

Broward County Public Schools

# Stephen Foster Elementary School



2022-23 Schoolwide Improvement Plan

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## Stephen Foster Elementary School

3471 SW 22ND ST, Fort Lauderdale, FL 33312

[ no web address on file ]

### Demographics

**Principal: Ricardo Grimaldo**

Start Date for this Principal: 9/21/2022

|  |   |
|--|---|
| <b>2019-20 Status</b><br>(per MSID File)   | Active  |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Elementary School<br>PK-5   |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education  |
| <b>2021-22 Title I School</b>  | Yes   |
| <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 100%  |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Black/African American Students<br>Hispanic Students<br>White Students<br>Economically Disadvantaged Students |
| <b>School Grades History</b>   | 2021-22: C (48%)<br>2018-19: C (43%)<br>2017-18: C (47%)  |
| <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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| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>0</b>  |

# Stephen Foster Elementary School

3471 SW 22ND ST, Fort Lauderdale, FL 33312

[ no web address on file ]

## School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2021-22 Title I School</b> | <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3) |
| Elementary School<br>PK-5                               | Yes                           | 100%  |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2018-19 Minority Rate</b><br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                                  | No                            | 92%   |

## School Grades History

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

## School Board Approval

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## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.**

F-Foundations of Learning  
O-Optimum Growth  
S-Self-Esteem  
T-Tomorrow's Leaders  
E-Effective decision-making skills  
R-Responsible citizenship

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

We are committed to teach every student to meet their maximum 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  |
|----------------------|----------------|--|
| Apolito-Dipp, Camila | SAC Member     | <p>The School Advisory Council shall be the sole body responsible for final decision-making at the school relating to implementation of ss.1001.42(18) and 1008.345.U The SAC is composed of parents, teachers, community members, school administrators, non-instructional support staff, and other stakeholders who meet regularly to establish priorities, set annual objectives, and monitor action steps for school improvement.</p>  |
| Brodsky, Jennifer    | Teacher, ESE   | <p>This position does not have any supervisory responsibilities.</p> <ol style="list-style-type: none"> <li>1. Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually.</li> <li>2. Coordinate required ESE meetings.</li> <li>3. Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals.</li> <li>4. Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews.</li> <li>5. Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities.</li> <li>6. Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student.</li> <li>7. Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard.</li> <li>8. Assist in identifying, reporting and correcting IDEA compliance concerns identified internally.</li> <li>9. Shall report all compliance concerns directly to the school-based leadership.</li> <li>10. Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures.</li> </ol> |



| Name | Position Title | Job Duties and Responsibilities  |
|------|----------------|--|
|      |                | <p>11. Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity.</p> <p>12. Utilize the electronic management system to generate IEP documents.</p> <p>13. Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.</p> <p>14. Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities.</p> <p>15. Review current developments, literature and technical sources of information related to job responsibilities.</p> <p>16. Ensure adherence to safety rules and procedures.</p> <p>17 Follow federal and state, as well as School Board</p> |

Futscher, Stephanie  
Instructional Coach

1. collaborate with school-based coaches, teachers, and administration to analyze and interpret data, use data for improvements and progress monitoring, and problem solving to inform high quality instruction leading to improved student achievement.
2. model innovative coaching and teaching methodologies and research-based, effective instructional practices.
3. assist coaches and teachers in making connections between state standards and the currently adopted instructional framework.
4. evaluate mathematics curricular needs based on student and teacher data.
5. assist coaches in designing formative assessments including providing guidance on conducting non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. Instructional Specialist, Mathematics (cont.) SBBC: NEW
6. maintain and submit required documentation, including but not limited to, coaching logs, data analysis for coach and teacher development and calendar reflecting support activities and scheduled meetings.
7. establish and maintain a trusting, confidential and nonevaluative relationship with coaches and teachers.
8. support coaches and teachers with mathematics related

