

Broward County Public Schools

# McNab Elementary School



## 2022-23 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Mcnab Elementary School

1350 SE 9TH AVE, Pompano Beach, FL 33060

[ no web address on file ]

## Demographics

**Principal: Dorys Palacio**

Start Date for this Principal: 10/22/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	78%
<b>2021-22 ESSA Subgroups Represented</b> (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 Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (62%) 2018-19: A (67%) 2017-18: B (60%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Mcnab Elementary School

1350 SE 9TH AVE, Pompano Beach, FL 33060

[ no web address on file ]

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2021-22 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">78%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">53%</p>

## School Grades History

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

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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.**

Our Mission Statement is to provide all students a quality education within a safe and secure learning environment. McNab has a strong PTA presence and they are at the forefront of fundraising and putting on amazing events for our community. PTA also sells uniforms that comply with our School Unified Dress Policy that was enacted in 2013-14. McNab has an active School Advisory Council who meets monthly to discuss programs, progress, and accountability.

**Provide the school's vision statement.**

Our school vision is that every child can learn and deserves to be instructed in a safe and nurturing environment where they will flourish and succeed to their full potential.

### 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
Palacio@browardschools.com, Dorys	Principal	To ensure the safety and curriculum vision of the school for staff and students.
Marinacci-Rohloff, Kim	Reading Coach	To support the principal with reading goals and vision for the year.

### Demographic Information

**Principal start date**

Saturday 10/22/2016, Dorys Palacio

**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.*

4

**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.*

6

**Total number of teacher positions allocated to the school**

40

**Total number of students enrolled at the school**

620

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

4

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

8

**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	103	113	117	97	108	87	0	0	0	0	0	0	0	625
Attendance below 90 percent	42	28	26	23	26	16	0	0	0	0	0	0	0	161
One or more suspensions	3	2	1	7	8	5	0	0	0	0	0	0	0	26
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	13	18	9	0	0	0	0	0	0	0	40
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	22	17	0	0	0	0	0	0	0	52
Number of students with a substantial reading deficiency	17	55	52	31	36	22	0	0	0	0	0	0	0	213

**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	12	20	15	19	30	20	0	0	0	0	0	0	0	116

**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	0	12	6	8	10	1	0	0	0	0	0	0	0	37
Students retained two or more times	0	1	0	2	0	0	0	0	0	0	0	0	0	3

**Date this data was collected or last updated**

Thursday 9/1/2022



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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**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	109	116	109	104	89	97	0	0	0	0	0	0	0	624
Attendance below 90 percent	35	20	25	15	14	11	0	0	0	0	0	0	0	120
One or more suspensions	1	2	0	4	2	2	0	0	0	0	0	0	0	11
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	2	8	10	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	13	14	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	1	3	22	16	9	29	0	0	0	0	0	0	0	80

**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	17	55	52	31	36	22	0	0	0	0	0	0	0	213

**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	1	2	2	2	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	2	0	0	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	70%	58%	56%				71%	59%	57%
ELA Learning Gains	67%						69%	60%	58%
ELA Lowest 25th Percentile	45%						72%	54%	53%
Math Achievement	67%	54%	50%				70%	65%	63%
Math Learning Gains	73%						77%	66%	62%
Math Lowest 25th Percentile	59%						61%	53%	51%
Science Achievement	54%	59%	59%				48%	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	73%	60%	13%	58%	15%
Cohort Comparison		0%				
04	2022					
	2019	65%	62%	3%	58%	7%
Cohort Comparison		-73%				
05	2022					
	2019	65%	59%	6%	56%	9%
Cohort Comparison		-65%				

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	67%	65%	2%	62%	5%
Cohort Comparison		0%				
04	2022					
	2019	68%	67%	1%	64%	4%
Cohort Comparison		-67%				
05	2022					
	2019	69%	64%	5%	60%	9%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	45%	49%	-4%	53%	-8%
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	44	47	13	39	48	37	33				
ELL	64	59		61	73	60	38				
BLK	52	55	27	38	63	57	50				
HSP	60	60	38	62	69	36	48				
MUL	75			67							
WHT	82	74	60	78	77	71	56				
FRL	65	60	38	62	74	63	50				

  

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	36	36		25	43		21				
ELL	57	60		46	59		38				
BLK	42	25		28	25		33				
HSP	48	43		44	35		28				
MUL	73			60							

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
WHT	78	68		65	69		64				
FRL	57	39	25	42	41	27	37				
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	47	75	83	42	75	71	10				
ELL	63	71	63	66	79	65	54				
BLK	56	73	70	51	62		36				
HSP	60	63	59	64	74	68	48				
MUL	91			82							
WHT	79	71	81	76	81	65	47				
FRL	58	68	70	57	73	59	34				

**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	61
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	53
Total Points Earned for the Federal Index	488
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	58
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	49
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	53
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	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	71
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	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?**

The trends show that we are moving steadily towards proficiency in reading, math and science.

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

The greatest need for improvement is increasing our science scores.

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

We put reading and math to the forefront and slacked back on our science. We now have science dailies to use in K-5 and created an empty room for a science lab.

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

Reading went up 6% points from 2021-2022 and it is due to implementing our Walk to Read model.

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

Our Walk to Read model insured that all teachers in K-5 had a protective 30 minute block of time to double dose our Tier 2/3 students.

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

For all curriculum areas the need for weekly PLC's and quarterly data chats and continuous walk throughs with administration and coaches will allow us to catch the onset of a deficiency whether it is by the teacher or the make up of the student dynamics.

#### **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.**

PD is given not only on planning days and early release but coaches have established sign up times during teachers specials and before/after school to train and hone in on what the needs are for individuals teachers and teams.

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

We are now using Scholastic Digital components for tracking reading scores as well as accelerated reader activities. We also have reflex math for daily application and fluency and for math we will continue to support the new series with Envision and Success Maker assessments.

**Areas of Focus**

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

:

**#1. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:**

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

The data shows in Students with Disabilities that we are at 37%

**Measurable Outcome:**

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

By June 2023 SWD will increase the ESSA goal to 41% by utilizing our ESSER teacher daily to work with SWD from K-5.

**Monitoring:**

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

We will meet weekly with the leadership team to discuss the intervention being used and tracking and monitoring the weekly progress.

**Person responsible for monitoring outcome:**

Dorys Palacio@browardschools.com  
(dorys.palacio@browardschools.com)

**Evidence-based Strategy:**

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

K-2 will use Reading Horizons and 3-5 will use LLI - Leveled Literacy Intervention

**Rationale for Evidence-based Strategy:**

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

These 2 programs have been shown in a 12 weeks period of the teacher delivering the instruction with fidelity, a jump in reading levels by increasing at least 2 reading levels.

**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.

*No action steps were entered for this area of focus*

**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.**

McNab Elementary builds a positive school culture and environment as evidenced by our Quarterly Family Night attendance as well as our stacked SAC and SAF meetings held on campus monthly. All stakeholders of the school are invited and do attend. Our Afterschool program is handled solely by McNab Elementary and have over 155 attending.

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

Our teachers and parents communicate together quarterly with updated interim conferences and communication apps. At our SAC meetings and for our Family Nights our PTA showcasing our school when needing to have sponsors or business recognition with the use of car tags and a monthly newsletter advertising families and local business owners. At our SAC meetings in attendance is Pro AM Dance studio owner, who supports and sponsors many of our events. They also provide camps for our students when needed. Barnes and Nobles store manager is another important stakeholder that hosts most of our Family Nights and works with the Reading Coach to have a night of learning and exploring reading with various family activities which provide money coming back to the school when parents purchase from the store.