

Broward County Public Schools

Sheridan Hills Elementary School



2022-23 Schoolwide Improvement Plan

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Sheridan Hills Elementary School

5001 THOMAS ST, Hollywood, FL 33021

[no web address on file]

Demographics

Principal: **Josetta Campbell**

Start Date for this Principal: 7/1/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (54%) 2018-19: A (63%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Sheridan Hills Elementary School

5001 THOMAS ST, Hollywood, FL 33021

[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	86%

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Sheridan Hills is committed to provide a stimulating, interesting, diversified and relevant curriculum designed to ensure that every child reaches their highest potential.

Provide the school's vision statement.

Sheridan Hills supports the district's vision of educating today's students for tomorrow's world.

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
Campbell, Josetta	Principal	The Principal's role is to establish and monitor the school's mission and goals that are aligned to the District's mission and goals. The duties and responsibilities of the principal are to work collaboratively with staff to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, and student learning.
Stramanak, Annmarie	Assistant Principal	The Assistant Principal role is to establish and monitor the school's mission and goals that are aligned to the District's mission and goals. The duties and responsibilities of the assistant principal are to work collaboratively with the principal to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, and student learning.
Benjamin, Brenda	Reading Coach	The Literacy Coach's job duties and responsibilities are to provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers and students. The Literacy Coach also assists teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement.

Demographic Information

Principal start date

Sunday 7/1/2012, Josetta Campbell

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.*

1

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.*

7

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

466

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

1

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

2

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	72	73	88	74	72	72	0	0	0	0	0	0	0	451
Attendance below 90 percent	26	29	18	22	17	14	0	0	0	0	0	0	0	126
One or more suspensions	0	1	0	5	5	1	0	0	0	0	0	0	0	12
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	18	15	17	0	0	0	0	0	0	0	50
Level 1 on 2022 statewide FSA Math assessment	0	0	0	11	18	24	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	4	4	5	10	8	10	0	0	0	0	0	0	0	41

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	1	5	3	23	15	21	0	0	0	0	0	0	0	68

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	5	3	15	2	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/2/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	71	82	92	76	77	84	0	0	0	0	0	0	0	482
Attendance below 90 percent	30	20	22	10	12	13	0	0	0	0	0	0	0	107
One or more suspensions	0	0	0	2	0	2	0	0	0	0	0	0	0	4
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	0	15	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	5	15	11	15	19	0	0	0	0	0	0	0	65

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	2	7	11	4	5	16	0	0	0	0	0	0	0	45

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	7	7	2	1	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	71	82	92	76	77	84	0	0	0	0	0	0	0	482
Attendance below 90 percent	30	20	22	10	12	13	0	0	0	0	0	0	0	107
One or more suspensions	0	0	0	2	0	2	0	0	0	0	0	0	0	4
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	0	15	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	5	15	11	15	19	0	0	0	0	0	0	0	65

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	2	7	11	4	5	16	0	0	0	0	0	0	0	45

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	7	7	2	1	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	54%	58%	56%				55%	59%	57%
ELA Learning Gains	70%						64%	60%	58%
ELA Lowest 25th Percentile	53%						62%	54%	53%
Math Achievement	51%	54%	50%				69%	65%	63%
Math Learning Gains	58%						77%	66%	62%
Math Lowest 25th Percentile	58%						59%	53%	51%
Science Achievement	32%	59%	59%				52%	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	52%	60%	-8%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019	49%	62%	-13%	58%	-9%
Cohort Comparison		-52%				
05	2022					
	2019	59%	59%	0%	56%	3%
Cohort Comparison		-49%				

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	64%	65%	-1%	62%	2%
Cohort Comparison		0%				
04	2022					
	2019	70%	67%	3%	64%	6%
Cohort Comparison		-64%				
05	2022					
	2019	64%	64%	0%	60%	4%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	51%	49%	2%	53%	-2%
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	20	52	54	18	38	60	15				
ELL	45	63	47	44	55	58	25				
ASN	93			64							
BLK	37	63	70	32	48		29				
HSP	54	70	53	52	61	67	31				
WHT	65	76		70	65		33				
FRL	54	71	60	49	58	63	32				
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	22	21		19	14		46				
ELL	46	32		38	21		30				
ASN	80										
BLK	39	57		33	29		14				
HSP	47	39	33	38	24		38				
WHT	53	36		50	9		36				
FRL	42	36	25	34	20	7	33				
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	23	55	71	43	61	44	15				
ELL	43	67	53	63	84	69	26				
ASN	60			70							
BLK	57	61		70	71		21				
HSP	51	63	57	68	81	61	50				
WHT	59	71		70	71		71				
FRL	54	65	63	68	77	56	47				

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	61
Total Points Earned for the Federal Index	437
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
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	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
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	
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	62
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	56
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?

