

Broward County Public Schools

# Robert C. Markham Elementary



2022-23 Schoolwide Improvement Plan

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## Robert C. Markham Elementary

1501 NW 15TH AVE, Pompano Beach, FL 33069

[ no web address on file ]

### Demographics

**Principal: Shedrick Dukes**

Start Date for this Principal: 9/22/2022

<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)	100%
<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* Economically Disadvantaged Students*
<b>School Grades History</b>	2021-22: C (45%) 2018-19: C (51%) 2017-18: C (42%)
<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, <a href="#">click here</a> .	

### 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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# Robert C. Markham Elementary

1501 NW 15TH AVE, Pompano Beach, FL 33069

[ no web address on file ]

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2021-22 Title I School</b></p> <p>Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>100%</p>

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	C	C	C	C

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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.**

Markham Elementary ensures maximum student progress by developing the whole child in pursuit of academic and social excellence within a safe and secure learning community.

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

Markham Elementary ensures that all scholars receive an individualized approach to an unparalleled quality education through highly engaged collaborative learning, enhanced technology, and global communication in preparation for college and career readiness.

### 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
Dukes, Shedrick	Principal	Ensuring that academic policies and curriculum are followed Developing and tracking benchmarks for measuring institutional success Helping teachers maximize their teaching potential Meeting and listening to concerns of students on a regular basis Encouraging, guiding and assisting student leaders and teachers Meeting with parents and administrators on a regular basis for problem resolution Enforcing discipline when necessary Providing an atmosphere free of any bias in which students can achieve their maximum potential
Frazier, Ronnie	Assistant Principal	Ensuring that academic policies and curriculum are followed Developing and tracking benchmarks for measuring institutional success Helping teachers maximize their teaching potential Meeting and listening to concerns of students on a regular basis Encouraging, guiding and assisting student leaders and teachers Meeting with parents and administrators on a regular basis for problem resolution Enforcing discipline when necessary Providing an atmosphere free of any bias in which students can achieve their maximum potential
Greenidge, Leanna	Instructional Coach	Work with educators to identify issues with students or curriculum, set goals, and solve problems Collaborate with educators and school administrators to develop curriculum and lesson plans Create teaching material for educators Lead and/or participate in study groups alongside educators Attend professional development conferences and workshops Help teachers conduct student assessments and analyze student work Counsel students to help them discover their strengths and to set goals Interpret data after student or teacher assessments have been conducted Design and lead professional development presentations for educators Model lessons to help educators learn Audit classes
Maxon, Natasha	School Counselor	Oversee and fulfill a guidance program designed to allow students to voice concerns without fear of punishment or judgment. Analyze student performance in class and identify sources of problems. Get to know students and their unique needs to offer specialized solutions. Help students develop a plan for their academic career that corresponds with their skills and interests. Host crisis intervention and prevention programs. Facilitate communication between parents, Teachers, administrators and students about behavior and academic problems. Assist with school programs and events

Name	Position Title	Job Duties and Responsibilities
Clavijo, Barbara	Math Coach	<ol style="list-style-type: none"> <li>1. Plan and provide modeling, coaching, planning, or observing with each teacher using effective math strategies on a weekly basis.</li> <li>2. Assist teachers and administrators with the implementation of new instructional strategies, technology, math assessments, Comprehensive Curriculum, and math interventions.</li> <li>3. Coordinate training with Professional Development Staff and Administration</li> <li>4. Meet with the Professional Development trainer and administrators to promote collaboration.</li> <li>5. Work with the district supervisors and school improvement team to assist in accomplishing goals, objectives, and activities indicated on School Improvement Plan.</li> <li>6. Maintain a file of information concerning Professional Development strategies, scheduled visits with teachers, and progress towards meeting school goals and objectives.</li> <li>7. Work with school administrators and teachers to identify school and classroom strengths and weaknesses.</li> <li>8. Participate in whole faculty study group sessions held at schools as requested.</li> <li>9. Assist with planning and implementation of family nights to share math strategies and offer ways parents can assist their children with math instruction at home.</li> <li>10. Maintain a high level of involvement in professional development and monitoring of its use.</li> <li>11. Assist school with analyzing school data and plan for improvement using strengths and weaknesses identified.</li> <li>12. Monitor use of math interventions and math assessments.</li> </ol>
Moore, Jamie	Other	<p>Collaborate with Instructional, Leadership, Counselor, Academic Integrity and Professional Learning departments to heighten awareness regarding instruction and learning strategies for students with disabilities/impairments</p> <ul style="list-style-type: none"> <li>? Obtain, review, verify and document students' IEPs and Section 504 Plans</li> <li>? Establish and maintain an efficient and accurate record keeping system by documenting all ESE related support via Service Now and VSA and upload documents to secure ESE folders</li> <li>? Assist in the development of standard operating procedures for ESE policies and procedures</li> </ul>