| Name                     | Position Title   | Job Duties and Responsibilities   |
|--------------------------|------------------|---|
|                          |                  | <p>curriculum, pedagogy, digital applications, tools, strategies and classroom related technologies.</p> <p>9. provide input in the development and implementation of the curricular and accountability goals associated with the School Improvement Plan (SIP).</p> <p>10. promote collegiality through collaborative work and reflective practices with teachers, coaches, and administrators.</p> <p>11. engage and deliver monthly content related professional learning.</p> <p>12. design, facilitate, and deliver research-based professional learning for coaches, school staff and administration.</p> <p>13. participate in ongoing professional learning to enhance the individual's skills and proficiency related to the job responsibilities.</p> <p>14. demonstrate high standards of honesty, integrity, flexibility and responsiveness.</p> <p>15. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.</p> <p>16. review current developments, literature and technical sources of information related to job responsibilities.</p> <p>17. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.).</p> <p>18. ensure adherence to good safety procedures.</p> <p>19. follow federal and state laws, as well as School Board policies.</p> <p>20. perform other duties as assigned by the Supervisor(s).</p> |
| <p>Grimaldo, Ricardo</p> | <p>Principal</p> | <p>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</p> <p>2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</p> <p>3. Achieve expected results on the school's student</p>  |

| Name | Position Title | Job Duties and Responsibilities  |
|------|----------------|--|
|      |                | <p>learning goals.</p> <p>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</p> <p>5. Demonstrate that student learning is a top priority through leadership actions that build</p> <p>School Principal (cont.) SBBC: B-002<br/>4</p> <p>and support a learning organization focused on school success.</p> <p>6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</p> <p>7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff.</p> <p>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</p> <p>9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</p> <p>11. Structure and monitor a school learning environment that improves learning for a diverse student population.</p> <p>12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective</p> |

| Name | Position Title | Job Duties and Responsibilities  |
|------|----------------|--|
|      |                | <p>learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>School Principal (cont.) SBBC: B-002<br/>5</p> <p><b>PROFESSIONAL AND ETHICAL LEADERSHIP:</b></p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required</p> |

| Name | Position Title | Job Duties and Responsibilities  |
|------|----------------|--|
|      |                | <p>by the district job description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>35. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p> <p>37. Follow Federal and State laws, as well as School Board policies.</p> <p>38. Perform other duties as assigned by the Director, School Performance &amp; Accountability or designee, consistent with the goals and objectives of the position.</p> |

|            |               |  |
|------------|---------------|--|
| Leon, Lena | Teacher, K-12 | <ol style="list-style-type: none"> <li>1. complete ESOL: ELLevation and Curriculum training and other required professional learning, such as IPT and WIDA assessment tools;</li> <li>2. coordinate and/or administer initial placement and progress monitoring assessments;</li> <li>3. attend all ESOL Contact meetings and disseminate information and correspondence received from the Bilingual/ESOL Department regarding ESOL Program curriculum and compliance to appropriate personnel;</li> <li>4. coordinate and convene the ELL Committee as needed and send notification to invite parents and other appropriate personnel;</li> <li>5. complete, maintain, and update the English Language Learner Plan (ELL) with all appropriate supporting documentation, and collaborate with designated staff to complete and document the programmatic assessment and academic placement information in each ELL</li> </ol> |
|------------|---------------|--|

| Name            | Position Title      | Job Duties and Responsibilities  |
|-----------------|---------------------|--|
|                 |                     | <p>Folder;</p> <p>6. collaborate with the Information Management Specialist/ Technician (IMS/IMT) to ensure correlation between ELL Plan, TERMS, and ELLevation.</p> <p>7. follow federal, state and School Board policies and regulations regarding ELLs and the ESOL Program.</p>  |
| Machin, Vanessa | Assistant Principal | <p>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</p> <p>2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</p> <p>3. Achieve expected results on the school's student learning goals.</p> <p>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</p> <p>5. Demonstrate that student learning is a top priority through leadership actions that build School Principal (cont.) SBBC: B-002</p> <p>4 and support a learning organization focused on school success.</p> <p>6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</p> <p>7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff.</p> <p>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</p> <p>9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>10. Monitor the implementation of critical initiatives</p> |

| Name | Position Title | Job Duties and Responsibilities   |
|------|----------------|---|
|      |                | <p>including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</p> <p>11. Structure and monitor a school learning environment that improves learning for a diverse student population.</p> <p>12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.</p> <p><b>ORGANIZATIONAL LEADERSHIP:</b></p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School</p> |

| Name | Position Title | Job Duties and Responsibilities   |
|------|----------------|---|
|      |                | <p>Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>School Principal (cont.) SBBC: B-002<br/>5</p> <p><b>PROFESSIONAL AND ETHICAL LEADERSHIP:</b></p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>35. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p> <p>37. Follow Federal and State laws, as well as School Board policies.</p> <p>38. Perform other duties as assigned by the Director, School Performance &amp;</p> |



