

Broward County Public Schools

# Sheridan Park Elementary School



2022-23 Schoolwide Improvement Plan

---

## Table of Contents

---

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

# Sheridan Park Elementary School

2310 N 70TH TER, Hollywood, FL 33024

[ no web address on file ]

## Demographics

**Principal: Jacqueline Carro**

Start Date for this Principal: 8/14/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	98%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (56%) 2018-19: B (61%) 2017-18: B (56%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

---

## Table of Contents

---

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

# Sheridan Park Elementary School

2310 N 70TH TER, Hollywood, FL 33024

[ no web address on file ]

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2021-22 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">98%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">75%</p>

## School Grades History

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

## 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 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.

The mission of Sheridan Park Elementary is to facilitate the development of lifelong learning in our students by providing a foundation of academic and social skills for the 21st century.

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

Preparing today's students to be tomorrow's leaders.

### School Leadership Team

#### Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Carro, Jacqueline	Principal	Oversees daily activities and operations of the school.
Darley, Sara	Assistant Principal	Assists the principal in overseeing daily activities and operations of the school.
Arden, Kathleen	Reading Coach	Oversees school's literacy program, RTI, PLCs.
Aziz-Prescott, Juliana	Instructional Coach	Oversees Autism Special Program
Linares-Colon, Delcarmen	Math Coach	Oversees school's math program, ESOL contact

### Demographic Information

#### Principal start date

Friday 8/14/2015, Jacqueline Carro

**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.*

8

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

24

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

496

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

3

**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	99	106	81	108	97	108	0	0	0	0	0	0	0	599
Attendance below 90 percent	45	37	23	25	21	27	0	0	0	0	0	0	0	178
One or more suspensions	1	1	1	2	2	5	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	22	17	32	0	0	0	0	0	0	0	71
Level 1 on 2022 statewide FSA Math assessment	0	0	0	17	15	22	0	0	0	0	0	0	0	54
Number of students with a substantial reading deficiency	3	19	21	28	14	11	0	0	0	0	0	0	0	96

**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	7	13	10	25	25	28	0	0	0	0	0	0	0	108

**Using current year data, complete the table below with the number of students identified as being "retained.":**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	11	8	17	1	1	0	0	0	0	0	0	0	41
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	92	87	114	103	102	110	0	0	0	0	0	0	0	608
Attendance below 90 percent	32	13	20	14	19	13	0	0	0	0	0	0	0	111
One or more suspensions	1	0	0	0	2	1	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	8	18	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	16	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	3	13	28	18	21	10	0	0	0	0	0	0	0	93

**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	5	7	10	8	12	17	0	0	0	0	0	0	0	59

**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	4	10	7	7	0	0	0	0	0	0	0	0	0	28
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	92	87	114	103	102	110	0	0	0	0	0	0	0	608
Attendance below 90 percent	32	13	20	14	19	13	0	0	0	0	0	0	0	111
One or more suspensions	1	0	0	0	2	1	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	8	18	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	16	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	3	13	28	18	21	10	0	0	0	0	0	0	0	93

**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	5	7	10	8	12	17	0	0	0	0	0	0	0	59

**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	4	10	7	7	0	0	0	0	0	0	0	0	0	28
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	49%	58%	56%				60%	59%	57%
ELA Learning Gains	56%						63%	60%	58%
ELA Lowest 25th Percentile	42%						52%	54%	53%
Math Achievement	64%	54%	50%				68%	65%	63%
Math Learning Gains	81%						72%	66%	62%
Math Lowest 25th Percentile	60%						63%	53%	51%
Science Achievement	40%	59%	59%				51%	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	61%	60%	1%	58%	3%
Cohort Comparison		0%				
04	2022					
	2019	64%	62%	2%	58%	6%
Cohort Comparison		-61%				
05	2022					
	2019	52%	59%	-7%	56%	-4%
Cohort Comparison		-64%				

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	60%	65%	-5%	62%	-2%
Cohort Comparison		0%				
04	2022					
	2019	76%	67%	9%	64%	12%
Cohort Comparison		-60%				
05	2022					
	2019	63%	64%	-1%	60%	3%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	47%	49%	-2%	53%	-6%
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	31	46	25	47	58	25	28				
ELL	49	50	31	60	77	42	27				
ASN	58	69		72	92		30				
BLK	37	65	73	53	75	83	36				
HSP	52	52	32	66	81	45	43				
WHT	51	53		68	82		44				
FRL	44	51	39	62	78	60	36				
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	30	39	23	27	18	15	26				
ELL	41	41	36	41	35	25	28				
ASN	47	55		39	27						
BLK	36	53		26	19		13				
HSP	49	43	27	47	35		37				
WHT	51	54		46	48		50				
FRL	39	42	43	38	25	29	29				
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	33	49	48	48	51	48	35				
ELL	59	67	50	69	78	72	49				
ASN	68	76		88	100						
BLK	63	68		57	61	70	50				
HSP	58	60	50	69	70	50	45				
WHT	63	63	64	66	73	81	52				
FRL	57	62	54	67	73	64	44				

