

Broward County Public Schools

Bright Horizons



2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	12
Planning for Improvement	17
R.A.I.S.E	0
Positive Culture & Environment	20

Bright Horizons

3901 NE 1ST TER, Pompano Beach, FL 33064

[no web address on file]

Demographics

Principal: Ann Andersen Kowalski

Start Date for this Principal: 9/2/2011

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Commendable 2017-18: Unsatisfactory 2016-17: No Rating
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Bright Horizons School is to provide an individualized, intensive and supportive education for exceptional students with significant global disabilities. Students over the age of 18 participate in a functional vocational program designed to prepare them for post-school opportunities. The Community Based Instruction program closely aligns with this instruction.

Provide the school's vision statement.

Following the belief that all students can learn, students are provided academic instruction through 12th grade in the areas of reading, math, language arts, science and social studies. Instruction is aligned with the Florida Standards Access Points. In addition, vocational, communication, social and self-help skills are emphasized.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Bright Horizons is a Special Day School, serving students whose needs are unable to be served in a typical school despite additional supports and services. Following the belief that all students can learn, students are provided academic instruction through 12th grade in the areas of reading, math, language arts, science and social studies. Instruction is aligned with the Florida Standards Access Points addition, vocational, communication, social and self-- help skills are emphasized. Students over the age of 18 participate in a functional vocational program designed to prepare them for post opportunities. The Community Based Instruction progr . In school am described in the additional information section closely aligns with this instruction. In accordance with federal regulations, the IEPs (Individualized Educational Plans) are updated a minimum of once a year by the IEP team consisting of the LEA (Staffin g Specialist), classroom teacher, parents/guardians, Speech Language Pathologist, related therapists and other professional persons involved in the child's education. Realistic and obtainable goals are written to help move the student to the next level. Outside agencies also participate in these meetings whenever it will enhance the future of the student.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Andersen Kowalski, Ann	Principal	<ul style="list-style-type: none"> *Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. *Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). *Achieve expected results on the school's student learning goals. *Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. *Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. *Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. *Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant. *Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action. *Manage and delegate tasks while consistently demonstrating fiscal efficiency. *Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals. *Maintain high visibility at school and in the community. *Cultivate, support, and develop others within the school. *Provide recognition and celebration for student, staff, and school accomplishments. *Establish open lines of communication and processes to determine stake holder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. *Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.
Judd, Sally	Assistant Principal	<ul style="list-style-type: none"> *Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. *Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). *Achieve expected results on the school's student learning goals. *Direct energy, influence and resources toward data analysis for