Name	Position Title	Job Duties and Responsibilities
		<p>? Assist students, parents and instructional staff in interpreting accommodations on IEPs and 504                      Plans and understanding provision and implementation in the virtual environment                      ? Coordinate with teachers and district professionals to ensure that the ESE Department is successful and operating in compliance with federal and state regulations                      ? Provide support to teachers, families and students to help create successful learning experiences for students and assist in resolving issues as needed                      ? Communicate regularly with teachers and ILs to provide instructional guidance, best practices, and strategies to increase student achievement outcomes for students with disabilities and impairments                      ? Communicate regularly with parents of students with disabilities to ensure that their accommodations are being met and are addressed in a timely and appropriate fashion                      ? Assist with developing and providing ESE-related training for staff and customers as needed</p>

**Demographic Information**

**Principal start date**

Thursday 9/22/2022, Shedrick Dukes

**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.*

0

**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.*

0

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

30

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

515

**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.**

7

**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	94	83	81	107	84	82	0	0	0	0	0	0	0	531
Attendance below 90 percent	52	33	37	43	30	31	0	0	0	0	0	0	0	226
One or more suspensions	1	0	1	2	8	9	0	0	0	0	0	0	0	21
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	53	33	34	0	0	0	0	0	0	0	120
Level 1 on 2022 statewide FSA Math assessment	0	0	0	55	47	53	0	0	0	0	0	0	0	155
Number of students with a substantial reading deficiency	1	4	4	18	6	5	0	0	0	0	0	0	0	38

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	2	4	53	37	38	0	0	0	0	0	0	0	136

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	2	38	1	2	0	0	0	0	0	0	0	45
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 9/2/2022

**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	74	78	73	99	72	81	0	0	0	0	0	0	0	477
Attendance below 90 percent	28	26	25	32	21	35	0	0	0	0	0	0	0	167
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	9	16	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	14	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	2	2	50	6	4	0	0	0	0	0	0	0	64

**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	3	4	2	39	9	17	0	0	0	0	0	0	0	74

**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	3	3	0	32	0	0	0	0	0	0	0	0	0	38
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	74	78	73	99	72	81	0	0	0	0	0	0	0	477
Attendance below 90 percent	28	26	25	32	21	35	0	0	0	0	0	0	0	167
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	9	16	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	14	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	2	2	50	6	4	0	0	0	0	0	0	0	64

**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	

Students with two or more indicators      3   4   2   39   9   17   0   0   0   0   0   0   0   0   74

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

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	

Retained Students: Current Year      3   3   0   32   0   0   0   0   0   0   0   0   0   38

Students retained two or more times      0   0   0   0   0   0   0   0   0   0   0   0   0   0

**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	31%	58%	56%				35%	59%	57%
ELA Learning Gains	53%						64%	60%	58%
ELA Lowest 25th Percentile	62%						73%	54%	53%
Math Achievement	30%	54%	50%				54%	65%	63%
Math Learning Gains	53%						60%	66%	62%
Math Lowest 25th Percentile	62%						53%	53%	51%
Science Achievement	22%	59%	59%				17%	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	43%	62%	-19%	58%	-15%
Cohort Comparison		-33%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	20%	59%	-39%	56%	-36%
Cohort Comparison		-43%				

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	57%	65%	-8%	62%	-5%
Cohort Comparison		0%				
04	2022					
	2019	50%	67%	-17%	64%	-14%
Cohort Comparison		-57%				
05	2022					
	2019	35%	64%	-29%	60%	-25%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	14%	49%	-35%	53%	-39%
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	9	24		16	50	55	10				
ELL	32	61	68	32	62	67	24				
BLK	29	47	62	27	48	56	18				
HSP	32	62	62	33	61	67	27				
FRL	32	54	62	31	55	63	19				

