

Broward County Public Schools

# Sanders Park Elementary School



## 2022-23 Schoolwide Improvement Plan

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## Sanders Park Elementary School

800 NW 16TH ST, Pompano Beach, FL 33060

[ no web address on file ]

### Demographics

Principal: Karen Nesbeth

Start Date for this Principal: 7/1/2018

<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 (52%) 2018-19: B (59%) 2017-18: B (58%)
<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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## Sanders Park Elementary School

800 NW 16TH ST, Pompano Beach, FL 33060

[ 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	99%

### School Grades History

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

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### SIP Authority

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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.**

Sanders Park's ongoing commitment is to educate all students in a safe, secure and highly engaging learning environment through standards- based instruction.

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

To prepare today's students to be tomorrow's leaders.

### 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
Nesbeth-bennett, Karen-daunn	Principal	The principal is the face of the school. They lead teachers and staff, set goals and ensure students meet their learning objectives. Provide instructional leadership for all educational programs at the school; work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards. Principals also lead the school's day-to-day operations such as - prepare and manage the school's budget; manage and inventory the school's assets; Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 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.
Fleming, Anitra	Assistant Principal	In collaboration with Principal, the Assistant School Principal assists in leading and managing the school. The assistant principal handles issues of school management, student activities and services, community relations, personnel, and curriculum instruction. Ensures that student learning is a top priority through leadership actions that build and support a focus on school success. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. Assist in recruiting, retaining, developing, and evaluating an effective and diverse faculty and staff. 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.
Hunt, Andrea	Math Coach	A math coach plans and provides modeling, coaching, planning, or observing with each teacher using effective math strategies on a weekly basis. They also assist teachers and administrators with the implementation of new instructional strategies, technology, math assessments, comprehensive curriculum, and math interventions.
Wallace, Shakitha	School Counselor	Guidance Counselors are professionals who work in schools or other educational institutions providing academic, personal, career advice to students, and provide SEL strategies. They work to examine and assess any potential or skills students may have and communicate this to them to help boost their self-esteem and well-being. Establishes small group counseling sessions. Provide materials and suggestions for classroom-oriented guidance activities. Serves as the Child Abuse, Foster Care, Homeless designee. Member of the Behavior Threat Assessment Team.
Baldwin, Zobeida	Curriculum Resource Teacher	Meet the educational needs of students by assisting teachers and students in the implementation of the Reading Programs.

Name	Position Title	Job Duties and Responsibilities
Clarke-Smith, Athlean	Other	To provide on-site procedural and curricular assistance to all school-based personnel regarding the education of students with disabilities. Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Coordinate required ESE meetings. Member of the Behavior Threat Assessment Team.
Smith, Yolanda	Reading Coach	Meet the educational needs of students by assisting teachers and students in the implementation of the Reading Programs. They also assist teachers and administrators with the implementation of new instructional strategies, technology, ELA assessments, comprehensive curriculum, and interventions. Provides professional development for school staff by modeling and coaching in reading and on effective reading strategies for content area instruction. Ensures student and teacher needs are being met by analyzing data and recommend steps to address those needs.

### Demographic Information

#### Principal start date

Sunday 7/1/2018, Karen Nesbeth

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

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

40

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

429

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

2

**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	65	67	73	78	54	85	0	0	0	0	0	0	0	422
Attendance below 90 percent	42	33	34	36	23	34	0	0	0	0	0	0	0	202
One or more suspensions	1	1	1	4	7	4	0	0	0	0	0	0	0	18
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	23	20	29	0	0	0	0	0	0	0	72
Level 1 on 2022 statewide FSA Math assessment	0	0	0	20	16	15	0	0	0	0	0	0	0	51
Number of students with a substantial reading deficiency	0	13	15	2	0	0	0	0	0	0	0	0	0	30

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	4	12	10	19	22	30	0	0	0	0	0	0	0	97

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	7	2	13	4	0	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	1	0	0	0	0	0	0	0	0	0	0	1

