

Broward County Public Schools

# Pompano Beach Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Pompano Beach Elementary School

700 NE 13TH AVE, Pompano Beach, FL 33060

[ no web address on file ]

## Demographics

Principal: Shezette Blue Small

Start Date for this Principal: 8/17/2022

<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)	100%
<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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2021-22: B (55%) 2018-19: C (51%) 2017-18: C (43%)
<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>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

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## Pompano Beach Elementary School

700 NE 13TH AVE, Pompano Beach, FL 33060

[ 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	B		C	C

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### 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.**

Pompano Beach Elementary School strives to inspire a love of learning by meeting each child's academic, social, and emotional needs while challenging all students to become productive citizens in our ever-changing global community.

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

At Pompano Beach Elementary our vision is to ensure equity throughout the educational and social environments through the use of diverse quality leadership and instructional approaches to classroom and social experiences.

### 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
Blue-Small, Shezette	Principal	To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment.
Odom, Germaine	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor high quality educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.
Whyte, Deasha	Reading Coach	The instructional coach will provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition, the goal of the coach is to improve and sustain student achievement by promoting a culture for learning to include all stakeholders, by enhancing and refining instruction and intervention, providing targeted instructional coaching and building capacity across the curriculum.
Parrish, Blanche	Math Coach	The instructional coach will provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition, the goal of the coach is to improve and sustain student achievement by promoting a culture for learning to include all stakeholders, by enhancing and refining instruction and intervention, providing targeted instructional coaching and building capacity across the curriculum.
Foster, Shamelle	Science Coach	The instructional coach will provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition, the goal of the coach is to improve and sustain student achievement by promoting a culture for learning to include all stakeholders, by enhancing and refining instruction and intervention, providing targeted instructional coaching and building capacity across the curriculum.

## Demographic Information

### Principal start date

Wednesday 8/17/2022, Shezette Blue Small

**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.*

5

**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.*

5



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

31

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

488

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

2

**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	61	70	89	71	79	65	0	0	0	0	0	0	0	435
Attendance below 90 percent	40	22	38	25	27	30	0	0	0	0	0	0	0	182
One or more suspensions	0	0	0	2	1	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 2022 statewide FSA ELA assessment	0	0	0	25	27	11	0	0	0	0	0	0	0	63
Level 1 on 2022 statewide FSA Math assessment	0	0	0	24	22	25	0	0	0	0	0	0	0	71
Number of students with a substantial reading deficiency	0	3	6	5	8	8	0	0	0	0	0	0	0	30

**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	3	3	20	30	24	0	0	0	0	0	0	0	81

**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	1	0	0	14	3	0	0	0	0	0	0	0	0	18
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	83	73	60	88	79	55	0	0	0	0	0	0	0	438
Attendance below 90 percent	44	34	32	29	29	12	0	0	0	0	0	0	0	180
One or more suspensions	0	0	0	2	0	1	0	0	0	0	0	0	0	3
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	11	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	7	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	0	8	5	3	0	0	0	0	0	0	0	16

**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	0	1	8	8	8	0	0	0	0	0	0	0	27

**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	2	0	0	3	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	1	0	1	1	0	0	0	0	0	0	0	3

**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	83	73	60	88	79	55	0	0	0	0	0	0	0	438
Attendance below 90 percent	44	34	32	29	29	12	0	0	0	0	0	0	0	180
One or more suspensions	0	0	0	2	0	1	0	0	0	0	0	0	0	3
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	11	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	7	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	0	8	5	3	0	0	0	0	0	0	0	16

#### 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	0	1	8	8	8	0	0	0	0	0	0	0	27

#### 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	2	0	0	3	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	1	0	1	1	0	0	0	0	0	0	0	3

## Part II: Needs Assessment/Analysis

### School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	58%	56%				37%	59%	57%
ELA Learning Gains	60%						60%	60%	58%
ELA Lowest 25th Percentile	53%						53%	54%	53%
Math Achievement	47%	54%	50%				50%	65%	63%
Math Learning Gains	71%						66%	66%	62%
Math Lowest 25th Percentile	60%						61%	53%	51%
Science Achievement	52%	59%	59%				31%	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	48%	62%	-14%	58%	-10%
Cohort Comparison		-34%				
05	2022					
	2019	23%	59%	-36%	56%	-33%
Cohort Comparison		-48%				

