

Broward County Public Schools

West Hollywood Elementary School



2022-23 Schoolwide Improvement Plan

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West Hollywood Elementary School

6301 HOLLYWOOD BLVD, Hollywood, FL 33024

[no web address on file]

Demographics

Principal: Lina Palacios

Start Date for this Principal: 9/27/2022

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: C (53%) 2018-19: C (47%) 2017-18: C (46%)
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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West Hollywood Elementary School

6301 HOLLYWOOD BLVD, Hollywood, FL 33024

[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	94%

School Grades History

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

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SIP Authority

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<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.

West Hollywood Elementary School will provide the opportunity and means for all students to achieve their maximum academic potential and develop social and life skills necessary to become engaged, global citizens.

Provide the school's vision statement.

The vision of West Hollywood Elementary School is to build a school community that will foster leadership, life long learners, college and career success, dynamic communicators, responsible and aware global citizens to adapt to our ever-changing 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
Palacios, Lina	Principal	Serves as an instructional leader, engages, stakeholders, and collaborates in the school's decision-making process.
Clinch, Jennifer	Assistant Principal	Serves as an instructional leader, engages, stakeholders, and collaborates in the school's decision-making process.
De Los Angeles, Maria	School Counselor	Serves as an instructional leader, engages, stakeholders, and collaborates in the school's decision-making process.
Myers, Mark	Instructional Coach	Serves as an instructional leader, engages, stakeholders, and collaborates in the school's decision-making process.
Murphy, Miranti	Reading Coach	Serves as an instructional leader, engages, stakeholders, and collaborates in the school's decision-making process.
Bernot, Roxanne	Teacher, ESE	

Demographic Information

Principal start date

Tuesday 9/27/2022, Lina Palacios

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

2

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

8

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

471

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

4

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

6

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	76	79	82	71	65	74	0	0	0	0	0	0	0	447
Attendance below 90 percent	34	24	26	19	22	27	0	0	0	0	0	0	0	152
One or more suspensions	0	0	0	1	1	6	0	0	0	0	0	0	0	8
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	25	24	34	0	0	0	0	0	0	0	83
Level 1 on 2022 statewide FSA Math assessment	0	0	0	23	23	29	0	0	0	0	0	0	0	75
Number of students with a substantial reading deficiency	2	0	18	10	10	7	0	0	0	0	0	0	0	47

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	1	7	21	26	38	0	0	0	0	0	0	0	94

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	2	0	18	10	10	7	0	0	0	0	0	0	0	47
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

Thursday 9/1/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	72	73	78	64	64	65	0	0	0	0	0	0	0	416
Attendance below 90 percent	13	7	7	2	5	6	0	0	0	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	3	5	3	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	3	5	3	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	21	31	26	0	0	0	0	0	0	0	78
Level 1 on 2019 statewide FSA Math assessment	0	0	0	18	39	21	0	0	0	0	0	0	0	78
Number of students with a substantial reading deficiency	3	4	22	26	26	19	0	0	0	0	0	0	0	100

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	3	4	22	26	26	19	0	0	0	0	0	0	0	100

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	3	5	3	0	0	0	0	0	0	0	11
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	72	73	78	64	64	65	0	0	0	0	0	0	0	416
Attendance below 90 percent	13	7	7	2	5	6	0	0	0	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	3	5	3	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	3	5	3	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	21	31	26	0	0	0	0	0	0	0	78
Level 1 on 2019 statewide FSA Math assessment	0	0	0	18	39	21	0	0	0	0	0	0	0	78
Number of students with a substantial reading deficiency	3	4	22	26	26	19	0	0	0	0	0	0	0	100

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	3	4	22	26	26	19	0	0	0	0	0	0	0	100

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	3	5	3	0	0	0	0	0	0	0	11
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	40%	58%	56%				41%	59%	57%
ELA Learning Gains	59%						53%	60%	58%
ELA Lowest 25th Percentile	66%						48%	54%	53%
Math Achievement	47%	54%	50%				52%	65%	63%
Math Learning Gains	64%						55%	66%	62%
Math Lowest 25th Percentile	73%						37%	53%	51%
Science Achievement	25%	59%	59%				41%	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	35%	62%	-27%	58%	-23%
Cohort Comparison		-34%				
05	2022					
	2019	45%	59%	-14%	56%	-11%
Cohort Comparison		-35%				

