15	36	33	4	17			
ELL	28	40	36	32	48	41	15				
BLK	35	45	45	38	45	27	27	44	56		
HSP	47	43	26	49	55	42	29	18			
WHT	44	48		50	48						
FRL	37	44	40	39	46	35	20	31	36		

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)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	28
Total Points Earned for the Federal Index	363
Total Components for the Federal Index	9
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	43
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	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Students with disabilities continue to perform significantly below their nondisabled peers in ELA, Math, and Science.
African American students continue to perform below their same age peers.
ELLs continue to perform significantly below their English speaking peers.
ELA, Math, and Science continues to all below he district and state performance. Although we demonstrated growth from 2021 - 2022, we continue to fall below district and state performance levels.

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

ELA - Key Ideas and Details
Math - Measurement Data and Geometry.

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

Students were returning school after a pandemic. This was the first full year in 18 months that students were in school. The students returned to school with large deficits as we expected. Additionally, there were several staff changes that happened mid-year leaving even further learning gaps.

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

ELA across the grade levels showed the most improvement.

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

We were funded 3 ESSER teachers last year who provided intentional support to students where were not making adequate progress. Additionally, we utilized the resource teacher to provide push in support to the students who required additional remediation. Finally, we offered two rounds of Extended Learning Opportunities to further close the learning gaps. Students were selected as a result of ongoing progress monitoring data.

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

In effort to continue to accelerate learning, we have identified tier 3 teachers who need support to accelerate learning within our subgroups and all student populations. Those teachers have been paired with an administrator or instructional coach to participate in collaboration, planning, and instructional

delivery sessions. The team meets weekly to discuss progress made or areas to re-visit. As teachers make progress, we will continue to make shifts to other teachers that require support.

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.

In meeting with our Professional Development team, it is noted that based on data, there is a great need for Math and Science P.D. We are working with district and school based staff to provide ongoing support with the new Math Series, and receiving planning and teaching support from elementary learning in science to support teacher development.

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

In effort to ensure sustainability, we have been funded an additional ESSER teacher to provide support in the primary grades. We will continue to have a laser focus on our Sub -groups through weekly data reviews and conversations both with teachers, and instructional coaches. We are also collaborating with our P.D. team to ensure teachers are provided with adequate adult learning to have a greater impact on student achievement.

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 Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	SWD 29% proficiency which is an increase from 16% in 2021 - Yet, 3rd consecutive year below the 41% index ELLs 24% proficiency which is an increase from 35% in 2021 - 2nd consecutive year below the 41% index BLK/African American 29% which is an increase from 36% in 2021 - 1st year below the 41% index
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, students with disabilities, ELL students, and BLK/African American students will score at or above the 41% index on the FSA
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Area of focus will be monitored data conversations, ongoing classroom visits and feedback sessions, collection of cold read data points every three weeks, and unit assessments given every 8 weeks. Additionally during weekly support staff meetings, the ESSA teachers and review targeted scholars data to determine next steps
Person responsible for monitoring outcome:	Vonda Oliver (vonda.oliver@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Increase targeted subgroups proficiency by utilizing an interventionist to provide tier 2 and tier 3 support such as a double dose of reading through small group instruction. All subgroups will be progress monitored on a bi-weekly to allow for remediation or acceleration of instruction. To ensure solid tier 1 instruction teacher will utilized the district's standards-based core curriculum and appropriate supplemental resources. Teachers will differentiate instruction within tier 1 after identifying deficiencies in learning. Teachers will also provide weekly formative assessments to progress monitor and pivot instruction based on need. ESSA teachers will also support struggling Tier 1 students during push-in or pull-out support.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	Daily interventionist in addition to teacher whole group instruction and small group remediation with an effective program will offer needed support to students struggling in ELA. During PLCs and weekly Common Planning, teachers and coaches work together to plan standards based lessons, pull various resources to use, and create the grade level tasks needed. Identifying the learning gaps early during Tier 1 instruction will allow teachers to adjust instruction and align resources.

resources/criteria used for selecting this strategy.

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.

ESE Support Facilitators, Bilingual Teacher assistants, and ESSER Teachers will utilize the co-teaching/ co-support model in grades K - 5 assisting our 3 targeted ESSA Groups.
Teachers will work collaboratively and plan with leadership during grade level meetings participate in collaborative grade level discussions and vertical team discussions to create non-negotiables for ELA instruction.

Person Responsible   Shari Brown (shari.brown@browardschools.com)

Students will all ESSA groups will offered extended learning opportunities after school through our Power Hour Camp with a laser focus on deficit standards.

Person Responsible   Alicia Holligan (alicia.gaines@browardschools.com)

An IDEA classroom assistant will provide pull - out support to our ELL students to help close the language gap in addition to the learning gap.

Person Responsible   Shari Brown (shari.brown@browardschools.com)

All ESSA groups will engage in visual verbal learning tools through District approved Thinking Maps program.