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	51%	65%	-14%	62%	-11%
Cohort Comparison		0%				
04	2022					
	2019	51%	67%	-16%	64%	-13%
Cohort Comparison		-51%				
05	2022					
	2019	42%	64%	-22%	60%	-18%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	28%	49%	-21%	53%	-25%
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	27	43	54	31	71	67	21				
ELL	30	66	56	47	73	60	27				
BLK	40	64	59	43	69	58	51				
HSP	23	47		51	75		42				
WHT	69			54							
FRL	38	60	58	44	70	65	50				
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	20	25		11			17				
ELL	30	27		30	27						
BLK	31	39	45	28	19	30	29				
HSP	36			30							
WHT	44			56							
FRL	32	39	43	27	22	17	32				
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	19	49	48	30	56	57	15				
ELL	42	61	53	50	68	62	35				
BLK	32	60	58	48	65	60	31				
HSP	41	59	50	54	68	64	33				
WHT	45	58		45	62						
FRL	37	61	53	51	67	63	31				

### 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	57
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	73
Total Points Earned for the Federal Index	455
Total Components for the Federal Index	8
Percent Tested	97%
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	54
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	57
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	52
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	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

After data analysis, it is evident we must continue to engage our ELL student population to increase their proficiency in both ELA and Math. The data indicates the need to support language acquisition so they can effectively engage with grade level content as they move forward.

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

The need to increase our level of student proficiency and learning gains in ELA and Math are necessary. Progress monitoring data indicates foundational skills need to be strengthened in primary grades, ensuring scholars are prepared to handle the rigor of intermediate standards.

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

In effort to positively impact student achievement and growth, instructional strategies professional development will be conducted to appropriately support teachers in scaffolding ELL students with all content areas.

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

Overall students showed the most growth with Math Learning Gains by increasing from 23% to 71% as measured by Fall/Spring FSA and we also showed significant growth in overall ELA Learning Gains by increasing from 38% to 60%.

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

Factors contributing to student improvement were the use of school-wide iReady (ELA & Math) program, teacher trainings (UFLI Small group instructional model), and Extended Learning Opportunities for students in kindergarten through 5th grade in both ELA and Math.

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

Strategies that will be implemented to accelerate learning are hands-on activities, differentiated instructions across curriculum, the use of technology to enhance lessons and student product.

**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.**

Collaborative Planning will provide support for teachers and leaders. During the collaborative planning time, teachers plan how to effectively work with all students and meet them where they are.

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

Teachers will participate in Professional Learning Communities (PLC) to continuously analyze data and share best practices to positively impacting student achievement and growth.

**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 Professional Learning Communities****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 order to increase student achievement and learning, implementation of rigorous standard-based lessons and activities, and technology integration as evident by data collected on the PM1 ELA assessment. The data shows 22% of the 3rd-5th grade overall student population is proficient in ELA.

**Measurable Outcome:**

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

By December 2022, 35% of students will be classified as Tier 1 and/or 2 on the ELA PM2 Assessments.

**Monitoring:**

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

The PM2 data will be analyzed by teachers and the leadership team and necessary adjustments will be made in small groups, class instruction and overall instructional strategies. Intermittent ELO Camps will be provided to support student growth between PM assessments.

**Person responsible for monitoring outcome:**

Shezette Blue-Small (blue-small@browardschools.com)

**Evidence-based****Strategy:**

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

Teachers will receive professional learning courses from the the implementation of Benchmark Advance, which include explicit standards-based instruction to increase 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.**

This specific strategy was selected due to the implementation of Benchmark Advance from grades K-5.

Teachers will be able to analyze and determine the standards they need to address and delve deeper with their students based on the scope and sequence and their daily instruction. Interventions and extra support will be provided based on analysis of the unit assessments.

**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, monitor, and analyze student data to identify areas of gaps pertaining to standards. Based on this information teachers will receive professional learning training from the Elementary Learning Department.
2. Based on areas of weakness, the leadership team will collaborate with teachers to implement research-based strategies and interventions needed to address areas of weakness continuing to develop strengths.
3. SchoolCity, and PBES data charts will be used to monitor student achievement and learning gains. This will drive team and/or individual data chats, and instructional goals/steps in the classroom.

**Person Responsible** Shezette Blue-Small (blue-small@browardschools.com)

## #2. Instructional Practice specifically relating to ELA

### Area of Focus Description and

#### Rationale:

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

Based on 2021/2022 FSA ELA data, 68% of our third graders, 57% of our fourth graders and 59% of fifth graders did not meet proficiency.

#### 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 our third through fifth graders will demonstrate growth in ELA as measured by Florida FAST.

#### Monitoring:

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

The area of focus will be monitored by analyzing the data from Benchmark Unit Assessments and using the Florida FAST PM assessments 1-3.

**Person responsible for monitoring outcome:**

Deasha Whyte (deasha.whyte@browardschools.com)

#### Evidence-based Strategy:

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

Evidence-based resources and materials will be used to address ELA standards in grades 3 through 5. Benchmark Advance lessons and student consumable books will be utilized in the classroom to teach and assess each standard. ESSER teachers will provide support in the form of a push-in model to remediate, reteach and enrich standards in a small group setting.

