

Broward County Public Schools

Thurgood Marshall Elementary School



2022-23 Schoolwide Improvement Plan

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Thurgood Marshall Elementary School

800 NW 13TH ST, Fort Lauderdale, FL 33311

[no web address on file]

Demographics

Principal: Michael Billins

Start Date for this Principal: 7/1/2013

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* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2021-22: B (59%) 2018-19: D (40%) 2017-18: C (44%)
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	N/A
* 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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Thurgood Marshall Elementary School

800 NW 13TH ST, Fort Lauderdale, FL 33311

[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	97%

School Grades History

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

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.

At Thurgood Marshall Elementary Health and Environmental Wellness School, our MISSION is to ensure that all students attain maximum academic achievement while maintaining our dedication to providing a safe caring environment. We embrace high expectations with an emphasis on a healthy lifestyle for all students and staff.

Provide the school's vision statement.

Be healthy, be active and be ready to achieve your goals by learning today and leading tomorrow.

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
Billins, Michael	Principal	Responsible for providing instructional leadership and managing all aspects of the school environment (operational, budget, community involvement, etc).
Bedward, Tamar	School Counselor	Responsible for addressing the Social/Emotional needs of the school community. Provides on site behavior support and assists with the monitoring of MTSS initiatives.
Bloomfield , Christina	Reading Coach	Responsible for providing on site ELA coaching and ELA curriculum support to classroom teachers and students via modeling effective instructional strategies
Wolfe, Trishia	Teacher, ESE	As our Exceptional Student Education (ESE) Specialist, Ms. Wesley coordinates all required ESE meetings. She assists regular education teachers of students with disabilities to implement the Individual Education Plan, (IEP) and monitor progress of IEP Goals.
Bell, Deborah	Assistant Principal	Responsible for providing instructional leadership and managing all aspects of the school environment (operational, budget, community involvement, etc).

Demographic Information

Principal start date

Monday 7/1/2013, Michael Billins

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.*

6

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.*

6

Total number of teacher positions allocated to the school

19

Total number of students enrolled at the school

320

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

6

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	39	51	39	48	79	73	0	0	0	0	0	0	0	329
Attendance below 90 percent	16	21	16	9	13	15	0	0	0	0	0	0	0	90
One or more suspensions	1	2	0	2	7	7	0	0	0	0	0	0	0	19
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	20	27	17	0	0	0	0	0	0	0	64
Level 1 on 2022 statewide FSA Math assessment	0	0	0	16	27	12	0	0	0	0	0	0	0	55
Number of students with a substantial reading deficiency	0	5	7	12	9	13	0	0	0	0	0	0	0	46

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	6	4	18	25	25	0	0	0	0	0	0	0	79

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	1	0	16	0	0	0	0	0	0	0	0	0	17
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	46	43	50	57	83	87	0	0	0	0	0	0	0	366
Attendance below 90 percent	20	17	15	26	32	33	0	0	0	0	0	0	0	143
One or more suspensions	1	0	0	0	7	3	0	0	0	0	0	0	0	11
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	23	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	20	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	6	11	19	40	5	0	0	0	0	0	0	0	81

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	3	7	14	24	25	0	0	0	0	0	0	0	75

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	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	46	43	50	57	83	87	0	0	0	0	0	0	0	366
Attendance below 90 percent	20	17	15	26	32	33	0	0	0	0	0	0	0	143
One or more suspensions	1	0	0	0	7	3	0	0	0	0	0	0	0	11
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	23	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	20	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	6	11	19	40	5	0	0	0	0	0	0	0	81

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	3	7	14	24	25	0	0	0	0	0	0	0	75

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	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	45%	58%	56%				37%	59%	57%
ELA Learning Gains	65%						52%	60%	58%
ELA Lowest 25th Percentile	76%						50%	54%	53%
Math Achievement	47%	54%	50%				45%	65%	63%
Math Learning Gains	74%						36%	66%	62%
Math Lowest 25th Percentile	75%						32%	53%	51%
Science Achievement	30%	59%	59%				29%	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	34%	60%	-26%	58%	-24%
Cohort Comparison		0%				
04	2022					
	2019	36%	62%	-26%	58%	-22%
Cohort Comparison		-34%				
05	2022					
	2019	32%	59%	-27%	56%	-24%
Cohort Comparison		-36%				