| Name            | Position Title | Job Duties and Responsibilities  |
|-----------------|----------------|--|
|                 |                | <p>Accountability or designee, consistent with the goals and objectives of the position.</p>   |
| Munter, Gillian | Reading Coach  | <ol style="list-style-type: none"> <li>1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement</li> <li>2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing.</li> <li>3. build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning.</li> <li>4. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate Coach, Literacy (cont.) SBBC: KK-034 research based professional learning through the school's professional learning communities.</li> <li>5. model innovative teaching methodologies and researchbased, effective instructional practices through techniques such as coteaching and demonstration lessons.</li> <li>6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community.</li> <li>7. analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement.</li> <li>8. maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required.</li> <li>9. participate and engage in monthly content related professional learning and learning communities.</li> </ol> |

| Name           | Position Title   | Job Duties and Responsibilities   |
|----------------|------------------|---|
|                |                  | <p>10. promote collegiality through collaborative work and reflective practices with teachers and administrators.</p> <p>11. support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning.</p> <p>12. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction.</p> <p>13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Fl.</p> <p>14. participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities.</p> <p>15. review current developments, literature and technical sources of information related to job responsibilities.</p> <p>16. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)</p> <p>17. ensure adherence to good safety procedures.</p> <p>18. follow federal and state laws, as well as School Board policies.</p> <p>19. perform other duties as assigned by the principal or designee.</p> |
| Snider, Selina | School Counselor | <p>School counselors promote and enhance achievement with an annual comprehensive school counseling plan that ensures that every student receives school counseling services. Credentialed school counselors provide comprehensive counseling programs that incorporate prevention and intervention with continuous academic, career and personal/development activities that will prepare them for meaningful participation in a diverse, changing world. These activities include classroom guidance, small groups for skill mastery, individual counseling for students with specific needs and a variety of other proactive and innovative ways to support student performance.</p> <p>School counselors implement a program based on the National Standards for School Counseling programs and the American School Counselor Association (ASCA) National Model.</p>  |

| Name | Position Title | Job Duties and Responsibilities  |
|------|----------------|--|
|      |                | <p>They also provide resources to staff, students, families and others to ensure that a family friendly environment is established and ensure that students have access to a safe school climate necessary for academic and social/emotional growth.</p> <p>The mission of the Broward County Public Schools' school counselors is to implement a proactive school counseling program that fosters academic achievement, career awareness, personal growth and a positive self-image for all students within a safe and secure learning environment.</p> |

**Demographic Information**

**Principal start date**

Wednesday 9/21/2022, Ricardo Grimaldo

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

3

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

9

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

48

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

687

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

0

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

5

**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                              | 101         | 114 | 99 | 107 | 123 | 106 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 650   |
| Attendance below 90 percent                              | 33          | 44  | 20 | 28  | 32  | 29  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 186   |
| One or more suspensions                                  | 0           | 1   | 4  | 4   | 6   | 2   | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 17    |
| 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  | 0   | 4   | 31  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 35    |
| Level 1 on 2022 statewide FSA Math assessment            | 0           | 0   | 0  | 0   | 3   | 34  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 37    |
| Number of students with a substantial reading deficiency | 0           | 5   | 3  | 4   | 10  | 9   | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 31    |

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 | 0           | 2 | 5 | 5 | 6 | 32 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 50    |

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

Date this data was collected or last updated

Thursday 9/1/2022

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

| Indicator  | Grade Level |     |    |     |     |     |   |   |   |   |    |    |    | Total |
|--|-------------|-----|----|-----|-----|-----|---|---|---|---|----|----|----|-------|
|  | K           | 1   | 2  | 3   | 4   | 5   | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Number of students enrolled                              | 101         | 114 | 99 | 107 | 123 | 106 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 650   |
| Attendance below 90 percent                              | 33          | 44  | 20 | 28  | 32  | 29  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 186   |
| One or more suspensions                                  | 0           | 1   | 4  | 4   | 6   | 2   | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 17    |
| 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   | 31  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 35    |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0   | 0  | 0   | 3   | 34  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 37    |
| Number of students with a substantial reading deficiency | 0           | 5   | 3  | 4   | 10  | 9   | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 31    |

