Collins Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Collins Elementary School

1050 NW 2ND ST, Dania Beach, FL 33004

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to operate with high expectations that are met through rigorous instruction, personal growth, and effective collaboration with all stakeholders.

Provide the school's vision statement.

Collins Elementary is a school of excellence that ensures a nurturing environment to meet the academic and social needs of children.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Keenan, Maureen	Assistant Principal	As the Assistant Principal, Maureen Keenan will oversee all aspects of the implementation of the SIP and ensure that the identified ESSA groups are receiving the required support.
Anderson, Rebekah	Teacher, ESE	As the ESE specialist, Rebekah Anderson will work with ESE support facilitators to implement the required intervention support and ensure that progress monitoring assessments are completed, reviewed, and changes are made in accordance with all new data.
Casamitjana, Nuria	School Counselor	As the school counselor and bilingual support, Nuria Casamitjana will schedule ESOL family nights and work with the bilingual paraprofessional to create a schedule of support for ELL students.
Tobar, Melissa	Reading Coach	As the Literacy Coach, Melissa Tobar will schedule and implement all ELA interventions for students and monitor student progress throughout the school year.
Jackson, Tracy	Principal	As the school principal, Dr. Tracy Jackson will oversee all aspects of the SIP.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council (SAC) meets monthly to assist in the preparation and evaluation of the school improvement plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school's leadership team and data teams will meet quarterly to review all available data sources to include: attendance, unit tests, progress monitoring assessments, and FAST assessments to ensure that achievement is increasing and to make adjustments to the plan for individual students as needed.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	

DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	25	23	23	20	16	24	0	0	0	131
One or more suspensions	0	1	0	3	3	5	0	0	0	12
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	9	16	30	19	14	13	0	0	0	101
Level 1 on statewide Math assessment	0	11	24	13	13	17	0	0	0	78
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	28	23	21	20	18	0	0	0	110

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	24	30	24	20	22	0	0	0	126

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	9	8	6	7	0	0	0	33
Students retained two or more times	0	2	9	0	4	4	0	0	0	19

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	34	16	22	22	16	0	0	0	127
One or more suspensions	0	0	0	1	2	2	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	21	15	12	0	0	0	48
Level 1 on statewide Math assessment	0	0	0	15	28	21	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	20	10	8	6	1	0	0	0	45

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	15	7	20	23	15	0	0	0	80

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	5	4	10	2	1	0	0	0	23
Students retained two or more times	0	0	1	1	0	1	0	0	0	3

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	34	16	22	22	16	0	0	0	127
One or more suspensions	0	0	0	1	2	2	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	21	15	12	0	0	0	48
Level 1 on statewide Math assessment	0	0	0	15	28	21	0	0	0	64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	20	10	8	6	1	0	0	0	45

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	15	7	20	23	15	0	0	0	80

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	1	5	4	10	2	1	0	0	0	23
Students retained two or more times	0	0	1	1	0	1	0	0	0	3

(Grade Level spans columns K–8)

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	34	56	53	41	58	56	32		
ELA Learning Gains				60			38		
ELA Lowest 25th Percentile				70					
Math Achievement*	47	62	59	38	54	50	21		
Math Learning Gains				63			24		
Math Lowest 25th Percentile				55					
Science Achievement*	18	48	54	29	59	59	15		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	56	59	59						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	187
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	356
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	1
ELL	37	Yes	2	
AMI				
ASN				
BLK	29	Yes	1	1
HSP	45			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	29	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	2	
ELL	26	Yes	1	1
AMI				
ASN				
BLK	46			
HSP	42			
MUL				
PAC				
WHT				
FRL	51			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	34			47			18					56
SWD	20			40							3	
ELL	27			27							3	56
AMI												
ASN												
BLK	30			45			15				4	
HSP	37			44							3	55
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	31			43			17				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	41	60	70	38	63	55	29					
SWD	25	55		12	50							
ELL	11	40		11	56		10					
AMI												
ASN												
BLK	39	61	60	38	61	41	23					
HSP	38	56		25	61		31					
MUL												
PAC												
WHT												
FRL	42	64	70	38	63	52	30					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	32	38		21	24		15					
SWD	25			5	40							
ELL	15			20								
AMI												
ASN												
BLK	25	33		20	27		14					
HSP	39			26								
MUL												
PAC												
WHT												
FRL	28	32		18	28		13					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	56%	-17%	54%	-15%
04	2023 - Spring	38%	61%	-23%	58%	-20%
03	2023 - Spring	27%	53%	-26%	50%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	56%	62%	-6%	59%	-3%
04	2023 - Spring	51%	65%	-14%	61%	-10%
05	2023 - Spring	38%	58%	-20%	55%	-17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	16%	46%	-30%	51%	-35%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science proficiency is our lowest performing data component overall for both the '22 and '23 school years. The '22 school year's proficiency of 29% was nearly a 100% increase from the prior year and we anticipated continued growth. Unfortunately, during the '22-'23 school year, half of our fifth grade students did not have a consistent teacher of record due to an early October resignation and a two-month long process of filling that vacancy. Science has historically been our lowest area for proficiency.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Overall ELA proficiency declined by 5% from '22 to '23. Of particular concern is our third grade proficiency which fell to 26% in '23. The school received an influx of students with significant decoding deficiencies at the beginning of the school year. Additionally, during PM 1 and PM 2 of the F.A.S.T., the assessment was split over a two-day testing window. For PM 3, the students were given only a single day to complete the assessment. Students were not prepared with the stamina required for those conditions.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