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	56%	65%	-9%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	39%	67%	-28%	64%	-25%
Cohort Comparison		-56%				
05	2022					
	2019	33%	64%	-31%	60%	-27%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	24%	49%	-25%	53%	-29%
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	14	64	83	32	81	80	6				
ELL	60	66		60	77		56				
BLK	44	64	76	47	72	71	29				
HSP	45	64		45							
FRL	43	66	76	47	72	75	29				
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	21	50		20	47		8				
ELL	49	50		48	50		13				
BLK	37	43	78	36	33	47	15				
HSP	59			44							
FRL	39	43	75	36	34	53	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	16	35	41	25	24	23	13				
ELL	37	53	47	54	37	20	28				
BLK	37	51	47	43	33	26	30				
HSP	60			80							
FRL	38	52	49	46	35	31	30				

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)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	470
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	58
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	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
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?

Student proficiency levels have been consistent but learning gains have not.

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

Science proficiency has the greatest need for improvement.

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

Lack of consistent science instruction in grades K-4. A science teacher position was created for the 2022-2023 school year to help address this concern.

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

Math overall learning gains showed the most improvement.

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

Additional math extended learning opportunities before and after school.

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

1. Teacher Development in Instructional Practices
2. Teacher Development in the creation of standards-based lessons, activities and class assignments
3. Progress monitoring of student achievement
4. Progress monitoring of our MTSS
5. Strengthen the school-home connection

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.

Understanding Florida's B.E.S.T. Standards and Improved Teaching Strategies.

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

PLC's and PD Opportunities.

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 ELA**Area of Focus****Description and****Rationale:**

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

Teachers continue to need professional development on delivering high quality instruction in increase student achievement, technology integration and implement rigorous, standards-aligned instruction and lessons.

Measurable**Outcome:**

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

Teachers will deliver high quality instruction to increase student achievement and reach our school goals of:
ELA - 45% Proficient

Monitoring:

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

Monitoring will take place via the following formats: Classroom observations; Student Common Formative Assessment Data Collection; Teacher and Administration Data Analysis Meetings

Person responsible for monitoring outcome:

Michael Billins (michael.billins@browardschools.com)

Evidence-based Strategy:

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

The implementation of explicit and systematic standards-based instruction to increase student achievement in ELA.

Rationale for Evidence-based Strategy:

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

The teachers need professional development on standards-based instruction to ensure that their instructions are aligned to the ELA and MATH shifts linked to the BEST Standards.
Teachers will then be able to determine their students' specific weaknesses and strengths per standard covered, and they will be used the evidence-based strategy in order to inform their daily instruction. The teachers will analyze the data per student based on performance levels (deficient, struggling, proficient) and remediation and enrichment activities will be assigned based on each student's performance on the assessment.

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. Leadership team will collect and analyze student achievement data to identify areas of strengths and weakness.
2. Based on areas of weaknesses, the leadership team will collaborate with teachers to implement research-based strategies and interventions needed to address areas of weakness while continuing to develop strengths.

3. Schedule daily push in Math and ELA support (paraprofessional) assigned to lowest quartile students in grades three, four and five.
4. Extended Learning Opportunities 3 days weekly for 24 weeks, to provide remedial instruction in ELA, Science and Math.
5. Administration will procure additional resources (if necessary) through District resources, school budget resources, grants and partnerships.
6. Professional Learning Communities will center on the implementation of writing, BAS calibration, whole group instructional practices of Balanced Literacy Program and Guided Reading Groups.
7. Teachers will receive professional development in small group instruction, guided reading, quality math instruction and quality science instruction.

Person Responsible Michael Billins (michael.billins@browardschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus
Description and
Rationale:**

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

Students with disabilities (SWD) are not progressing when compared to other subgroups tested.

Measurable**Outcome:**

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

At least 50% of SWD will be proficient on the ELA portion of the 2023 FSAT Assessment.