#### Rationale for Evidence-based Strategy:

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

Historical data has shown that the use of research-based instructional materials and resources yield academic success. Using ESSER Teachers to conduct small groups focused on specific skills and strategies will boost achievement.

### 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. Benchmark Unit assessments will be analyzed after each three-week instructional cycle to determine our progress in achieving our goal of 50% proficiency in ELA.
2. Adjustments will be made to instruction based on analyzation
3. Reteach, Remediate and Enrichment will be provided for specific students in specific areas.
4. After the next assessment the ongoing progress monitoring will continue.

**Person Responsible**

Deasha Whyte (deasha.whyte@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

Our Area of Focus for each grade (1st-65% not proficient, 2nd-74%, not proficient) affects student learning in literacy when those students move up into the intermediate grades. This area was identified as a critical need based on the EOY data for K-2.

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

Our Area of Focus for each grade (3rd-68% not proficient, 4th-67%, not proficient and 5th-59% not proficient) significantly affects student learning in literacy. This area was identified as a critical need based on the 2021-22 FSA assessment data.

### 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 December 2022, 35% of our K-2 students will demonstrate growth in ELA as measured by STAR Early Literacy.

By June 2023, 50% of our K-2 students will demonstrate growth in ELA as measured by STAR Early Literacy.

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

By December 2022, 40% of our 3-5 students will demonstrate growth in ELA as measured by the FAST assessment.

By June 2023, 60% of our 3-5 students will demonstrate growth in ELA as measured by the FAST 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.

The Area of Focus will be monitored by the Star Early Literacy (K-2) PM1 - PM3 and the Florida FAST PM1 - PM3 for grades 3-5. Ongoing progress monitoring will take place using Benchmark Advance Unit assessment to determine how students are progressing with their understanding of the B.E.S.T. Standards. Analysis of these results will assist the leadership team with identifying students that require extra support in the content area.

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

Select the person responsible for monitoring this outcome.

Blue-Small, Shezette, blue-small@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?

All materials used to support student learning is aligned to the K-12 Comprehensive Evidence-Based Reading Plan. This plan demonstrates promising levels of evidence based on research. The use of the Benchmark Advance curriculum was adopted by the District to implement the B.E.S.T. Standards. Teachers will use evidence-based teaching strategies to deliver their daily instruction.

#### **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 K-12 Comprehensive Evidence-Based Reading Plan was District adopted, and addresses student needs based on unit assessments. Thus far, the plan demonstrates promising levels of evidence based on research.

### 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
<ol style="list-style-type: none"> <li>1. The Leadership team will collect, monitor, and analyze student data to identify areas of gaps pertaining to standards.</li> <li>2. The Literacy Team will strategically observe, give immediate feedback, and model to develop teachers and their pedagogical knowledge. Based on this information and CWT's teachers will receive professional learning to continue to grow/develop.</li> <li>3. Based on areas of weakness, the leadership team will collaborate with teachers to implement research-based strategies and interventions needed to address areas of concern and professional development will be conducted.</li> <li>4. Tri-annual assessments will be given to track and monitor student progress, and PBES data charts will be used to monitor student achievement and learning gains. This will drive team and individual data chats, and instructional goals/steps in the classroom.</li> <li>5. Based on data, the necessary adjustments will be made, the data will drive the instructional decisions and groups will remain fluid all year.</li> </ol>	Blue-Small, Shezette, blue-small@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.

To promote a positive culture throughout our school, we embrace strategies learned at Ron Clark Academy (Door greetings, morning minute of reflection, Scan the room, Respect first, Teams/Houses, Engage & Enrich) and incorporate SEL strategies. At Pompano Beach Elementary, we emphasize the importance of "Respect and Responsibility". Students, families, and educators work together to develop and facilitate the

school shared vision. Our school embraces positivity and all activities focus on creating a culture of positive behaviors from all.

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

United Way Reading Pals - They provide 1-on-1 support to our scholars through reading and they give resources (books, financial donations, school supplies)

Publix Supermarket - They are host to our annual Publix Math Night event and they provide us with desserts and supplies throughout the year

PBN Church - The church in the community supports all school initiatives and help supply our rewards/incentives for various contests/activities

Kiwanis of Pompano - They meet monthly with our Kiwanis Kids Club members and they give awards to our scholars to recognize them for being good citizens,

AXA - makes financial donations to our school to support school initiatives.

Washington Mutual - Hosts monthly Positive Promotional meetings to recognize educators in various areas.

Parents of Pompano - Support our scholars academically, socially and emotionally. Our parents participates and come out to night events, special events, and support all of our school wide initiatives.