Name	Position Title	Job Duties and Responsibilities
		<p>instructional improvement, development, and implementation of quality standards-based curricula.</p> <p>*Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</p> <p>*Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>*Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>*Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>*Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>*Cultivate, support, and develop others within the school.</p> <p>*Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>*Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>*Establish open lines of communication and processes to determine stake holder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>*Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>*Interact with government and service agencies relative to student welfare.</p>
Naslund, Lori	Staffing Specialist	<p>Serve as the principal's designee for all exceptional student education (ESE) staffing accordance with the annual Local Education Agency(LEA)Memo. Administration and the ESE Specialists are required to submit a signed agreement annually. Coordinate required ESE meetings. Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student. Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>productive IEP meetings, in which all participants feel valued and heard. Assist in identifying, reporting and correcting IDEA compliance concerns identified internally. Shall report all compliance concerns directly to the school-based leadership. Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures. Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity. Utilize the electronic management system to generate IEP documents. Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida. Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. Review current developments, literature and technical sources of information related to job responsibilities. Ensure adherence to safety rules and procedures. Follow federal and state, as well as School Board policies.</p>
Michel, Mario	Behavior Specialist	<p>Assist the administration and staff to develop and implement a school-wide behavior management system. Assist in the identification of students eligible for services provided by the teacher, behavior support. Assist in the development and implementation of individual student behavior plans. Provide effective support for students, parents, families and school staff. Coordinate the training in behavior management techniques for teacher, administrators, staff and parents through staff development strategies including modeling demonstration and teaching. Assist in the establishment and implementation of a specific behavior crisis plan. Assist with planning and scheduling. Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.</p>
Munoz, Fabiola	Behavior Specialist	<p>Assist the administration and staff to develop and implement a school-wide behavior management system. Assist in the identification of students eligible for services provided by the teacher, behavior support. Assist in the development and implementation of individual student behavior plans. Provide effective support for students, parents, families and school staff. Coordinate the training in behavior management techniques for teacher, administrators, staff and parents through staff development strategies including modeling demonstration and teaching. Assist in the establishment and implementation of a specific behavior crisis plan. Assist with planning and scheduling. Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.</p>
Portal, Angela	Instructional Coach	<p>Assisting to set up and schedule special programming for students. Assist and support teachers with classroom curriculum, strategies, and classroom management and setup. School-wide scheduling.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Establishing and maintaining community outreach programs. The outreach programs help families in need, provide post-secondary training for students. Coordinate the training in teaching strategies and techniques for teachers, administrators, staff and parents through staff development strategies including modeling demonstration teaching. Serve as a member of the school's Child Support Team. Disseminate resource materials related to specific teaching strategies. Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. Review current developments, literature and technical sources of information related to job responsibilities. Ensure adherence to safety rules and procedures. Follow federal and state, as well as School Board policies.</p>
O'Connell, Casey	Instructional Coach	<p>Assisting to set up and schedule special programming for students. Assist and support teachers with classroom curriculum, strategies, and classroom management and setup. School-wide scheduling. Establishing and maintaining community outreach programs. The outreach programs help families in need, provide post-secondary training for students. Coordinate the training in teaching strategies and techniques for teachers, administrators, staff and parents through staff development strategies including modeling demonstration teaching. Serve as a member of the school's Child Support Team. Disseminate resource materials related to specific teaching strategies. Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. Review current developments, literature and technical sources of information related to job responsibilities. Ensure adherence to safety rules and procedures. Follow federal and state, as well as School Board policies.</p>
Edwards, Tabitha	Paraprofessional	<p>The Job Coach shall:</p> <ol style="list-style-type: none"> 1. Develop a thorough knowledge of jobs in which students will be placed by physically performing all tasks which will be required of students at job site. 2. Provide on-site assistance to students by demonstrating the necessary work skills and, as needed, by helping the student to complete the task. 3. Maintain on-going contact with student's on-the-job supervisor for as long as needed to ensure the student's successful performance in the position. 4. Collect and record performance data for each student under the direction of the on-the-job training (OJT) teacher and principal. 5. Provide input to the OJT teacher with regard to the student's performance on the job. 6. Monitor student attendance and punctuality. 7. Implement behavior management procedures as prescribed by the OJT teacher or other school support staff in order to ensure successful participation in the workplace. 8. Assist student in learning strategies for obtaining transportation to and from the work site.

Name	Position Title	Job Duties and Responsibilities
		9. Work the same schedule as the student (holidays, week-ends, nights, etc.) to the extent necessary to ensure the student's success on the job. 10. Communicate with employers, fellow employees, parents, teachers, and agency personnel to facilitate long term employment for students. 11. Perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida. 12. Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment. 13. Review current developments, literature and technical sources of information related to job responsibility. 14. Ensure adherence to good safety procedures. 15. Follow federal and state laws, as well as School Board policies. 16. Perform other duties as assigned by the School Principal or District administrator.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

BCPS

Demographic Information

Principal start date

Friday 9/2/2011, Ann Andersen Kowalski

Total number of students enrolled at the school.

147

Total number of teacher positions allocated to the school.

25

Number of teachers with professional teaching certificates?

20

Number of teachers with temporary teaching certificates?

5

Number of teachers with ESE certification?