Monitoring:

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

Monitoring will take place via the following formats: Classroom observations; Student Common Formative Assessment Data Collection; Teacher and Administration Data Analysis Meetings

Person responsible for monitoring outcome:

Michael Billins (michael.billins@browardschools.com)

**Evidence-based
Strategy:**

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

The implementation of explicit and systematic standards-based instruction to increase student achievement in ELA.

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

The teachers need professional development on standards-based instruction to ensure that their instructions are aligned to the ELA and MATH shifts linked to the BEST Standards. Teachers will then be able to determine their students' specific weaknesses and strengths per standard covered, and they will be used the evidence-based strategy in order to inform their daily instruction. The teachers will analyze the data per student based on performance levels (deficient, struggling, proficient) and remediation and enrichment activities will be assigned based on each student's performance on the assessment.

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. Leadership team will collect and analyze student achievement data of SWD students to identify areas of strengths and weakness.
2. Schedule daily push in Math and ELA support (paraprofessional) assigned to lowest quartile students in grades three, four and five.

3. Extended Learning Opportunities 3 days weekly for 24 weeks, to provide remedial instruction in ELA, Science and Math.

4. Professional Learning Communities will center on the implementation of writing, BAS calibration, whole group instructional practices of Balanced Literacy Program and Guided Reading Groups.

5. Teachers will receive professional development in small group instruction, guided reading, quality math instruction and quality science instruction.

6. Curriculum Associates and iReady Site Licenses will allow teachers to support SWD students through the implementation of high quality instructional materials and progress monitoring.

Person Responsible Michael Billins (michael.billins@browardschools.com)

#3. ESSA Subgroup specifically relating to Black/African-American**Area of Focus****Description and****Rationale:**

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

Teachers continue to need professional development on delivering high quality instruction in increase student achievement, technology integration and implement rigorous, standards-aligned instruction and lessons.

Measurable**Outcome:**

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

Teachers will deliver high quality instruction to increase student achievement and reach our school goals of:

ELA - 45% Proficient

Math - 50% Proficient

Science - 40% Proficient

Monitoring:

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

Monitoring will take place via the following formats: Classroom observations; Student Common Formative Assessment Data Collection; Teacher and Administration Data Analysis Meetings

Person responsible for monitoring outcome:

[no one identified]

Evidence-based**Strategy:**

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

The implementation of explicit and systematic standards-based instruction to increase student achievement in ELA, Math and Science.

Rationale for Evidence-based**Strategy:**

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

The teachers need professional development on standards-based instruction to ensure that their instructions are aligned to the ELA and MATH shifts linked to the BEST Standards.

Teachers will then be able to determine their students' specific weaknesses and strengths per standard covered, and they will be used the evidence-based strategy in order to inform their daily instruction. The teachers will analyze the data per student based on performance levels (deficient, struggling, proficient) and remediation and enrichment activities will be assigned based on each student's performance on the assessment.

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. Leadership team will collect and analyze student achievement data to identify areas of strengths and weakness.
2. Based on areas of weaknesses, the leadership team will collaborate with teachers to implement research-based strategies and interventions needed to address areas of weakness while continuing to develop strengths.

3. Schedule daily push in Math and ELA support (paraprofessional) assigned to lowest quartile students in grades three, four and five.
4. Extended Learning Opportunities 3 days weekly for 24 weeks, to provide remedial instruction in ELA, Science and Math.
5. Administration will procure additional resources (if necessary) through District resources, school budget resources, grants and partnerships.
6. Professional Learning Communities will center delivering standards-based instruction.
7. Teachers will receive professional development in small group instruction, guided reading, quality math instruction and quality science instruction.

Person Responsible Michael Billins (michael.billins@browardschools.com)

1. Leadership team will collect and analyze student achievement data to identify areas of strengths and weakness.
2. Based on areas of weaknesses, the leadership team will collaborate with teachers to implement research-based strategies and interventions needed to address areas of weakness while continuing to develop strengths.
3. Schedule daily push in Math and ELA support (paraprofessional) assigned to lowest quartile students in grades three, four and five.
4. Extended Learning Opportunities 3 days weekly for 24 weeks, to provide remedial instruction in ELA, Science and Math.
5. Administration will procure additional resources (if necessary) through District resources, school budget resources, grants and partnerships.
6. Professional Learning Communities will center delivering standards-based instruction.
7. Teachers will receive professional development in small group instruction, guided reading, quality math instruction and quality science instruction.

