

Broward County Public Schools

Lauderhill Paul Turner Elementary School



2022-23 Schoolwide Improvement Plan

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Lauderhill Paul Turner Elementary School

1500 NW 49TH AVE, Lauderdale Lakes, FL 33313

[no web address on file]

Demographics

Principal: Michelle Engram Mcknight

Start Date for this Principal: 9/23/2022

| | |
|--|---|
| 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: C (52%) 2018-19: C (53%) 2017-18: B (54%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | ATSI |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Lauderhill Paul Turner Elementary School

1500 NW 49TH AVE, Lauderdale Lakes, FL 33313

[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 | 98% |

School Grades History

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

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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.

Lauderhill Paul Turner will provide an enriched teaching and learning environment that encourages all students to reach their maximum potential in a safe and civil environment.

Provide the school's vision statement.

Lauderhill Paul Turner is a community where all stakeholders unite to create and engage successful, life-long learners.

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 |
|---------------------------|----------------|---|
| Engram Mcknight, Michelle | Principal | <p>Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). Engram McKnight, Michelle Creightney, Nicole Principal Math Coach Achieve expected results on the school's student learning goals. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>Utilize processes to empower others and distribute leadership when appropriate. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> |
| Creightney, Nicole | Math Coach | <p>Provides support and assistance to all classroom teachers in the full implementation of the district's adopted math program through BEST Standards analysis/interpretation. Conducts demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.</p> |
| Glover, Crystal | Other | <p>Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Glover, Crystal Other Coordinate required ESE meetings. Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student.</p> |
| Jones, Tangela | Reading Coach | <p>Provides support and assistance to all classroom teachers in the full implementation of the district's adopted English Language Art program through BEST Standards analysis/ interpretation. Conducts demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.</p> |

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|------------------|---|
| Dessources, Sofia | SAC Member | To chair meetings of the SAC and to ensure that a program of meetings is planned and agreed as far in advance as possible. To identify individual SAC members to undertake specific tasks or to be the lead member on specific topics. To act as spokesperson for the SAC when required to do so. |
| Rankine, Clarel | SAC Member | To chair meetings of the SAC and to ensure that a program of meetings is planned and agreed as far in advance as possible. To identify individual SAC members to undertake specific tasks or to be the lead member on specific topics. To act as spokesperson for the SAC when required to do so. |
| Daniel, Gayon | School Counselor | To ensure that students have access to the resources necessary for academic and social development through the district's SEL and other resources. Assist teachers and parents to ensure that students have the proper tools and guidance to effectively learn within their skill sets through the Rtl process. Coordinates with stakeholders to support the community and educational needs. |
| Pierce, Trisha | Other | Provides support and assistance to all Autism Spectrum Disorder classroom teachers in the full implementation of the BEST Standards and IEP Goals through district adopted curriculum. Conducts demonstration lessons to ensure that teachers are able to deliver instruction to varying needs of the students in their classrooms. |

Demographic Information

Principal start date

Friday 9/23/2022, Michelle Engram Mcknight

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.*

3

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

37

Total number of students enrolled at the school

548

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

1

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 | 88 | 94 | 79 | 85 | 71 | 96 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 513 |
| Attendance below 90 percent | 48 | 31 | 28 | 34 | 23 | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 201 |
| One or more suspensions | 1 | 1 | 0 | 4 | 3 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| 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 | 26 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 85 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 28 | 26 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 84 |
| Number of students with a substantial reading deficiency | 1 | 2 | 4 | 9 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |

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 | 3 | 4 | 1 | 25 | 35 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 109 |

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 | 3 | 5 | 1 | 18 | 17 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 |
| 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 | 90 | 79 | 92 | 83 | 95 | 97 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 536 |
| Attendance below 90 percent | 45 | 29 | 39 | 35 | 37 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 224 |
| One or more suspensions | 2 | 1 | 2 | 0 | 7 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 8 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 7 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Number of students with a substantial reading deficiency | 5 | 9 | 17 | 35 | 20 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 111 |