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	48%	65%	-17%	62%	-14%
Cohort Comparison		0%				
04	2022					
	2019	43%	67%	-24%	64%	-21%
Cohort Comparison		-48%				
05	2022					
	2019	49%	64%	-15%	60%	-11%
Cohort Comparison		-43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	36%	49%	-13%	53%	-17%
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	17	81	90	25	60		10				
ELL	33	54	61	44	68	71	15				
BLK	34	70		36	52		13				
HSP	39	55	61	48	67	72	18				
FRL	40	57	82	49	62	60	24				
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	14	42		17	31		10				
ELL	25	40		22	20		18				
BLK	26	43		17	20		20				
HSP	31	54		28	25		20				
WHT	23			23							
FRL	30	49		25	25	20	25				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	11	39	44	27	49	43	10				
ELL	37	53	50	48	49	33	29				
BLK	36	45	40	44	44	33	33				
HSP	41	51	47	56	59	40	39				
MUL	31			38							
WHT	50	64		50	53						
FRL	42	54	49	51	55	39	39				

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	52
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	45
Total Points Earned for the Federal Index	419
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	45
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	49
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	41
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	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?

Across all grade level and subgroups, students increased in English Language Arts, Mathematics and Science. Black/African American subgroup displayed the lowest performance scores in 2021 - 2022 English Language Arts (ELA) with 41% proficiency.

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

Science is an area of need for improvement. Although it increased 3% from the previous year, 22% proficiency to 25% proficiency, it still remains lower than the 2018-2019 school year.

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

Deficiency in English Language Arts may contribute to the deficiency in Science. Science requires a level of reading to understand and comprehend the question and its responses. Therefore this school year, Science assessments will be administered in the beginning, middle and end of school year to determine to student growth and areas of need. Once the data is desegregated, the leadership team and team leaders will develop next steps to include hands-on Science laboratories to deepen the Science knowledge needed per grade level. To address the ELA deficiency, a plan was created to provide additional intervention, remediation and enrichment for identified students.

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

Mathematics demonstrated the most improvement in its data with a 21% increase from the 2019-2020 to the 2021-2022 school year (26% to 47%).

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

Third, fourth, and fifth grade included an additional mathematics intervention that focused on grade level content. The teachers, instructional coaches, interventionists, and ESSRA teachers deconstructed the standard, gathered grade level resources, and modeled mathematics strategies to understand, interact and interpret the mathematical word problems in regards to the given standard. The small group also focused on grade level content with all students, and the amount of support and scaffolding provided to the students depended on the students' present level. The teachers and instructional leadership team also analyzed the data and retaught standards to students in need of remediation.

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

In order to accelerate learning, each teachers will need to analyze student data and reteach standards to students that need remediation to close the academic gap. Likewise, teachers will need to provide enrichment for students that have mastered the standard to ensure their student growth. The leadership team will provide data chats to look for grade level trends, determine the effectiveness of the intervention and make adjustments to the instructional focus calendar, small groups and interventions.

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.

Professional Developments Area Opportunities for the 2022-2023 areas

1. Analyzing Data and Next Steps
2. Tier 3 Interventions: Horizons, Level Literacy Intervention
3. Deeper Dive into BEST standards
4. Benchmark Advance for TIER 1 Intervention
5. Developing effective Science laboratories
6. How to Use Manipulatives in Mathematics Instruction
7. Small group lessons in Reading and Mathematics
8. Teaching through Word Problems

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

Consistent data monitoring and discussions need to continue to ensure that core instruction and Interventions are implemented with fidelity. It is also crucial that standards are deconstructed and backwards planning is utilized to ensure mastery of grade level content. When areas of needs are identified, instructional coaches and district level coaches will be utilized to provide professional development and support for the identified teacher and/or grade level.

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.

West Hollywood Elementary data from 2021-2022 Florida State Assessments reflected the following proficient levels: third grade 51%; fourth 36%; and fifth grade 28%. With the lack of face to face instruction during the Covid-19 pandemic, the English Language Arts (ELA) academic gaps increased and attention to ELA is needed to decrease these academic gaps.

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

By June 2023, 50% of students in grades 3 - 5 will be proficient on the FAST ELA assessment.