Person Responsible   Alicia Holligan (alicia.gaines@browardschools.com)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	3rd - 8th grade students demonstrated proficiency at 40% with is a slight increase from 32% in 2021. However, 60% of students scored below level 3 proficiency, identifying us as a RAISE school.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By June 2023, the percentage of students scoring proficiency on the ELA section of the F.A.S.T. will increase by 12 percentage points as measured on the F.A.S.T.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Area of focus will be monitored data conversations, ongoing classroom visits and feedback sessions, collection of cold read data points every three weeks, iReady data, and unit assessments given every 8 weeks. Additionally during weekly support staff meetings, the ESSA teachers review targeted scholars data to determine next steps.
Person responsible for monitoring outcome:	Vonda Oliver (vonda.oliver@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	To ensure solid tier 1 instruction teacher will utilized the district's standards based core curriculum and other supplemental resources as needed. Teachers will differentiate instruction within tier 1 after identifying deficiencies in learning. Teachers will also provide weekly formative assessments to progress monitor and pivot instruction based on need. ESSA teachers will also support struggling Tier 1 students during push-in or pull-out support
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	During PLCs and weekly Content Planning across grade level teachers and coaches work together to plan standards based lessons, pull various resources to use, and create the grade level tasks needed. Identifying the learning gaps early during Tier 1 instruction will allow teachers to adjust instruction and align resources.

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

Teachers will work collaboratively and plan with leadership during grade level meetings participate in collaborative grade level discussions and vertical team discussions to create non-negotiables for ELA instruction.

Person Responsible   Vonda Oliver (vonda.oliver@browardschools.com)

Teachers and leadership team will monitor data, progress, and intervention of the lowest 25%. Utilizing unita data and interim assessments created in School City, teachers will identify students who need additional Tier 1 support and intervention.

Person Responsible   Alicia Holligan (alicia.gaines@browardschools.com)

ESSA teachers will receive additional training on Reading Horizons to ensure effective program use. Reading Horizons will be implemented with fidelity for our students identified with significant reading deficits.

Person Responsible   Alicia Holligan (alicia.gaines@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

-Based on our students 2021-2022 i-Ready assessment results from AP3, students in kindergarten were 58% at or above grade level which was a 48% increase from AP1. Students in 1st grade were 32% (AP3) at or above grade level, which was a 22% increase from AP1. Students in 2nd grade were 37% (AP3) at or above grade level which was a 21% increase from AP1. For us to increase and impact student achievement, our instructional practice in ELA will be to help foster student engagement by allowing students to engage in discourse, differentiate small group instruction based on individual class data by domain, increase high quality tier 1 instruction with Curriculum Coaches Co-Teaching & Modeling with teachers. We will also be providing daily push-in support to focus on our weakest domains as indicated on the F.A.S.T PM1 data, weekly standards-based planning sessions, and Stamina building ELA assessments to progress monitor student's academic successes every 3 weeks. During our ELO camps we will provide intensive intervention to target the weaker reading skills as well as provide target instruction to reinforce and accelerate specific reading skills.

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

-Students in grade 3 were 29% proficient on the 2022 FSA ELA which was a 7% drop from the 2021 FSA ELA. However, students in grades 4 & 5 showed an increase in proficiency from the previous year FSA. Grade 4 students increased their proficiency by 26% and students in grade 5 increased their proficiency by 2%. Therefore, to help increase and impact student achievement, our instructional practice In ELA will be focused on fostering student engagement, having students participate in discussions so that student discourse can occur, and developing a classroom climate that is conducive to instruction/learning. We will also differentiate small group instruction based on individual class data by domain, increase high quality tier 1 instruction with Curriculum Coaches Co-Teaching & Modeling with teachers. We will also be providing daily push-in support to focus on weakest domains as indicated on the F.A.S.T PM1 data, weekly standards-based planning sessions, and Stamina building ELA assessments. During our ELO camps we will provide intensive intervention to target the weaker reading skills as well as provide target instruction to reinforce and accelerate specific reading skills.

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, the percentage of students scoring proficient or higher on the F.A.S.T. ELA will increase in kindergarten from 43% (PM1) to 54% (PM3). In 1st grade students scoring proficient or higher on the F.A.S.T. ELA will increase from 40% (PM1) to 52% (PM3). In 2nd grade students scoring proficient or higher on the F.A.S.T. ELA will increase from 29% (PM1) to 40% (PM3).

Grades 3-5: Measureable Outcome(s)

-By June 2023, the percentage of students scoring a level 3 or higher on the F.A.S.T. ELA will increase in 3rd grade from 30% (PM1) to 40% (PM3). Students in 4th grade scoring a level 3 or higher on the F.A.S.T. ELA will increase from 20% (PM1) to 35% (PM3). In 5th grade students scoring a level 3 or higher on the F.A.S.T. ELA will increase from 24% (PM1) to 45% (PM3).