19

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

3

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

1

Demographic Data

Early Warning Systems

2022-23

The number of students by 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	5	3	7	6	5	9	13	11	14	5	9	10	53	150	
Attendance below 90 percent	5	3	3	4	3	5	7	4	6	3	5	5	19	72	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
Course failure in Math	0	0	0	0	0	0	0	0	1	2	0	0	0	3	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	3	1	2	6	2	1	0	0	15	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	0	0	1	0	0	0	0	0	0	0	0	0	0	1	

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	0	0	0	4	0	3	3	1	5	3	0	0	1	20

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	6	0	0	0	0	1	0	0	0	0	7	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	1	1	

Date this data was collected or last updated

Tuesday 8/30/2022

2021-22 - Updated

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	3	4	5	6	12	12	9	13	6	8	9	15	50	152	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	2	5	4	9	7	2	9	4	3	5	4	20	77

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		57%	55%					58%	61%
ELA Learning Gains								58%	59%
ELA Lowest 25th Percentile								52%	54%
Math Achievement		47%	42%					58%	62%
Math Learning Gains								58%	59%
Math Lowest 25th Percentile								51%	52%
Science Achievement		52%	54%					51%	56%
Social Studies Achievement		64%	59%					74%	78%

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	25	54		25	44		5	36		90	
BLK	28			43			9				
HSP				8							
WHT	25	67		13	50						
FRL	26	50		28	45		9	40			
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	27	27		9	24					93	
BLK	10										
WHT	18			7							
FRL	17									92	
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	35	58	67	29	45	70		13		100	
BLK	33	52		35	47						
HSP	33	55		21	36						
WHT	41	64		30	46						
FRL	36	64		26	41			7		100	

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES

ESSA Federal Index	
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	273
Total Components for the Federal Index	7
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	8
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1

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	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

The area of focus for last school year was the students with disabilities subgroup. That subgroup increased their Federal Index from 27% to 40% in ELA. Unique Learning Systems monthly check points were administered and quarterly data chat were conducted. Strategies were modified as needed to meet student needs.

Which data component showed the most improvement? What new actions did your school take in this area?

Students with Disabilities in ELA showed the most improvement. A multi-disciplinary team to examine each students' needs met and provided teachers the necessary support, strategies to meet those needs.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The Hispanic subgroup has the greatest need based on the Federal Index of 8%.

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

Students in all subgroups demonstrated improvement in all areas based on the Federal Index and Learning Gains.

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

Formative assessments administered and modifications made to address student needs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.

Quarterly data chats and targeted PLCs will continue. Multi-disciplinary team will address deficiencies in select students and/or groups.

Areas of Focus:

#1. ESSA Subgroup specifically relating to Hispanic**Area of Focus Description and Rationale:**

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

The Hispanic subgroup is the greatest area of need at a Federal Index of 8%. The Hispanic population represents 24% of our student body.

Measurable Outcome:

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

By June 2023, 30% of Hispanic students will demonstrate an increase of proficiency based on baseline data using Unique Learning Systems.

Monitoring:

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

Benchmarks, monthly checkpoints and data chats with administration as well as targeted PLCs.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Unique Learning Systems in an evidence-based curriculum with monitoring aligned with access points.

Rationale for Evidence-based Strategy:

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

Unique Learning Systems was created for the special needs population scaffolding level to meet the needs of individual students.

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.

Implementing Unique Learning Systems benchmark assessments and monthly checkpoints and adjusting teaching strategies based on students' needs.

Person Responsible

Ann Andersen Kowalski
(ann.andersen-
kowalski@browardschools.com)

Quarterly data chats and targeted PLCs will be conducted to analyze progress monitoring data and support data-based teaching strategies.

Person Responsible

Ann Andersen Kowalski
(ann.andersen-
kowalski@browardschools.com)

The Multi-disciplinary team will address deficiencies of select students and/or groups and provide support.

Person Responsible

Ann Andersen Kowalski
(ann.andersen-
kowalski@browardschools.com)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

It is related to ESSA subgroups.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Parent Engagement

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Annual IEP attendance, Open House, school wide family events, PTO involvement will be documented. Attendance at these events will be tracked and personal invitations will be delivered to stakeholders.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

PTO meetings and school newsletter will publish data related to stakeholder involvement and encourage future participation.

Describe how implementation will be progress monitored.

Each event will include a sign-in sheet and any expected individuals not attending will be contacted.

Action Steps to Implement:

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

Action Step	Person Responsible for Monitoring
School wide functions are published and participation is encouraged by teachers and other staff. Participation forms are sent to parents along with personal invitations to attend their child's Individual Educational Plan Meeting.	Judd, Sally, sally.judd@browardschools.com