Person Responsible [no one identified]

#4. ESSA Subgroup specifically relating to Economically Disadvantaged**Area of Focus****Description and****Rationale:**

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

Teachers continue to need professional development on delivering high quality instruction in increase student achievement, technology integration and implement rigorous, standards-aligned instruction and lessons.

Measurable**Outcome:**

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

Teachers will deliver high quality instruction to increase student achievement and reach our school goals of:

ELA - 45% Proficient

Math - 50% Proficient

Science - 40% Proficient

Monitoring:

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

Monitoring will take place via the following formats: Classroom observations; Student Common Formative Assessment Data Collection; Teacher and Administration Data Analysis Meetings

Person responsible for monitoring outcome:

Michael Billins (michael.billins@browardschools.com)

Evidence-based**Strategy:**

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

Monitoring will take place via the following formats: Classroom observations; Student Common Formative Assessment Data Collection; Teacher and Administration Data Analysis Meetings

Rationale for Evidence-based**Strategy:**

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

The teachers need professional development on standards-based instruction to ensure that their instructions are aligned to the ELA and MATH shifts linked to the BEST Standards.

Teachers will then be able to determine their students' specific weaknesses and strengths per standard covered, and they will be used the evidence-based strategy in order to inform their daily instruction. The teachers will analyze the data per student based on performance levels (deficient, struggling, proficient) and remediation and enrichment activities will be assigned based on each student's performance on the assessment.

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

Teachers continue to need professional development on delivering high quality instruction in increase student achievement, technology integration and implement rigorous, standards-aligned instruction and lessons.

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

Teachers continue to need professional development on delivering high quality instruction in increase student achievement, technology integration and implement rigorous, standards-aligned instruction and lessons.

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, 40% of K-2 students will demonstrate proficiency on F.A.S.T. PM #3.

By June, 60% of K-2 students will demonstrate learning gains on F.A.S.T. PM #3.

Grades 3-5: Measureable Outcome(s)

By June, 40% of 3rd - 5th grade students will demonstrate proficiency on F.A.S.T. PM #3.

By June, 60% of 3rd - 5th grade students will demonstrate learning gains on F.A.S.T. PM #3.

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 will take place via the following formats: Classroom observations; Student Common Formative Assessment Data Collection; Teacher and Administration Data Analysis Meetings

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Billins, Michael, michael.billins@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 implementation of explicit and systematic standards-based instruction to increase student achievement in ELA, Math and Science.

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 teachers need professional development on standards-based instruction to ensure that their instructions are aligned to the ELA and MATH shifts linked to the FSA Standards.

Teachers will then be able to determine their students' specific weaknesses and strengths per standard covered, and they will be used the evidence-based strategy in order to inform their daily instruction. The teachers will analyze the data per student based on performance levels (deficient, struggling, proficient) and remediation and enrichment activities will be assigned based on each student's performance on the assessment.

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. Leadership team will collect and analyze student achievement data to identify areas of strengths and weakness.	Billins, Michael, michael.billins@browardschools.com
2. Based on areas of weaknesses, the leadership team will collaborate with teachers to implement research-based strategies and interventions needed to address areas of weakness while continuing to develop strengths.	Billins, Michael, michael.billins@browardschools.com
3. Extended Learning Opportunities 3 days weekly for 24 weeks, to provide remedial instruction in ELA, Science and Math.	Billins, Michael, michael.billins@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.

The school builds and sustains partnerships by:

1. Provide high-quality instruction for our students and increase collaboration and communication with our parents and community through, but limited to parent letters, telephone calls, emails, quarterly parent nights and parent conferences to support the family and the student.
2. Providing on site wrap around services in the form of a full-time school social worker and full-time community liaison.
3. Partnering with community and business partners to provide parent engagement events.

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

Parents, Business Partners, Teachers and Faculty meet monthly and discuss creating a positive environment at the School Advisory Committee Meeting.