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	62	71	78	56	70	70	0	0	0	0	0	0	0	407
Attendance below 90 percent	35	33	41	28	26	34	0	0	0	0	0	0	0	197
One or more suspensions	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	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	4	14	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	11	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	2	5	15	13	4	3	0	0	0	0	0	0	0	42

**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	8	11	11	9	6	12	0	0	0	0	0	0	0	57

**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	6	9	5	3	1	1	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	62	71	78	56	70	70	0	0	0	0	0	0	0	407
Attendance below 90 percent	35	33	41	28	26	34	0	0	0	0	0	0	0	197
One or more suspensions	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	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	4	14	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	11	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	2	5	15	13	4	3	0	0	0	0	0	0	0	42

**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	8	11	11	9	6	12	0	0	0	0	0	0	0	57

#### 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	6	9	5	3	1	1	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	58%	56%				50%	59%	57%
ELA Learning Gains	39%						63%	60%	58%
ELA Lowest 25th Percentile	35%						53%	54%	53%
Math Achievement	59%	54%	50%				70%	65%	63%
Math Learning Gains	76%						80%	66%	62%
Math Lowest 25th Percentile	65%						59%	53%	51%
Science Achievement	50%	59%	59%				36%	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	42%	60%	-18%	58%	-16%
Cohort Comparison		0%				
04	2022					
	2019	48%	62%	-14%	58%	-10%
Cohort Comparison		-42%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	46%	59%	-13%	56%	-10%
Cohort Comparison		-48%				

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	61%	65%	-4%	62%	-1%
Cohort Comparison		0%				
04	2022					
	2019	64%	67%	-3%	64%	0%
Cohort Comparison		-61%				
05	2022					
	2019	72%	64%	8%	60%	12%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	32%	49%	-17%	53%	-21%
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	12	14		33	63		13				
ELL	43	38		70	80		41				
BLK	39	38	27	60	76	63	53				
HSP	31	38		53	77						
FRL	38	40	35	57	74	59	51				

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	8			12							
ELL	55			47	90						
BLK	41	64	45	42	53	55	33				
HSP	55			38							
FRL	42	64	55	41	52		30				
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	44	56		42	61	58					
ELL	46	50		69	79		40				
BLK	48	61	53	69	79	59	36				
HSP	73			75							
FRL	50	62	52	69	79	57	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	55
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	80
Total Points Earned for the Federal Index	443
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	59
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	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
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?**

Current data suggests that students in grades K-5 begin to demonstrate a decline in skills such as phonics, vocabulary, and reading comprehension (literature/informational text).

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

The learning gain in English Language Arts showed the greatest need with a decline of 26% from the previous year.

#### **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 factors contributed to the need for improvement were:

- Laser focus on intervention and a decline in standards based support for students in the lower quartile.
- Inconsistency with push-in support for students in the lower quartile
- Inconsistency with of data review and data chats

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

The overall learning gains in mathematics showed the greatest improvement of 22% from previous school year.

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

The contributing factors for this improvement were:

- Ongoing progress monitoring (Checkpoints, end-of standard assessments, etc)
- Small group push-in support was provided Mon-Thurs.
- Biweekly PLC's/PD
- Rigorous assessments created via SchoolCity

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

Reading instruction will be provided by implementing Benchmark Advance Florida which supports a balanced-literacy approach (i.e. Shared reading, IRA, guided reading/writing, Writer's/reading workshop, etc.). Students who are not making adequate progress will be recommended to the Response to Intervention (RTI) Team who will determine if intervention/evaluation is necessary. Lastly, extended learning opportunities will be offered to students through daily push-in support and afterschool campus/ tutoring.

#### **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.**

Teachers will participate in bi-weekly professional learning communities to develop a deeper understanding of grade level standards (BEST). Additionally, instructional coaches and school leaders will participate in district-led monthly meetings and professional development. The leadership team will conduct regularly scheduled instructional walkthroughs to ensure that effective instruction is being provided to all students and evidence-based practices and programs are being implemented with fidelity.