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 | 6 | 5 | 9 | 15 | 16 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 90 | 79 | 92 | 83 | 95 | 97 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 536 |
| Attendance below 90 percent | 45 | 29 | 39 | 35 | 37 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 224 |
| One or more suspensions | 2 | 1 | 2 | 0 | 7 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 8 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 7 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Number of students with a substantial reading deficiency | 5 | 9 | 17 | 35 | 20 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 111 |

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 | 6 | 5 | 9 | 15 | 16 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

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 | 43% | 58% | 56% | | | | 42% | 59% | 57% |
| ELA Learning Gains | 57% | | | | | | 48% | 60% | 58% |
| ELA Lowest 25th Percentile | 37% | | | | | | 41% | 54% | 53% |
| Math Achievement | 52% | 54% | 50% | | | | 66% | 65% | 63% |
| Math Learning Gains | 80% | | | | | | 77% | 66% | 62% |
| Math Lowest 25th Percentile | 67% | | | | | | 61% | 53% | 51% |
| Science Achievement | 28% | 59% | 59% | | | | 35% | 46% | 53% |

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 33% | 60% | -27% | 58% | -25% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 41% | 62% | -21% | 58% | -17% |
| Cohort Comparison | | -33% | | | | |
| 05 | 2022 | | | | | |

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 47% | 59% | -12% | 56% | -9% |
| 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 | 46% | 65% | -19% | 62% | -16% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 74% | 67% | 7% | 64% | 10% |
| Cohort Comparison | | -46% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 72% | 64% | 8% | 60% | 12% |
| Cohort Comparison | | -74% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 33% | 49% | -16% | 53% | -20% |
| 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 | 29 | 45 | | 35 | 55 | | 31 | | | | |
| ELL | 33 | 63 | | 50 | 70 | | 15 | | | | |
| BLK | 43 | 56 | 33 | 52 | 79 | 67 | 26 | | | | |
| FRL | 38 | 53 | 39 | 49 | 77 | 67 | 22 | | | | |
| 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 | 30 | 50 | | 30 | 43 | 40 | 27 | | | | |

| 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 |
| ELL | 41 | | | 38 | | | | | | | |
| BLK | 30 | 39 | 32 | 28 | 31 | 26 | 18 | | | | |
| FRL | 32 | 41 | 25 | 31 | 35 | 25 | 23 | | | | |
| 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 | 38 | 44 | 26 | 47 | 55 | 47 | 22 | | | | |
| ELL | 45 | 51 | 38 | 70 | 80 | 58 | 40 | | | | |
| BLK | 41 | 46 | 42 | 65 | 77 | 61 | 35 | | | | |
| HSP | 50 | | | 60 | | | | | | | |
| FRL | 43 | 48 | 43 | 66 | 77 | 62 | 37 | | | | |

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 | 50 |
| 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 | 32 |
| Total Points Earned for the Federal Index | 396 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 39 |
| 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 | 44 |
| 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 | 48 |
| 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 | |
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |
| 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 | 46 |
| 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?

SWD is consistently the lowest scoring subgroup in most grades, in both ELA and Math. Almost all subgroups, in most grades made gains between the Fall and Spring assessments based on progress monitoring data. Grade 1 was the lowest scoring grade on the Spring iReady assessment.

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

Based off of progress monitoring and 2022 state assessments SWD in both ELA and Math as well as Grade 4 in ELA demonstrate the greatest need for improvement.

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

Reacclimating back to face-to-face rigorous direct instruction, student attendance, and SWD moving from off-standards to on standards in the middle of the school year were contributing factors to this need for improvement. Additional support and professional development on the Benchmark Advance Literacy series as well as the Envision Math series by district and school-based instructional coaches. ESSA personnel and Reading Interventionist will be utilized for small group support.

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

On average, Math in all grades, showed the most improvement between the Fall and Spring assessments.

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

Support of Math Coach for teachers/students inside the classroom. Additional materials provided to support areas of need.