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	14		7	20						
ELL	23	18	7	23	10	20	14				
BLK	25	26		14	5		8				
HSP	21	11	8	22	10	27	12				
FRL	23	21	15	17	7	21	7				
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	9	57	73	23	40	36					
ELL	35	60	67	55	64	57	18				
BLK	36	68	81	55	56	48	21				
HSP	33	58	63	52	65	60	13				
FRL	33	64	76	54	62	56	18				

### 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	47
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	60
Total Points Earned for the Federal Index	373
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
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
<b>Pacific Islander Students</b>	
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
<b>White Students</b>	
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
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	47
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 across grade levels, and subgroups demonstrate that English Language Arts is an area of concern in terms of proficiency and learning gains.

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

Based on the progress monitoring and the 2022 state assessments, the greatest need for improvement is English Language Arts (ELA), Mathematics, and Science proficiency. In addition, the lower quartile learning gains in ELA and Mathematics are in great need of 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?**

The contributing factors to this need for improvement are tiered instruction, fidelity of implementation of core curricular programs, and planning with the grade level teams. The teachers are in need of professional development to implement the core curricular programs with fidelity. In addition, the instructional coaches will take teachers through coaching cycles to enhance instructional practices. Going forward, grade level teams will have common planning to maintain cohesiveness and the sharing of best practices.

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

Based on the progress monitoring and the 2022 state assessments ELA and Mathematics learning gains showed the most improvement.

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

Students that did not attend school regularly due to the Covid pandemic returned to school to receive direct instruction, which has proven to be more effective than virtual instruction. Also, instructional focus calendars were restructured in ELA to reteach standards that were low in mastery. Reflex Math was added to supplement the intervention math program to provide intervention on math fluency skills.

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

The strategies that will need to be implemented to accelerate learning are targeted walkthroughs to provide immediate, specific feedback to teachers, intentional lesson planning to review the B.E.S.T. standards, and identify the components of the core curriculum that will be most beneficial for student success as well as target interventions to support the most struggling learners.

**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 developments for Benchmark Advance (ELA core curriculum) and Envision (Math core curriculum) to ensure fidelity with implementation. Moreover, grade level teams and resource teachers will be provided professional development on Wordly Wise (vocabulary program), UFLI (reading intervention program), and the Envision intervention program to 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.**

New this year is the weekly support (Professional Development) from our Instructional Coaches. The coaches will break down the instructional block and model, support, and provide Best Practices weekly. This will provide for opportunities for weekly data analysis, which will allow us to tier students and teachers for support. These new additions will provide intensive intervention services to students who are struggling learners. They are critical components of our instructional team as their role is intently focus on working closely with tier 2 and 3 students in grades 1-5, who have showcased difficulty in addressing grade-level standards and concepts in ELA and Mathematics. In addition, our ESE support facilitator will work closely with our students with exceptionalities to ensure their IEP goals are being targeted by utilizing interventions that will meet their needs.

**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 B.E.S.T. Standards**

**Area of Focus Description and Rationale:**  
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Over the years, reading and language arts data has remained significantly low, especially in the areas of phonics and comprehension. Students across the grades have been identified as reading one or more levels below their expected grade level expectations.

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

By June 2023, at least 50% of the students in kindergarten through second grade will improve their phonemic awareness and phonics skills to demonstrate they are on track to be proficient per the F.A.S.T.  
 By June 2023, at least 50% of the students in third through fifth grade will improve their phonics and comprehension skills to score a level 3 or higher on the F.A.S.T.

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

We plan on providing teachers and paraprofessionals with the professional development trainings needed to instruct and assist students with their reading skills. Provide teachers with detailed and clear pacing guides to assist them with planning and preparation. Provide teachers with resources need to provide consistent and effective instruction. Perform classroom walkthroughs and observations and provide immediate feedback. Provide guidance and support throughout the school year (based on student data and deficiency areas) regardless if the teacher asks for help or not. Focus on lowest 25% and provide intervention and support on a daily basis. Utilize aftercare program to assist with providing academic enrichment and support.

**Person responsible for monitoring outcome:**

Leanna Greenidge  
 (leanna.greenidge@browardschools.com)

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

Evidence-based strategies to be used: Clear lesson goals that are student friendly, show and tell, questioning to check for understanding, plenty of practice, provide students with feedback, be flexible about how long it takes to learn, get students to work together, teach strategies and not just content, and nurture meta-cognition (University of NebraskaLincoln, 2019).