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

Best practices from lessons learned across grade levels will be continued this year and beyond with minor adjustments as needed. A focus on grade level planning by use of a Meeting Notes document will be used to guide weekly meeting conversations regarding deliberate lesson planning. Program implementation such as Heggerty, LLI, Reading Horizons, Benchmark Advance Florida, Success Maker, Realize, and Scholastics Literacy Pro will be implemented with fidelity to improve reading and math fluency and mastery of foundational skills. Additionally, ongoing data analysis will be conducted to ensure timely instructional adjustments are made to meet the needs of students. Lastly, PLC's, grade level meetings, and data conversations/chats will assist with the sustainability of the aforementioned program and best practices.

**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.

As evidence of the 2022 Florida Standards Assessment (FSA), students scoring proficiency in ELA was 39%. Additionally after reviewing FAST Assessment PM1, the current projected proficiency is 20%. Thus, there is a sense of urgency to teach students foundational skills and writing skills in grades K-5 to increase overall reading achievement.

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

Our goal is to increase the percentage of students achieving proficiency in ELA from 39% to 50% by June 2023 as indicated by the Florida Assessment of Student Thinking (FAST).

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

Progress monitoring of students ELA data will be conducted on a weekly/monthly basis. Unit assessments using the Benchmark Advance Curriculum and Assessment System will be administered to monitor student's progress with standards taught. As a result of progress monitoring this data, professional learning communities topics/focus will shift to support and meet the needs of the students. In addition, teachers will plan and adjust instruction based on student needs.

**Person responsible for monitoring outcome:**

Yolanda Smith (yolanda.m.smith@browardschools.com)

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

ELA instruction will be provided by utilizing the balanced-literacy framework (ie. Shared reading, IRA, guided reading/writing, Writer's/reading workshop, etc.) In addition, extended learning opportunities will be offered to students through push-in support, pull-out support, and afterschool camps/tutoring. Lastly, students who are not making adequate progress, will be recommended to the Response to Intervention (RTI) team and possibly given an intervention to support learning.

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

This is year two utilizing f Benchmark Advance Florida, the districts adopted basal program which supports reading instruction. This curriculum is grounded in the science of reading and designed for remote and on-site learning. Foundational skills standards are covered in systematic lessons that develop essential background knowledge and content vocabulary. Additional instructional resources that will be used to support reading instruction includes but not limited to: Level Literacy Intervention (LLI), Heggerty Phonemic Awareness System, Reading Horizons, and BEST Things to Know: Deeper Dive grade level PLC's.

**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.

Administering, analyzing, and providing feedback using Benchmark Advance Assessments and school created checkpoints working in collaboration with the reading coach, teacher, and ESE support specialist.

**Person Responsible** Yolanda Smith (yolanda.m.smith@browardschools.com)

Monitoring, scheduling, conducting CPST meetings and assessing the progress of goals and analyzing student data.

**Person Responsible** Yolanda Smith (yolanda.m.smith@browardschools.com)

Providing opportunities for teacher professional development concerning best practices in foundational skills, small group differentiated instruction, and progress monitoring.

**Person Responsible** Yolanda Smith (yolanda.m.smith@browardschools.com)

Administering, analyzing, and providing feedback using Benchmark Advance Assessments and school created checkpoints working in collaboration with the reading coach, teacher, and ESE support specialist.

**Person Responsible** Yolanda Smith (yolanda.m.smith@browardschools.com)

Monitoring, scheduling, conducting CPST meetings and assessing the progress of goals and analyzing student data.

**Person Responsible** Yolanda Smith (yolanda.m.smith@browardschools.com)

Providing opportunities for teacher professional development concerning best practices in foundational skills, small group differentiated instruction, and progress monitoring.

**Person Responsible** Yolanda Smith (yolanda.m.smith@browardschools.com)

## **RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

Based on I-Ready and the End of Year assessment, more than 50% of the students scored below grade level. As a result, teachers in grades K-2 will focus on standards based instruction and early intervention. ELA instruction will be provided by utilizing the balanced-literacy framework (ie. Shared reading, IRA, guided reading/writing, Writer's/reading workshop, etc.) In addition, extended learning opportunities will be offered to students through push-in support, pull-out support, and afters chool camps/tutoring. Lastly, students who are not making adequate progress, will be recommended to the Response to Intervention (RTI) team and possibly given an intervention to support learning.