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

Additional human resources provided to support teachers/students on a daily basis, including the strategic use of our ESSA personnel. Professional development and support for the new Envision Math adoption, continue professional development and support for the Benchmark Advance literacy materials, close progress monitoring of identified students, and extended learning opportunities.

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.

Professional development on the newly adopted Envision Math series, continue professional development for the Benchmark Advance Literacy series, high-quality instructional strategies, and utilizing data to make instructional decisions and target student needs.

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

Use of extended learning opportunities, continued support from district personnel, school-based instructional coaches, Reading Interventionist, and ESSA personnel, continued progress monitoring and adjusting/modifying instruction as needed. Also, additional support and training on the newly adopted Envision Math series as well as continue support and professional development for the Benchmark Advance Literacy series.

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.

The ELA Achievement has remained stagnant since 2019 and this is part of the District's focus as well.

Measurable**Outcome:**

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

The ELA Achievement for students in Grades 3-5 will increase from 43% (based on the 21-22 FSA) to 49% (based on the 22-23 FAST).

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

Students and grade levels will participate in ongoing data chats and Professional Learning Communities to measure the fidelity of instruction and remediation supports provided to students on standards. Based on the data and students' progress discussed at the data chats and Professional Learning Communities, the curriculum coaches will provide consistent coaching and modeling to assist teachers who require additional support.

Person responsible for monitoring outcome:

Michelle Engram Mcknight (michelle.l.engram-mcknight@browardschools.com)

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

We will support our teachers in the implementation of high-quality instruction, particularly in the area of vocabulary. We will also provide support and professional development to the teachers regarding the implementation of the Benchmark Advance Literacy series. Additionally, our general education teachers, ESSA personnel, Reading Interventionist, and curriculum coaches will collaborate to plan instruction implementing BEST standards.

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

Based upon school academic data, it indicates evidence of the necessity for vocabulary instruction. Additionally, based on our 2021-2022 EOY iReady Diagnostic data, vocabulary was the weakest performing area school-wide. We are utilizing Benchmark Advance Literacy series and Marzano's six-step process for teaching academic vocabulary.

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 teachers will be provided with professional development focusing on reviewing the BEST standards. Each standard will be reviewed to ensure fidelity of Tier 1 instruction according to the grade level expectation. Due to the need for an improvement in comprehension, the vocabulary portion of the Benchmark Advance literacy instructional program will be used to provide additional support to students.

Teachers will be given professional development to ensure the instruction targets the needs of the students. Additionally, data chats and professional learning communities will be conducted to analyze student data, assess student progress, and determine if additional supports are needed for teachers, grade levels and/or students. Based upon the information gathered at the data chats and professional learning communities, coaching and modeling will be provided to teachers indicating a need for additional assistance.

Person Responsible Tangela Jones (tangela.jones@browardschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

SWD students are our ESSA subgroup because they scored a 29% which is below the 41% threshold.

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

SWD students will increase their proficiency levels from 29% proficient to 41% proficient.

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

Students and grade levels will participate in ongoing data chats and Professional Learning Communities to measure the fidelity of instruction and remediation supports provided to students on standards. Based on the data and students' progress discussed at the data chats and Professional Learning Communities, the curriculum coaches will provide consistent coaching and modeling to assist teachers who require additional support.

Person responsible for monitoring outcome:

[no one identified]

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

We will support our teachers in the implementation of high-quality instruction, particularly in the area of vocabulary and phonics. We will also provide support and professional development to the teachers regarding the implementation of the Benchmark Advance Literacy series. Additionally, our general education teachers, ESSA personnel, Reading Interventionist, and curriculum coaches will collaborate to plan instruction implementing BEST standards.

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

SWD students are performing below the 41 percent threshold which resulted in them being identified through ESSA. We are utilizing Benchmark Advance Literacy series and Marzano's six-step process for teaching academic vocabulary. We are also utilizing the Heggerty program for explicit phonics instruction.