After reviewing the data, reading and math proficiency increased across grade levels subgroups and core content areas. Science decreased for 5th grade.

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

Based on the data, the greatest need for improvement is Science. In 2021 our science score was 33%. Sheridan Hills decreased by 1% (32%) for the 2022 school year. Improvement in ELA and reading techniques and strategies will indirectly lead to improvement in other core content areas

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

The contributing factors include the pandemic and challenges with the virtual learning environment including absenteeism. After the pandemic, science was not the main focus with students as much as reading and math. Our goal was to try and remediate as much as possible to close the large gaps in reading and math. Our actions include: implementing a K-5 assessment piece to monitor the daily teaching of science in grades k-5. Remediation of identified targeted students based on previous FSA scores in reading. The resource & ESSER teachers will be pulling groups of identified students using intervention programs with implementation of all core reading program components with fidelity and monitored by administration through classroom Walk Throughs and assessments.

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

ELA data showed the most improvement. In 2019, our ELA proficiency achievement score was at 48% with 43% learning gains. In 2022, Sheridan Hills ELA proficiency achievement increased to 54% with 70% learning gains.

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

Sheridan Hills was provided ESSER funds to help remediate students. ESSER teachers along with the Literacy Coach did a pull out and push in model with targeted students to close the achievement gap. Groups were pulled daily and consistently.

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

Student learning will be accelerated through the implementation of standards focused, flexible small groups in reading and math.

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.

The scheduled professional development opportunities that will be provided include: R.T.I process, Core Reading Program (Benchmark Advance), Envision Math program, Small Group Reading Strategies, planning and implementing Accelerated Reader.

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

To ensure sustainability teachers will receive ongoing coaching and support in areas identified by a "Needs Assessment" given.

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 Science

Area of Focus Description and Rationale: Based on the data, the greatest need for improvement is Science. In 2021 our science score was 33%.
Include a rationale that explains how it was identified as a critical need from the data reviewed. Sheridan Hills decreased by 1% (32%) for the 2022 school year. Improvement in ELA and reading techniques and strategies will indirectly lead to improvement in other core content areas

Measurable Outcome:

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

By June 2023, the percentage of fifth grade students scoring a level 3 or higher in Science will increase from 32% to 42% as measured by FCAT Science 2.0.

Monitoring:

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

The area of focus will be monitored for desired outcome through monthly progress monitoring to identify areas of strengths and weaknesses in grades K-5 using JJ. Speedbag assessments and Mastery Connect.

Person responsible for monitoring outcome:

Brenda Benjamin (brendajanie.benjamin@browardschools.com)

Evidence-based Strategy:

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

The evidenced based strategy that will be utilized is evidence-based initial instruction along with intentional planning in conjunction with active engagement strategies, such as hands on activities.

Rationale for Evidence-based Strategy:

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

These strategies were selected because they are standards focused to identify areas of weaknesses. When they are identified, through progress monitoring, students will receive additional reteaching and small group instruction. This strategy will also allow for enrichment for students who master 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.

Action steps for science:

1. Provide instructional support to teachers teaching science.
2. Implement Science Labs twice a month.
3. Utilize the Science Walkthrough tool to provide feedback to individual teachers.
4. Progress monitor the science block through data chats classroom walkthroughs, formal and informal assessments.

Person Responsible

[no one identified]

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

Sheridan Hills instruction and instructional practices in grades K-2 are aligned to the new BEST standards. Our instructional practices that follow the state new standards allow for teachers to be supported with the new standards with a focus in ELA. Data from the 2022-2023 PM1 Early Literacy Star assessment shows that 33% of Kindergarten students and 33% of First grade students are in need of intervention. According to the Star Reading Assessment, 47% of the second grade students are in need of intervention. In particular, there is a need for intervention in the areas of Phonics and Word Analysis. Small group and whole group PLCs will allow opportunities for teachers to train and to plan on specific lessons and strategies that can be used to provide additional support for students in these identified areas.