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

The following progress monitoring data will be administered this year to monitor student growth.

1. Benchmark Unit Assessments
2. Benchmark Progress Monitoring Assessments
3. FAST Star Reading

Person responsible for monitoring outcome:

Miranti Murphy (miranti.murphy@browardschools.com)

Evidence-based Strategy:

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

The teacher will differentiate reading instruction in small group to address the area of concern.

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

Utilizing current data, the teachers will be able to implement standards-based intervention to ensure students are achieving the target of the standard.

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. Ongoing progress monitoring in Benchmark assessments.
2. Targeted small group instruction in the area of ELA through push-in model.

Person Responsible

Miranti Murphy (miranti.murphy@browardschools.com)

RAISE

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

Area of Focus Description and Rationale

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

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

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

Formative and Progress Monitoring: Unit Benchmark Assessments

Diagnostic Assessments: FAST Reading Progress Monitoring Assessments

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

Formative and Progress Monitoring: Unit Benchmark Assessments

Diagnostic Assessments: FAST Reading Progress Monitoring Assessments

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 2022, Kindergarten through second grade will score 50% or higher on the statewide ELA assessment.

Grades 3-5: Measureable Outcome(s)

By June 2022, third through fifth grade will score 50% or higher on the statewide ELA assessment.

Monitoring:

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

West Hollywood Elementary instructional leadership team and teacher will consistently monitor and discuss data to continue to ensure that core instruction and interventions are implemented with fidelity. Monitoring will occur after each unit and progress monitoring assessment.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Palacios, Lina, lina.palacios@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?

Tier 1 instruction is provided through Benchmark Advance Florida 2022. It is aligned to BEST ELA standards. Teachers provide instruction through whole group and small group instruction. Mastery of standards are assessed every 2 to 3 weeks through unit assessments. Students are also assessed three times a year through FAST STAR Early Literacy and Star Reading (Grades K-2) and FAST Cambium Assessment (Grades 3-5). If a student is below 40%, then the student is referred for Tier 2 and Tier 3 interventions. Programs utilized for Tier 2 and Tier 3 are Level Literacy Intervention, Reading Horizons, Reading Elevate, and Wilson Foundations.

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?

Students that score below 40% will be monitored for Response to Intervention (RtI). If the student doesn't demonstrate progress on the Unit Assessments, then an RtI referral will be created to address the area of need. Level Literacy Intervention, Reading Horizons, Reading Elevate and Wilson Foundations have all demonstrated the ability to close the instructional gap.

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
Administer FAST assessments and desegregate the data to determine students that are below level.	Murphy, Miranti, miranti.murphy@browardschools.com
Collaborate with the teacher to determine area of need and additional interventions he or she may have provided. Refer student to the Rtl team. Literacy Coach and the teacher will determine the accurate intervention. Teacher will receive the materials and begin the intervention. Teacher will implement the intervention and track the data on a graph. After 6 to 9 weeks, the teacher will meet with the Rtl team to determine next steps.	Murphy, Miranti, miranti.murphy@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.

Each year the students are introduced to West Hollywood Elementary expectations. Students are taught what it means to be wildcat with lessons targeted areas in being respectful, optimistic, accountable, and resilient. Students are awarded when they make good decisions through morning announcements and weekly celebrations. When students struggle with their behavior, an individualize plan is implemented to help the student modify the behavior. West Hollywood Elementary has partnerships with community agencies. Hispanic Unity partners with the school to provide parenting classes for families that want assistance with creating a positive home environment. They provide parents with parent resources within the community that assists with housing, taxes, childcare, learning English and so forth. They work with all families, regardless of their ethnicity. Reading Pals partners with our first grade team to read with our fragile students, either academically or behaviorally. The goal is for the student to build a trusting relationship with an adult. The local church and Food Pantry provide food and resources for our struggling families to have access to at school. This gives the parents/guardians the opportunity to provide basic needs for their family at no cost.

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

Students have the right to learn, feel safe and be actively involved in their education. Teachers teach social and emotional lessons to help student learn how to interact with one another and express their emotions. Coping skills are also taught in the classroom. Guidance, instructional staff and administration works one on one with students, provide interventions, and support to ensure there is a positive culture to foster learning and healthy relationships. Community partners help support our families and provide resources in the community to help our families excel at home.