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.

-We will utilize our Progress Monitoring Database to track specific data to drive our instruction. Our ongoing progress monitoring database will track all 3 F.A.S.T. Progress Monitoring's, as well as Benchmark Advance Unit assessments every 3 weeks. We will help teachers dive deep into their data to drive their instruction through weekly data conversations and ongoing classroom visits with feedback sessions. We will also come together as a support staff weekly to discuss our target students' progress with the interventions we have set in place.

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

Holligan, Alicia, alicia.gaines@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?

1. Reading Horizons Discovery & Elevate: ESSER teachers provide intervention to targeted students who fall in the Tier 3 category as evidenced by the F.A.S.T. PM1 results.
2. Benchmark Advance Interventions: Teachers provide their Tier 2 & Tier 3 students with targeted interventions that focus on their deficit reading skill. ESSER teachers will provide Tier 3 interventions to specific students who scored a level 1 or 2 on the F.A.S.T. PM1.
3. Innovations for Learning High Impact Tutoring: interventionists give students an Oral reading fluency to select who would benefit from their tutoring services.
4. ELO Camps: Targeted students are provided with intensive instruction in reading skills and strategies through resources that focus on the B.E.S.T Reading Strands.

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?

1. Reading Horizons Discovery & Elevate: Reading Horizons employs a unique marking system to draw student attention to the structure and patterns of English and to provide visual cues that aid memory and improve pronunciation.
2. Benchmark Advance Interventions: This enhanced phonics program is based on the latest Science of Reading research information and adheres to the tenets of Structured Literacy. There is an emphasis on application of learning to reading and writing—where the learning sticks. Differentiation is built into both the whole-group and small-group instruction in the program.
3. Innovations for Learning High Impact Tutoring: interventionists work directly with students on beginning reading skills.
4. ELO Camps: Targeted students are provided with intensive instruction in reading skills and strategies to promote achievement on F.A.S.T. Progress Monitoring Assessments.

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
1. Literacy Leadership: Literacy coach will form a literacy committee with teachers/staff from all grade levels to analyze the 2022-2023 Reading Plan so that teachers and staff are all aware and can effectively implement the necessary strategies outlined in the Reading Plan. 2. Literacy Coaching: Literacy coach will mentor, model, and provide a co-teaching model to specific teachers who fall in the Tier 2 & Tier 3 category. 3. Assessment: Literacy Coach will assess students every 3 weeks after each Benchmark Unit is completed. From there, the data will be tracked on the Progress Monitoring database. Coach will meet with teachers to analyze their data to determine where the focus should be placed on intervention/enrichment with targeted benchmarks/standards. 4. Professional Learning: Literacy coach will facilitate effective planning sessions every week that focus on a different topic to promote and support student learning in ELA.	Oliver, Vonda, vonda.oliver@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.

Coral Springs Elementary sets a clear vision of values that students and staff strive for. Our values summarize the expectations of student and staff behaviors and clarify educational goals and strive to remove barriers to provide an equal playing field stated through our school's mission, vision, and equity statements. Assemblies and events are held throughout the year aimed at creating togetherness and school pride. These assemblies and school events ignite school spirit, foster belongingness, create an inclusive environment, and motivate students into making the best choices for themselves and our school. Awards assemblies are conducted every quarter to satisfy the students' need to be recognized and appreciated. Most importantly clear guidelines about how students treat each other and having zero tolerance for bullying

creates a safe environment for all students creating a relaxed and comfortable environment for learning. Additionally, staff are recognized for their hard work and effort by receiving recognition in front of all colleagues as well as supported when issues arise. Our staff are also provided with Professional Development opportunities to teach them specific language and actions to use to promote and improve school culture. Lastly, Coral Springs Elementary enlist parents' support. Parents are recruited for roles such as event volunteers, field trip chaperone, and SAC members. Parental involvement contributes to greater social skills and positive behavior for our staff and students.

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

Coral Springs Elementary consists of a wide variety of stakeholders. Our stakeholders consist of students, teachers, parents, and community members. Students are encouraged to participate in leadership roles in the school. They are given a platform to exercise their ideas and providing aid to the school's decision-making process. Students are expected to treat all students and staff with respect and kindness. Teachers are expected to lead the students in instruction and provide a safe learning environment for all students with classroom management. Some teachers also play the role of mentor to students and teachers to provide encouragement and inclusiveness. Parents provide as an additional resource for the student to assist with academic achievement and positive behavior. Parents also enhance a sense of community and school pride when they become active stakeholders, which has a positive influence on the school's success. Coral Springs local church is one of our community members who provides support to families and students in need of assistance as well as offer groups and programs to all students and families. Lastly, Zeta Phi Beta Sorority Inc. community members transmit the value of education to all students by volunteering in school, educating students on careers, post-secondary options as well as provide assistance for school events and school supplies when needed.