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

| Indicator                            | Grade Level |   |   |   |   |    |   |   |   |   |    |    |    | Total |
|--------------------------------------|-------------|---|---|---|---|----|---|---|---|---|----|----|----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Students with two or more indicators | 0           | 2 | 5 | 5 | 6 | 32 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 50    |

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

| Indicator                           | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Retained Students: Current Year     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Students retained two or more times | 0           | 0 | 0 | 1 | 0 | 0 | 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                              | 101         | 114 | 99 | 107 | 123 | 106 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 650   |
| Attendance below 90 percent                              | 33          | 44  | 20 | 28  | 32  | 29  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 186   |
| One or more suspensions                                  | 0           | 1   | 4  | 4   | 6   | 2   | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 17    |
| 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   | 31  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 35    |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0   | 0  | 0   | 3   | 34  | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 37    |
| Number of students with a substantial reading deficiency | 0           | 5   | 3  | 4   | 10  | 9   | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 31    |

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

| Indicator                            | Grade Level |   |   |   |   |    |   |   |   |   |    |    | Total |    |
|--------------------------------------|-------------|---|---|---|---|----|---|---|---|---|----|----|-------|----|
|                                      | K           | 1 | 2 | 3 | 4 | 5  | 6 | 7 | 8 | 9 | 10 | 11 |       | 12 |
| Students with two or more indicators | 0           | 2 | 5 | 5 | 6 | 32 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 50 |

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

| Indicator                           | Grade Level |   |   |   |   |   |   |   |   |   |    |    | Total |    |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|----|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |       | 12 |
| Retained Students: Current Year     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0     |    |
| Students retained two or more times | 0           | 0 | 0 | 1 | 0 | 0 | 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%   |        |          |       | 42%    | 59%      | 57%   |
| ELA Learning Gains          | 61%    |          |       |        |          |       | 51%    | 60%      | 58%   |
| ELA Lowest 25th Percentile  | 49%    |          |       |        |          |       | 26%    | 54%      | 53%   |
| Math Achievement            | 41%    | 54%      | 50%   |        |          |       | 48%    | 65%      | 63%   |
| Math Learning Gains         | 59%    |          |       |        |          |       | 58%    | 66%      | 62%   |
| Math Lowest 25th Percentile | 60%    |          |       |        |          |       | 33%    | 53%      | 51%   |
| Science Achievement         | 24%    | 59%      | 59%   |        |          |       | 43%    | 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 | 32%    | 60%      | -28%                       | 58%   | -26%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 04                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 41%    | 62%      | -21%                       | 58%   | -17%                    |
| Cohort Comparison |      | -32%   |          |                            |       |                         |
| 05                | 2022 |        |          |                            |       |                         |

| ELA               |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
|                   | 2019 | 39%    | 59%      | -20%                       | 56%   | -17%                    |
| Cohort Comparison |      | -41%   |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      |        |          |                            |       |                         |
| 02                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 03                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 35%    | 65%      | -30%                       | 62%   | -27%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 04                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 41%    | 67%      | -26%                       | 64%   | -23%                    |
| Cohort Comparison |      | -35%   |          |                            |       |                         |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 52%    | 64%      | -12%                       | 60%   | -8%                     |
| Cohort Comparison |      | -41%   |          |                            |       |                         |

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 41%    | 49%      | -8%                        | 53%   | -12%                    |
| Cohort Comparison |      |        |          |                            |       |                         |

**Subgroup Data Review**

| 2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2020-21 | C & C Accel 2020-21 |
| SWD                                       | 15       | 49     | 52          | 26        | 52      | 53           | 9        |         |           |                   |                     |
| ELL                                       | 33       | 57     | 35          | 36        | 55      | 56           | 21       |         |           |                   |                     |
| BLK                                       | 35       | 66     | 69          | 30        | 55      | 67           | 15       |         |           |                   |                     |
| HSP                                       | 37       | 57     | 39          | 43        | 57      | 55           | 25       |         |           |                   |                     |
| WHT                                       | 46       | 68     |             | 49        | 65      |              | 33       |         |           |                   |                     |
| FRL                                       | 39       | 60     | 53          | 41        | 57      | 56           | 23       |         |           |                   |                     |

| 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                                       | 18       | 32     | 60          | 18        | 23      |              | 5        |         |           |                   |                     |
| ELL                                       | 35       | 47     | 72          | 30        | 46      | 61           | 18       |         |           |                   |                     |
| BLK                                       | 28       | 33     |             | 15        | 32      |              | 8        |         |           |                   |                     |
| HSP                                       | 37       | 50     | 67          | 31        | 37      | 53           | 21       |         |           |                   |                     |
| WHT                                       | 50       | 36     |             | 43        | 55      |              | 36       |         |           |                   |                     |
| FRL                                       | 34       | 43     | 59          | 28        | 36      | 50           | 16       |         |           |                   |                     |