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

Based on the results from the 2022 Florida Standards Assessment, 39% of students in grades 3-5 were proficient. As a result, ELA instruction will be provided by utilizing the balanced-literacy framework (ie. Shared reading, IRA, guided reading/writing, Writer's/reading workshop, etc.) In addition, extended learning opportunities will be offered to students through push-in support, pull-out support, and afters chool camps/tutoring. Lastly, students who are not making adequate progress, will be recommended to the Response to Intervention (RTI) team and possibly given an intervention to support learning.

**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, our goal is to increase the percentage of students achieving proficiency in ELA by 10% as measured by the Early Literacy and Star Reading Assessment

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

Our goal is to increase the percentage of students achieving proficiency in ELA from 39% to 50% by June 2023 as measured by the Florida Assessment of Student Thinking (FAST).

**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.

Progress monitoring of students ELA data will be conducted on a weekly/monthly basis. Unit assessments using the Benchmark Advance Curriculum and Assessment System will be administered to monitor student's progress with standards taught. As a result of progress monitoring this data, professional learning communities topics/focus will shift to support and meet the needs of the students. In addition, teachers will plan and adjust instruction based on student needs.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Smith, Yolanda, yolanda.m.smith@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?

To achieve these goals, teachers will utilized the following evidence-based instructional resources to impact student learning.

- Benchmark Advance- Core curriculum
- Heggerty- Phonological Awareness
- Reading Horizons- explicit phonics instruction
- Leveled Literacy Intervention- LLI- Response to Intervention resource

**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?

Benchmark Advance is the core curriculum designed for Tier 1 instruction. All students will receive Tier 1 standards based instruction. Heggerty is designed for students who need explicit instruction in the area of phonological awareness. These students are identified based on the letter names and sounds assessment.

Reading Horizon is designed for students receiving Tier 2 instruction in the area of phonics. These students are identified based on the BAS Assessment. Leveled Literacy Intervention will be provided to students who are receiving Tier 3 intervention. Students who are not responding to Tier 2 intervention will receive Tier 3 instruction. Leveled Literacy Intervention addresses the areas of vocabulary, fluency, and comprehension.

### 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 Coaching	Smith, Yolanda, yolanda.m.smith@browardschools.com
Assessments- Benchmark Advance Unit Assessments, Intervention Assessments	Smith, Yolanda, yolanda.m.smith@browardschools.com
Professional Learning- District professional learning, Professional Learning Communities	Smith, Yolanda, yolanda.m.smith@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.

Sanders Park's ongoing commitment is to educate all students in a safe, secure and highly engaging learning environment through standards-based instruction. This is achieved by consistently holding teachers and students to high academic expectations, and a majority of students meet or exceed those expectations. Communication of expectations is reviewed weekly and monthly during faculty meetings, professional learning communities, and team meetings. Additionally, the school makes an effort to involve various stakeholders during monthly School Advisory Meetings (SAC), parent engagement nights, and through partnerships with local business and organizations.

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

Various stakeholders within the school that promote a positive culture and environment at the school are:

Principal- Create and foster a school-wide vision/mission, establish norms, build relationships, model appropriate behavior, celebrate success, etc.

Assistant Principal- Support vision/mission, build positive relationships with staff, students, and other stakeholders, celebrate success, model positive behavior, etc.

Guidance Counselor-Building and teaching social emotional learning strategies and lessons.

School Resource Officer- Partnering with school and being visible in the school/community.

Instructional Coaches- Fostering positive relationships with teachers to offer support in order to increase academic achievement.

School Advisory Council (SAC) Chairperson- Liaison who plans, promotes, and facilitate monthly meetings with parents and various stakeholders to communicate important information pertaining to the school community.