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

These strategies were selected to ensure teachers are providing high-quality reading instruction. High-quality instruction will include setting goals for each student and know that they learn differently, differentiating the curriculum to meet the needs of each learner and

monitoring their progress along the way. Students will demonstrate learning to their peers through academic discourse and accountable talk. Overall, prescriptive lessons, whole and small group instruction, classroom and testing accommodations and modifications will be used to support these strategies.

**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.

We plan on implementing the following steps to ensure improvements: Professional development, professional learning communities (PLCs), mentorship and guidance, modeling, classroom walkthroughs, data chats,

**Person Responsible**

Leanna Greenidge  
(leanna.greenidge@browardschools.com)

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Over the past two years, math has seen a small decline in learning gains and growth. Students did not make much growth during the 2021-2022 school year as compared to the 2020-2021 school year. Students across the grades do not have computation fluency and are still counting with their fingers and they are lacking in vocabulary. This prevents them from being able to solve multi-step word problems and causes them great frustration because they are unable to solve math problems instantly without careless errors. Students are not making the connection to retain what they have learned in one grade and transfer those skills to build upon what they are learning in the next grade. They memorize skills just for the moment and do not make connections in their everyday lives.

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

By June 2023, at least 50% of the students in kindergarten through second grade will improve their number sense and operations skills to demonstrate they are on track to be proficient as measured by the F.A.S.T. By June 2023, at least 50% of the students in third through fifth grade will improve in all reporting category skills to score a level 3 or higher on the F.A.S.T.

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

Document student data and track progress. The math coach will provide support, resources, and guidance to teachers and students as needed. Teachers will use data to drive small group instruction

**Person responsible for monitoring outcome:**

Barbara Clavijo  
 (barbara.clavijo@browardschools.com)

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

The Teaching Math to Young Children recommends that teachers teach number and operations using a developmental progression. That teachers teach geometry, patterns,

measurement, and data analysis using a developmental progression, That teachers use progress monitoring to ensure that math instruction builds on what each child knows. That teachers teach children to view and describe their world mathematically, and that teachers dedicate time each day to teaching math, and integrate math instruction throughout the school day (Institute of Education Sciences-National Center for Education Evaluation and Regional Assistance, 2021).

These strategies were selected because students need time and practice to be able to make connections and build computation fluency as well as mastery of math skills. Our students need to see, touch, and move in math and with the use of these strategies, teachers will see students make growth and be able to transfer skills from one grade level to the next.

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

Monitor student progress. Track student progress. Discuss and analyze data with teachers and provide a guide on how to use data to drive small group and intervention instruction. Provide support and guidance

**Person Responsible**

[no one identified]

### #3. 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.

Students with disabilities have been struggling with reading and language arts over the years. Over the past two years, students with disabilities have declined in reading skills. Students with disabilities in grades three through five have made significant progress over the years, yet this school year, their scores have declined.

**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 in grades three through five will increase 10% or more in reading as measured by F.A.S.T.

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

Individual Education Plans (IEPs) and attendance will be monitored and updated. Student data will be tracked and monitored.

**Person responsible for monitoring outcome:**

Jamie Moore  
(jamie.moore@browardschools.com)

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

Evidence-based strategies to be used: Clear lesson goals that are student friendly, show and tell, questioning to check for understanding, plenty of practice, provide students with feedback, be flexible about how long it takes to learn, get students to work together, teach strategies and not just content, and nurture meta-cognition (University of Nebraska-Lincoln, 2019).

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

These strategies were selected because although our students with disabilities are taught the same standards as their non-disabled peers, these students need accommodations and modifications to assist them with learning. Academic curriculum, small group instruction, classroom and testing accommodations and modifications, and goals stated on the IEP will be used to support these strategies.

**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.

Collaborate with general education teachers. Collaborate with students. Collaborate with ESE teacher and IEP team to ensure students IEP goals are being met. Work on grade level standards (spiraling behind general education teachers) in the ESE classroom to ensure students are mastering skills. Provide assistance and support to students, teachers, parents, and those working with students with disabilities.

**Person Responsible**

Jamie Moore  
(jamie.moore@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**

Over the years, reading and language arts data has remained significantly low, especially in the foundational skills areas (phonemic awareness and phonics). Due to the critical need of these areas, students are struggling to become fluent and proficient readers. The i-Ready diagnostic data shows that only 90% of our K-2 students aren't proficient in phonics. 80% aren't proficient in Standards.