  

| 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                                       | 11       | 27     | 24          | 26        | 43      | 35           | 15       |         |           |                   |                     |
| ELL                                       | 34       | 42     | 23          | 44        | 56      | 33           | 31       |         |           |                   |                     |
| BLK                                       | 29       | 50     | 38          | 37        | 57      | 33           | 32       |         |           |                   |                     |
| HSP                                       | 40       | 46     | 18          | 46        | 57      | 33           | 38       |         |           |                   |                     |
| WHT                                       | 60       | 71     |             | 62        | 63      |              | 69       |         |           |                   |                     |
| FRL                                       | 38       | 47     | 24          | 45        | 55      | 34           | 37       |         |           |                   |                     |

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index  |      |
|---|------|
| ESSA Category (TS&I or CS&I)  | ATSI |
| OVERALL Federal Index – All Students  | 50   |
| OVERALL Federal Index Below 41% All Students                                    | NO   |
| Total Number of Subgroups Missing the Target                                    | 1    |
| Progress of English Language Learners in Achieving English Language Proficiency | 67   |
| Total Points Earned for the Federal Index                                       | 400  |
| Total Components for the Federal Index  | 8    |
| Percent Tested  | 99%  |

| Subgroup Data   |     |
|---|-----|
| Students With Disabilities  |     |
| Federal Index - Students With Disabilities                                | 39  |
| Students With Disabilities Subgroup Below 41% in the Current Year?        | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0   |
| English Language Learners   |     |
| Federal Index - English Language Learners                                 | 45  |
| English Language Learners Subgroup Below 41% in the Current Year?         | NO  |



| English Language Learners  |     |
|--|-----|
| Number of Consecutive Years English Language Learners Subgroup Below 32%       | 0   |
| Native American Students   |     |
| Federal Index - Native American Students                                       |     |
| Native American Students Subgroup Below 41% in the Current Year?               | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32%        | 0   |
| Asian Students   |     |
| Federal Index - Asian Students   |     |
| Asian Students Subgroup Below 41% in the Current Year?                         | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32%                  | 0   |
| Black/African American Students  |     |
| Federal Index - Black/African American Students                                | 48  |
| Black/African American Students Subgroup Below 41% in the Current Year?        | NO  |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0   |
| Hispanic Students  |     |
| Federal Index - Hispanic Students  | 48  |
| 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   | 52  |
| 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                                | 50 |
| 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?**

Historically, students in 3rd-5th grade in the SWD subgroup do not perform well on progress monitoring assessments and the FSA. These students also tend to perform lower in content areas like science (measured by SSA) and social studies.

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

The areas in greatest need of improvement based on the 2021-22 FSA are ELA achievement and ELA lowest quartile learning gains, and Science Achievement.

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

Some contributing factors that contribute to the need for improvement include student attendance and parent involvement. To address these needs, we are developing interventions to address the alterable barriers such as implementing attendance incentive programs and implementing our Parent & Family Engagement Plan.

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

The areas that showed the most improvement on the 2021-22 assessments include Math learning gains.

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

The contributing factors include conceptual-based instruction using manipulatives and students response boards. Our school facilitator various professional development opportunities to effectively implement these changes in instruction.

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

In order to accelerate learning, teachers will address unfinished learning due to the pandemic. In addition, teachers need to continue providing effective instruction and differentiating to meet students' individual needs.

**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.**

Some professional development opportunities that will provided include FAST-based writing PD, using response boards to provide immediate and specific feedback, and effective standard-based instructional strategies.

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

In addition to professioanl development, the instructional coaches will be modeling and provding support for all K-5 teachers, as well as facilitating PLC's

**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.

Based on 2021-2022 FSA data in ELA our ESSA subgroup that performed the lowest were students with disabilities. These subgroup scored lower than the federal index of 44%.