In both '22 and '23, science proficiency had the greatest gap when compared to the state average. In 2022, our science proficiency was 19% lower than the state. In 2023, our science proficiency was 33% lower than the state. Collins has had difficulty developing a robust schoolwide science instructional focus that ensures students receive appropriate science instruction at all grade levels. This creates gaps in the learning of essential standards that are not specifically taught in the fifth grade.

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

Mathematics proficiency has shown significant improvement from '21 to '23 increasing from 21% in 2021 to 38% in 2022 to 50% in 2023. In the 2023 school year, all teachers participated in a mathematics professional learning community designed to support the implementation of our new curriculum. Through these PLCs, the teachers were supported in maintaining an instructional pace which allowed them to teach all standards as well develop a continuous spiraling review to fill learning gaps.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

An significant area of concern from the early warning system data is attendance. According to the reported data, 127 students in KG-5 were absent for at least 10% of school days. That number equates to approximately 40% of the school's population. Given the strong correlation between student attendance and student achievement, the school's proficiency levels in all areas are negatively impacted.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Regular student attendance
2. Identifying and targeting the specific causes of reading deficiencies (i.e. phonemic awareness, phonics, vocabulary, etc.) for each student.
3. Creating a robust schoolwide science instructional focus

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to Early Warning Systems Data, 131 students demonstrate an absentee rate of 10% or more days.

Recognizing that regular school attendance is paramount to student achievement, we must decrease the number of students demonstrating chronic absenteeism. Our students with disabilities, a subgroup demonstrating low performance at Collins, often show a lack of enthusiasm for attending school. This may be attributed to a lack of understanding of grade level curriculum. Our plan to ensure that we are targeting reading deficiencies and provide appropriate instruction and support throughout the school day will create a more welcoming environment for SWDs and improve attendance.

For our English Language Learners, a system of continuous support for both the student and parent will be implemented. A bilingual (Spanish) paraprofessional will be assigned to work with small groups of students at varying language acquisition levels to provide a bridge between the academic vocabulary and their home language. ESOL family nights will take place each quarter to support families with their needs and to develop a sense of belonging to the Collins community. Interpreters will be available during all family events and parent teacher conferences.

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

By June 2024, students absent 10% or more days will decrease from 131 to 121 students as per the Early Warning Systems data in 2024.

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

Student attendance data will be monitored by the attendance team each month, using Pinnacle repots, to check for regular student attendance by all students and subgroups.

Person responsible for monitoring outcome:

Maureen Keenan (maureen.keenan@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

*Our school website includes a page titled "Report an Absence" under the Contact menu to inform all stakeholders how parents can report an excused absence with the Online Absence Reporting Form, voice message, or a note.
• Appropriate staff will call or email parents to verify excused absences as needed.
• Regularly share appropriate information regarding current data for student attendance at parent conferences, PTA meetings, SAC meetings, SAF meetings, student assemblies, morning announcements, school newsletters, and ParentLink/BlackBoard communications. (SAC is the School Advisory Council; SAF is
the School Advisory Forum.

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

Research indicates that regular school attendance is directly correlated to student achievement. Assisting families in removing barriers to regular school attendance is effective in decreasing chronic absenteeism.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

*Recognize students who are improving their attendance. Short term attainable goals can help establish successful routines for students struggling with additional external barriers.

• Routinely recognize good and improved attendance schoolwide. Social expectations regarding attendance that are meaningful become a part of the school culture and encourage students to attend regularly.

*Parent Conferences with support staff will be scheduled to discuss attendance barriers that may be addressed through additional District support or community partners.

Person Responsible: Maureen Keenan (maureen.keenan@browardschools.com)

By When: September 5, 2023

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Recognizing that regular school attendance is paramount to student achievement, we must decrease the number of students demonstrating chronic absenteeism. Our students with disabilities, a subgroup demonstrating low performance at Collins, often show a lack of enthusiasm for attending school. This may be attributed to a lack of understanding of grade level curriculum. Our plan to ensure that we are targeting reading deficiencies and provide appropriate instruction and support throughout the school day will create a more welcoming environment for SWDs and improve attendance.
For our English Language Learners, a system of continuous support for both the student and parent will be implemented. A bilingual (Spanish) paraprofessional will be assigned to work with small groups of students at varying language acquisition levels to provide a bridge between the academic vocabulary and their home language. ESOL family nights will take place each quarter to support families with their needs and to develop a sense of belonging to the Collins community. Interpreters will be available during all family events and parent teacher conferences.