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 action steps will be focused on providing professional development to ensure the alignment of data driven instruction to the Benchmark Advance Literacy series and BEST Standards. In doing so, the teachers will be provided with a review of the BEST Standards and their rigor. This will enable the

teachers to provide the students with relevant practice to improve proficiency. Additionally, the students will have support with vocabulary instruction to improve comprehension. Students and grade levels will participate in ongoing data chats and professional learning communities to measure the fidelity of instruction and remediation supports provided to students on standards. As a result of the students' progress data discussed and data chats and professional learning communities, the curriculum coaches will provide consistent coaching and modeling to assist teachers who require additional support.

Person Responsible Tangela Jones (tangela.jones@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

The area of focus at Lauderhill Paul Turner Elementary School will be phonics. Student data demonstrates a need for targeted practice in the area of Phonics.

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

The area of focus at Lauderhill Paul Turner Elementary School will be Reading Across Genres and Vocabulary. Student data demonstrates a need for targeted practice in the area of Reading Across Genres and Vocabulary.

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 2022, 60% of students in Kindergarten-Second grade will be secure in the area of Phonics and Word Analysis as evidenced by the PM 3 STAR Early Literacy and STAR Reading Assessment.

Grades 3-5: Measureable Outcome(s)

By June 2022, 51% of students in Grades 3-5 will score at or above grade level on the PM 3 FAST ELA 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.

Lauderhill Paul Turner Elementary School's area of focus will be monitored through Benchmark Advance Unit Assessments , Benchmark Advance Phonics Quick Checks, PM 2 STAR and FAST, and PM 3 STAR and FAST.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Engram Mcknight, Michelle, michelle.l.engram-mcknight@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?

Lauderhill Paul Turner Elementary School is utilizing the Benchmark Advance Literacy series that is a strong evidence-based reading program and it is aligned to the B.E.S.T. ELA Standards and the BCPS K-12 Reading Plan.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The evidence-based program, Benchmark Advance Literacy series, addresses Lauderhill Paul Turner Elementary's identified needs and has a proven record of effectiveness for our target population.

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 reviewed and analyzed data to determine area of need and what interventions are needed to address the area of need. | Jones, Tangela, tangela.jones@browardschools.com |
| Literacy Leadership team will conduct daily walk throughs during ELA instructional block to view Phonics and Word Analysis lessons for K-2 teachers and Reading Across Genres and Vocabulary lessons for 3-5 teachers. | Engram Mcknight, Michelle, michelle.l.engram-mcknight@browardschools.com |
| Literacy Coach will provide coaching and modeling of Phonics and Word Analysis lessons as well as Reading Across Genre and Vocabulary lessons to those K-5 teachers demonstrating a need. | Jones, Tangela, tangela.jones@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.

We conduct various events at the school designed to educate parents and community members regarding their role, responsibilities, and the importance of the home-school connection. At our Open House/Title I Annual meeting, parents are provided with information on the expectations of the parents and students, as well as, given information on the different subject areas, Florida B.E.S.T Standards, and F.A.S.T Assessments.

At our Literacy, Math, and Science Night events, parents are provided with strategies they could use at home to improve/enhance their child's literacy, math, and science skills. Both events help to prepare and motivate children by delivering resources in a fun and unique way.

Our community Liaison will continue to work diligently to maintain positive relationships with both parents and business partners. He will continue with our established, long-running partnership with a local supermarket who provides food and incentives during our school events. Attendance has increased at school events. He will build upon his previous work of building and sustaining relationships between the school and all stakeholders through events such as Fall Festival, Winter Showcase, and Spring Fling.

Students will celebrated for attending school regularly at Perfect Attendance Assemblies each month. Students will also participate in Academic Celebrations for reaching established academic goals throughout the school year.

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

Michelle Engram-McKnight, Principal
Thomas Dusch, Assistant Principal
Gayon Daniel, Guidance Counselor
Tangela Jones, Literacy Coach
Nicole Creightney, Math Coach
Crystal Glover, ESE Specialist
Trisha Pierce, Autism Coach
Trusha Victor, School Social Worker
Frederick Flowers, Community Liaison