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

By June 2023, all subgroups in grades 3-5 will increase their reading proficiency gains more than 44%, as measured by the FAST.

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

To monitor this area of focus, we will use Benchmark Advance Unit Assessments and FAST Progress Monitoring 1-3.

**Person responsible for monitoring outcome:**

Stephanie Futscher  
 (stephanie.futscher@browardschools.com)

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

Students needing a tier 2 interventions, teachers will implement LLI. Students needing a tier 3 interventions, teachers will implement Elevate.

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

The early intervention strategies begin with cycles of Class Reviews following BAS and digging deeper assessments to determine which students are reading below grade level. From the assessment data, the collaborative problem-solving team and literacy team meet with individual teachers to identify students' reading levels, as well as areas of concern in order to place students in the appropriate intervention with the targeted reading strategy. Interim BAS is used to progress monitor students in interventions, in addition to the intervention probes to determine if the intervention provided is successful. In addition to intervention, students receive differentiated TIER 1 instruction and independent tasks to meet their needs and scaffold grade level standards.

**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.

1. Data Analysis of current standards mastery

**Person Responsible**

Stephanie Futscher  
 (stephanie.futscher@browardschools.com)

2. Review IFC, Standard Content Limits, and Item Specifications prior to lesson planning.

|  |   |
|--|---|
| <b>Person Responsible</b>  | Stephanie Futscher<br>(stephanie.futscher@browardschools.com) |
| 3. Analyze assessment of current cluster.  |   |
| <b>Person Responsible</b>  | Stephanie Futscher<br>(stephanie.futscher@browardschools.com) |
| 4. Plan standards based lessons based on assessment.   |   |
| <b>Person Responsible</b>  | Stephanie Futscher<br>(stephanie.futscher@browardschools.com) |
| 5. Instruct using standards based materials focusing on the gradual release model.                 |   |
| <b>Person Responsible</b>  | Stephanie Futscher<br>(stephanie.futscher@browardschools.com) |
| 6. Give assessment after instruction.  |   |
| <b>Person Responsible</b>  | Stephanie Futscher<br>(stephanie.futscher@browardschools.com) |
| 7. Review and analyze assessment.  |   |
| <b>Person Responsible</b>  | Stephanie Futscher<br>(stephanie.futscher@browardschools.com) |
| 8. Review, reteach, or enrich based on data analysis.  |   |
| <b>Person Responsible</b>  | Stephanie Futscher<br>(stephanie.futscher@browardschools.com) |
| 9. Based on analysis, targeted students will receive intervention to assist in mastering standard. |   |
| <b>Person Responsible</b>  | Stephanie Futscher<br>(stephanie.futscher@browardschools.com) |

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

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

Based on 2021-2022 FSA data in 3rd-5th Grade ELA Proficiency was 35%. This could be attributed to lack of interventions to assist with closing the achievement gap for students with learning deficits.

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

At the end of 2022-2023 school year, 3rd-5th grade proficiency will increase to above 50% as measured by the ELA FAST.

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

To monitor this area of focus, we will use the FAST Progress Monitoring 3 times throughout the year. In addition, we will use Benchmark Interim Assessments to monitor students' progress.

**Person responsible for monitoring outcome:**

Stephanie Futscher  
 (stephanie.futscher@browardschools.com)

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

Students needing tier 2 interventions, teachers will implement LLI. Students needing tier 3 interventions, teachers will implement Reading Horizons.

The early intervention strategies begin with cycles of Class Reviews following BAS and digging deeper assessments to determine which students are reading below grade level. From the assessment data, the collaborative problem-solving team and literacy team meet with individual teachers to identify students' reading levels, as well as areas of concern in order to place students in the appropriate intervention with the targeted reading strategy.

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

Interim BAS is used to progress monitor students in interventions, in addition to the intervention probes to determine if the intervention provided is successful. In addition to intervention, students receive differentiated TIER 1 instruction and independent tasks to meet their needs and scaffold grade level standards.