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

Sheridan Hills instruction and instructional practices in grades 3-5 are aligned to the new BEST standards. Our instructional practices that follow the state new standards allow for teachers to be supported with the new standards with a focus in ELA. Data from the 2022-2023 PM1 FAST Assessment shows that 70% of students in grades 3-5 are below proficient in reading. In particular, there is a need for intervention in the areas of Working Across Genres and Vocabulary. Small group and whole group PLCs will allow opportunities for teachers to train and to plan on specific lessons that will provide additional support for students in these identified areas.

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)

As measured by Florida's Progress Monitoring system, by June 2023 ELA proficiency will increase by 10% in ELA on the Star Assessment in PM3 for students in grades K-2.

Grades 3-5: Measureable Outcome(s)

By June 2023, 64% or more of students in grades 3 -5 will be proficient on the ELA FAST assessment.

As measured by Florida's Progress Monitoring system, by June 2023 ELA proficiency will increase by 10% going from a 54% in ELA on the 2022 FSA to 64% proficient on FAST assessment for PM3 (Progress Monitoring system).

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.

Monitoring for Sheridan Hills area of focus will be done by administration and the instructional support team. Data chats will be conducted throughout the year to review students performance on the Benchmark Advance Unit Assessments and the PM1, 2 & 3 FAST Assessments. This data analysis will result in the design and implementation of strategies and interventions designed to meet the areas of need. Administration will also conduct classroom walkthroughs and observations to monitor effective teaching strategies.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Campbell, Josetta, josetta.campbell@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?

Sheridan Hills Elementary is using Benchmark Advanced Literacy Series, which is a research evidenced-based program adopted by Broward County Public Schools. This program is aligned to Broward County's K-12 Comprehensive Reading plan and the ELA B.E.S.T Standards. Within Benchmark, there are interventions which are used in small groups and one on one as needed. In addition, we use Reading Horizons in grades K-3 as an intervention program that is provided by our district. We also use Reading Elevate for grades 4&5 to provide explicit reading interventions to students in need. This program is also supported by our district and our Comprehensive Reading Plan.

Rationale for Evidence-based Practices/Programs:

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

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

Sheridan Hills uses Benchmark Advance Literacy series, which is an evidence-based program adopted by Broward County School District. This program addresses the needs of Sheridan Hills students and has proven record for our targeted student population. It provides a comprehensive approach to reading instruction at the appropriate grade levels. It covers the 6 areas of reading and provides intervention systems that teachers can use to close achievement gaps.

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
The Literacy Leadership reviewed and analyzed FSA data from the 2021-2022 school year to determine the needs of the students and the necessary interventions for the 2022-23 school year.	Benjamin, Brenda, brendajanie.benjamin@browardschools.com
The literacy coach will provide coaching in the implementation of Benchmark Advance. This will include support in whole group and small group reading instruction. The Coach will also provide support in the implementation and use of the intervention programs, Reading Horizons and Reading Elevate.	Benjamin, Brenda, brendajanie.benjamin@browardschools.com
Assessments will be conducted through Benchmark Advance Unit Assessments built within the program. Progress monitoring will be done three times a year through Renaissance and Cambium platforms.	Stramanak, Annmarie, annmarie.stramanak@browardschools.com
Professional learning will take place through PLC's and also through district and school base professional development. The literacy coach will host a Reading Lab every Thursday to provide additional support for teachers using the newly adopted reading series, and other reading strategies and programs that may be used.	Benjamin, Brenda, brendajanie.benjamin@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.

Sheridan Hills Elementary will focus on building a positive school culture and environment by taking the time to establish rapport with students and families. Throughout the day students will have positive interactions with faculty and staff through the use of positive reinforcement, rewards. The use of our "Flip-It" program is used to reinforce good student behavior which contributes to the positive school culture as a whole. Family engagement nights are conducted throughout the year that invite parents, families, and the community in to learn more about our school and celebrate student success. Guidance lessons are taught to students throughout the year which reinforce concepts such as; Start with Hello, Be a Good Buddy, and other positive messages to help students be an active and positive member of the school and society as a whole.

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

School Leadership Team- Training and setting of goals

Assistant Principal- Monitoring of goals

Guidance Counselor- Modeling of school culture and techniques

Classroom Teachers and Staff- Daily implementation and use positive behavior technique