**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	57
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	66
Total Points Earned for the Federal Index	458
Total Components for the Federal Index	8
Percent Tested	99%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
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
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	64
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
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	60
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	53
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?**

Overall, students performed better in math. This is a historical trend for our school, but there were significant gains this year. In reading, though our subgroups made gains in general. Our Students with Disabilities, however, performed below the 41% expectation for the second year in a row. There was also a trend of increased performance in grades 3 and 4. Our 5th graders, however, performed lower in ELA.

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

Based on progress monitoring and 2022 state assessments, the area in greatest need of improvement is ELA, specifically our Students with Disabilities and those performing in the lowest quartile.

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

One major contributing factor to this need for improvement is the achievement gap created by the pandemic. Many of our students with disabilities struggled to reach their full potential while learning at home. To address these gaps, we implemented inclusive scheduling to prioritize our students' ESE services. We also will continue to provide pull-out and push-in support for these students, in addition to all of our students performing in the lowest quartile.

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

Based on progress monitoring and 2022 state assessments, the area students showed the most improvement was math. Students' overall achievement and learning gains improved significantly. In addition, our students in the lowest quartile also made significant gains in math.

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

Some contributing factors to this improvement include our before-school and after-school math tutoring. Our math coach and ESSER math teacher worked with students daily. The students who received this support were chosen strategically based on progress monitoring assessment data.

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

In order to accelerate learning, we need to provide our teachers support and guidance regarding the new curriculum. We also need to continue to provide additional support for students not meeting their individual learning goals using FAST data.

**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.**

Based on the contributing factors and strategies identified to accelerate learning, we will provide several professional development opportunities to support our teachers. We have already hosted a training on how to implement the new math series. We also have several training facilitators on our staff that provide ongoing support. For ELA, our literacy coach will host biweekly training sessions for teachers before school on topics that admin deems necessary, as well as suggestions given by teachers.

**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 the services previously mentioned, school leadership will continue to provide constructive feedback to teachers based on classroom visits. We will also work with our literacy and math coaches to continue to provide necessary training and support based on teachers' needs.

**Areas of Focus**

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

:

**#1. 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.**

Our ELA achievement for our SWD subgroup was 31%, which is below the 41% minimum expectation in ELA as measured by the 2022 FSA.

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

By June 2022, our students with disabilities subgroup will increase their achievement in ELA from 31% to 42% based on the 2023 FAST PM3 assessment.

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

This area of focus will be monitored using PM1 and PM2 FAST data, I-Ready diagnostic data, and other formative classroom-based assessments.

**Person responsible for monitoring outcome:**

Sara Darley (sara.darley@browardschools.com)

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

The evidence-based strategy that will be implemented for this area of focus will be to deliver reading instruction using an explicit and systematic approach. This will include all the areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These practices will be utilized in both whole group and differentiated small group instruction. Students will be screened using diagnostic assessments and progress monitored. The strategies will be utilized using resources from Benchmark Advance Reading Series, Leveled Literacy Instruction, Reading Horizons, and Foundations/Wilson.

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

The rationale for selecting these specific strategies is that these are evidence-based strategies as outlined in the Broward County K-12 Reading Plan.



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

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Screening and identifying students using the FAST PM1, Benchmark Assessment data, i-Ready Diagnostic data, and 2022 FSA scores

**Person Responsible** Kathleen Arden (kathleen.arden@browardschools.com)

Use data collected to determine the specific interventions needed for identified students and progress monitor these students through the MTSS/RTI process.

**Person Responsible** Kathleen Arden (kathleen.arden@browardschools.com)

Provide resources to teachers for screening, diagnosing, and progress monitoring.

**Person Responsible** Kathleen Arden (kathleen.arden@browardschools.com)

Monitor teacher classrooms to ensure that these practices are being implemented with fidelity.

**Person Responsible** Jacqueline Carro (jacqueline.carro@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.**

After reviewing the school's data based on i-Ready and FSA scores from 2021, the area of ELA was chosen.

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

By June 2023, our ELA achievement for students in grades 3 - 5 will increase from 49% to 55% as measured by FAST for PM3.