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

Over the years, reading and language arts data has remained significantly low, especially in the areas of phonics and comprehension. Due to these critical need areas students are lacking the necessary skills to become fluent and proficient readers. The 2022 FSA data shows that approximately 69% of the 3rd-5th grade students scored below a Level 3 or above.

**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, at least 50% of the students in kindergarten through second grade will improve their phonemic awareness and phonics skills to demonstrate they are on track to proficiency per the F.A.S.T.

**Grades 3-5: Measureable Outcome(s)**

By June 2023, at least 50% of the students in third through fifth grade will improve their phonics and comprehension skills to score a level 3 or higher on the F.A.S.T.

**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.

In grades Kindergarten and 1st, the areas of focus will be monitored through Benchmark Advance's weekly and unit assessments (every three weeks) as well as the F.A.S.T. Data chats with grade level teachers will be conducted to analyze assessment data and provide next steps for instruction.

In grades second through 5th, the areas of focus will be monitored through weekly i-Ready standards based assessment and unit assessments (every three weeks) through Benchmark Advance. The F.A.S.T. will also be utilized to progress monitor the desired outcomes. Data chats with grade level teachers will be conducted to analyze assessment data and provide next steps for instruction.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Greenidge, Leanna, leanna.greenidge@browardschools.com

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?



The evidence-based programs that will be implemented to achieve the desired measurable outcomes are Benchmark Advance Interventions, UFLI and i-Ready for scholars in grades K-2, and Benchmark Phonics/Comprehension for scholars in grades 3-5. These evidence-based programs range from moderate to strong and are aligned to the district's K-12 reading plan. In addition, the programs are aligned to the ELA B.E.S.T. standards.

**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 programs have been selected to target the areas of focus which are foundational skills (phonemic awareness and phonics) in the primary and intermediate grades as well as support with comprehension for our intermediate scholars.

**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
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Resource Teachers as well as classroom teachers will administered the Core Phonics Survey in grades k-2 for students lacking strong foundational skills to determine the areas of deficiency. K-5 will all take the I-Ready Diagnostic. The data will be analyzed by the literacy leadership team and teachers to determine the appropriate intervention. Admin, literacy coach, and ESSER teachers will model lessons and observe teachers to provide immediate feedback. Assessments will be administered on weekly to monthly basis to determine if the desired outcomes are being met.

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leanna.greenidge@browardschools.com

Teachers in grades K-5 will be provided professional learning in intervention based programs as well as Benchmark Advance to ensure fidelity of implementation. The Literacy Leadership Team (LLT) will implement a PD to Practice model, where after the professional developments teachers will be provided additional support. Members of the LLT will observe teachers implementing the new program or strategy to provide coaching support to ensure fidelity of implementation is evident.

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leanna.greenidge@browardschools.com

Grade level teams will have common planning time during the day to work alongside the literacy coach and administration. These planning sessions will review the B.E.S.T standards taught for the week, data analysis from weekly assessments, and the implementation of Benchmark Advance as well as supplemental materials. The planning sessions will focus on whole and small group instruction, intensive reading block and literacy centers. Teachers will also share best practices for teaching the B.E.S.T standards.

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leanna.greenidge@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.

Spirit Days will be implemented on Fridays for schoolwide participation to help boost moral and positive school culture. Relationships are built starting in the morning when students arrive. Music is played when students enter the cafeteria, students are greeted by name and conversations are initiated. Parent Engagement will be met through School Advisory Council and School Advisory Faculty meetings,

parent engagement nights, conferencing with teachers, newsletters and information via the school's website to help meet the needs of our students and to help parents connect with their children and the school. Attendance will be handled by our school's social worker and our assistant principal. School safety will be provided by all adults in the school and training is ongoing throughout the school year so that everyone is on one accord.

The school guidance counselor will continue to provide social and emotional support for students and families.

Students in the lowest 25% will be provided with additional support and monitored via the Response to Intervention process.

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

Leadership team (admin and support staff)-help make students and staff feel safe and comfortable, help build moral and build positive relationships with everyone

School Counselor-provide social and emotional support and counseling to students and families

School Social Worker-provide support to students and families

School Advisory Council and School Advisory Faculty members-provide feedback to school to help build school-family relationships