**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.

1. Data Analysis of current standards mastery

**Person Responsible** Stephanie Futscher  
 (stephanie.futscher@browardschools.com)

2. Review IFC, Standard Content Limits, and Item Specifications prior to lesson planning

**Person Responsible** Stephanie Futscher  
 (stephanie.futscher@browardschools.com)

3. Analyze assessment of current cluster.

**Person Responsible**

Stephanie Futscher  
(stephanie.futscher@browardschools.com)

4. Plan standards based lessons based on assessment.

**Person Responsible**

Stephanie Futscher  
(stephanie.futscher@browardschools.com)

5. Instruct using standards based materials focusing on the gradual release model.

**Person Responsible**

Stephanie Futscher  
(stephanie.futscher@browardschools.com)

6. Give assessment after instruction.

**Person Responsible**

Stephanie Futscher  
(stephanie.futscher@browardschools.com)

7. Review and analyze assessment.

**Person Responsible**

Stephanie Futscher  
(stephanie.futscher@browardschools.com)

8. Review, reteach, or enrich based on data analysis.

**Person Responsible**

Stephanie Futscher  
(stephanie.futscher@browardschools.com)

9. Based on analysis, targeted students

**Person Responsible**

Stephanie Futscher  
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## 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 2021-2022 Primary End of Year Assessment and BAS data, more than 50 percent of students are not on track to score a Level 3 or above on the statewide assessment.

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

Based on 2021-2022 FSA ELA assessment, more than 50 percent of students scored below a Level 3.

**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)**

Based on 2022-2023 FAST Progress Monitoring 3, more than 50 percent of students will be on track to score a Level 3 or above on the statewide assessment.

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

Based on 2022-2023 FAST Progress Monitoring 3, more than 50 percent of students will be on track to score a Level 3 or above on the statewide assessment.

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.



In order to monitor students in ELA students will take the FAST Progress Monitoring. In between, students will take interim assessments provided through Benchmark Advance. Interim BAS is used to progress monitor students in interventions, in addition to the intervention probes to determine if the intervention provided is successful.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Machin, Vanessa, [vanessa.machin@browardschools.com](mailto:vanessa.machin@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?

Currently state adopted curriculum (Benchmark Advance) is being utilized in the classroom. This curriculum provides instruction and assessments for ELA. Assessment data will be used to progress monitor students progress. This curriculum aligns with the district's K-12 Comprehensive Evidence Reading Plan and align to BEST 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?

Benchmark Advance provides rigorous- standard based instruction in ELA. Curriculum has a proven record of effectiveness for students.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

| Action Step  | Person Responsible for Monitoring                             |
|--|---|
| 1. Data Analysis of current standards mastery  | Machin, Vanessa,<br>vanessa.machin@browardschools.com         |
| 2. Review IFC, Standard Content Limits, and Item Specifications prior to lesson planning.          | Futscher, Stephanie,<br>stephanie.futscher@browardschools.com |
| 3. Analyze assessment of current cluster.  | Futscher, Stephanie,<br>stephanie.futscher@browardschools.com |
| 4. Plan standards based lessons based on assessment.   | Futscher, Stephanie,<br>stephanie.futscher@browardschools.com |
| 5. Instruct using standards based materials focusing on the gradual release model.                 | Futscher, Stephanie,<br>stephanie.futscher@browardschools.com |
| 6. Give assessment after instruction.  | Futscher, Stephanie,<br>stephanie.futscher@browardschools.com |
| 7. Review and analyze assessment.  | Futscher, Stephanie,<br>stephanie.futscher@browardschools.com |
| 8. Review, reteach, or enrich based on data analysis.  | Futscher, Stephanie,<br>stephanie.futscher@browardschools.com |
| 9. Based on analysis, targeted students will receive intervention to assist in mastering standard. | Futscher, Stephanie,<br>stephanie.futscher@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.

Stephen Foster Elementary builds a positive school culture and environment through our implementation of our SPBP. This positive system focuses on positive behaviors rather than negative. We use our SPBP Lessons schoolwide, to minimize behavior incidents both in and out of the classroom. We develop our SPBP with various stakeholders and share at a School Advisory Meetings. We also work with the aftercare program to maximize positive behaviors for our students who attend the program on-site.

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

The stakeholders primarily responsible for promoting a positive culture and environment at our school are our school staff. On a day-to-day basis, our school staff implements the components of our SPBP. This

helps

to promote a positive school culture and minimize behavior incidents in and out of the classroom. In addition to our school staff, the parents and community partners are also a part of promoting a positive school culture, as they are a part of SAC and SAF Meetings, as well as family events at the school.