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

- \* FAST data
- \* I-Ready Diagnostic
- \* I-Ready Lessons
- \* Data chats with grade levels
- \* Monitoring of Tier 2 and Tier 3 students in the RTI process
- \* Unit Assessments from Benchmark Advanced

**Person responsible for monitoring outcome:**

Sara Darley (sara.darley@browardschools.com)

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

The evidence-based strategy that will be implemented for this area of focus will be to deliver reading instruction using an explicit and systematic approach. This will include all the areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These practices will be utilized in both whole group and differentiated small group instruction. Students will be screened using diagnostic assessments and progress monitored. The strategies will be utilized using resources from Benchmark Advance Reading Series, Leveled Literacy Instruction, Reading Horizons, and Foundations/Wilson.

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

The rationale for selecting these specific strategies is that these are evidence-based strategies as outlined in the Broward County K-12 Reading Plan.

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

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Screening and identifying students using FAST PM1 data, Benchmark Assessments, i-Ready Diagnostic, and 2021 FSA scores

**Person Responsible** Kathleen Arden (kathleen.arden@browardschools.com)

Use data collected to determine the specific interventions needed for identified students and progress monitor these students through the MTSS/RTI process.

**Person Responsible** Kathleen Arden (kathleen.arden@browardschools.com)

Provide resources to teachers for screening, diagnosing, and progress monitoring.

**Person Responsible** Kathleen Arden (kathleen.arden@browardschools.com)

Monitor teacher classrooms to ensure that these practices are being implemented with fidelity.

**Person Responsible** Jacqueline Carro (jacqueline.carro@browardschools.com)

**#3. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**

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

**Measurable Outcome:**

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

**Monitoring:**

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

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

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

**Rationale for Evidence-based Strategy:**

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

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

## 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

ELA is identified as a critical need because 33% of students in grades K-2 are not on track to pass the FAST assessment.

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

ELA is identified as a critical need because 61% of students scored below a level 3 in grade 5 on the 2022 FSA.

### Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2: Measureable Outcome(s)

By June 2023, 63% of students in Grades K-3 will be proficient on the FAST assessment.

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

By June 2023, our ELA achievement for students in grades 3 - 5 will increase from 49% to 55% as measured by FAST for PM3.

### **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.

This area of focus will be monitored using FAST data for PM1 and PM2, I-Ready Diagnostic data, Benchmark Assessment data, and other teacher classroom observations.

### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Arden, Kathleen , kathleen.arden@browardschools.com

### **Evidence-based Practices/Programs:**

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

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

The evidence-based practices that will be implemented for this area of focus will be to deliver reading instruction using an explicit and systematic approach. This will include all the areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These practices will be utilized in both whole group and differentiated small group instruction. Students will be screened using diagnostic assessments and progress monitored. The strategies will be utilized using resources from Benchmark Advance Reading Series, and Reading Horizons. All of these align with the B.E.S.T. standards.

### **Rationale for Evidence-based Practices/Programs:**

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

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

The rationale for selecting these specific strategies is that these are evidence-based strategies as outlined in the Broward County K-12 Reading Plan. These practices also have a proven record of being effective for our intermediate grades.

**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
<p>Literacy Leadership</p> <p>Provide resources to teachers for screening, diagnosing, and progress monitoring.</p>	<p>Arden, Kathleen , kathleen.arden@browardschools.com</p>
<p>Literacy Coaching</p> <p>Monitor teacher classrooms to ensure that these practices are being implemented with fidelity, and provide support to teachers as needed.</p>	<p>Carro, Jacqueline, jacqueline.carro@browardschools.com</p>
<p>Assessment</p> <p>Utilize Benchmark Advance and FAST assessments and use data collected to determine the specific interventions needed for identified students and progress monitor these students through the MTSS/RTI process.</p>	<p>Arden, Kathleen , kathleen.arden@browardschools.com</p>
<p>Professional Learning</p> <p>Professional development opportunities will be provided based on teachers' expressed needs, as well as based on classroom observations and administrative discretion.</p>	<p>Carro, Jacqueline, jacqueline.carro@browardschools.com</p>

**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.**

The school addresses building a positive school culture and environment by implementing a school wide behavior plan that focuses on reinforcing positive behaviors. Classroom teachers are also implementing 10 minutes daily of SEL lessons.

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

The stakeholders and their roles in promoting a positive culture and environment at the school are the following:

Leadership- ensures that all stakeholders are aware of the schoolwide positive behavior plan

Teachers- are implementing the schoolwide positive behavior plan

Students- are aware of the schoolwide positive behavior plan and follow the rules and procedures of the school and classrooms

Parents- are aware of the behavior plan and reinforce expected behaviors with their child

Business Partners- provide incentives and rewards to be used for reinforcing student behavior and to boost teacher morale