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

By May 2024, students with disabilities and English Language Learners in grades 3-5 will increase their proficiency, 25 and 11 respectively, by 10 points in ELA as measured by the Florida Assessment of Student Thinking.

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

Progress for SWDs and ELLs will be monitored through Benchmark Unit Assessments, SIPPS assessments, and iReady progress monitoring assessments throughout the year to ensure continued improvement.

Person responsible for monitoring outcome:

Maureen Keenan (maureen.keenan@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

SIPPS will be utilized as the main reading intervention resource for all SWDs. Students will be grouped based on specific level of need for 45 minute interventions, four times each week. SWDs with only oral reading fluency concerns will be provided Quick Reads Fluency interventions. ELL students will be placed into intervention groups specifically tailored to their present level of performance on ACCESS, SIPPS assessment, and oral reading fluency probes.

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

SIPPS and Quick Reads are research-based programs that help students to close gaps in phonemic awareness and phonics to support later independent comprehension of text. Small group interventions targeting specific skills is a

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Complete SIPPS and fluency assessments and analyze the results to identify the specific reading challenge for struggling SWD and ELL readers
2. Assign an academic support teacher to implement necessary interventions and support facilitation.
3. Collect quarterly data (attendance and testing) and make necessary adjustments to intervention support groups

Person Responsible: Melissa Tobar (melissa.tobar@browardschools.com)

By When: Beginning September, 2023 and ongoing throughout the school year.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The school leadership team will evaluate the current state of intervention support resources to include: SIPPS for students with phonemic awareness or phonics deficiencies; Quick Reads for fluency support, and Curriculum Associates Magnetic Reading Curriculum for comprehension support. Title I and Title IV funding resources will be tapped for purchasing the required resources.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

All KG-2 teachers are engaged in bi-weekly professional learning communities to support effective planning. The Benchmark Advanced Curriculum addresses Tier 1 and Tier 2 instruction in alignment to BEST standards. Our progress monitoring assessments are also directly aligned to BEST standards.

Small group instruction provides for targeted student support throughout the literacy block and beyond. Interventions will target the precise needs of the students (phonemic awareness, phonics, fluency, etc.) Teachers will be provided with targeted professional development based on classroom walkthroughs and observations of literacy instruction and assessment results.

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

All 3-5 teachers are engaged in bi-weekly professional learning communities to support effective planning. The Benchmark Advanced Curriculum addresses Tier 1 and Tier 2, and instruction in alignment to BEST standards. Our progress monitoring assessments are also directly aligned to BEST standards. Small group instruction provides for targeted student support throughout the literacy block and beyond. Interventions will target the precise needs of the students (phonemic awareness, phonics, fluency, etc.) Teachers will be provided with targeted professional development based on classroom walkthroughs and observations of literacy instruction and assessment results.

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 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 Measurable Outcomes

By May 2024, students in grade 1 will increase reading proficiency from 49% to 59% as demonstrated by the results of the STAR Enterprise Reading statewide FAST assessment.

By May 2024, students in grade 2 will increase reading proficiency from 34% to 53% as demonstrated by the results of the STAR Enterprise Reading statewide FAST assessment.

Grades 3-5 Measurable Outcomes

By May 2024, students in grade 3 will increase reading proficiency from 28% to 53% as demonstrated by the results of the Florida Assessment of Student Thinking (FAST).

By May 2024, students in grade 4 will increase reading proficiency from 41% to 53% as demonstrated by the results of the Florida Assessment of Student Thinking (FAST).

By May 2024, students in grade 5 will increase reading proficiency from 39% to 53% as demonstrated by the results of the Florida Assessment of Student Thinking (FAST).

Monitoring

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 impact student achievement outcomes.

The school will monitor the results of all Benchmark Advanced Units for all students. For students engaging in Tier 2 and Tier 3 interventions, we will also monitor the results of assessments in SIPPS, Quick Reads, and Magnetic Reading in addition to iReady progress assessment results. By monitoring student progress, teachers and support staff will be able to make changes to instruction and support and reevaluate individual student learning pathways.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Tobar, Melissa, melissa.tobar@browardschools.com

Evidence-based Practices/Programs

Description:
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. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The current district adopted ELA curriculum is Benchmark Advanced and is directly aligned to the BEST standards for ELA. Additional supplemental materials such as SIPPS, Quick Reads, and Magnetic Reading utilized for Tier 2 and Tier 3 interventions are all found on the district approved K-12 Comprehensive Reading Plan.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Based on early assessment results, a significant number of students in 1st - 5th grades have been identified as having phonemic awareness or phonics deficiencies and will benefit from SIPPS which is supported by the science of reading. Others lack in fluency or comprehension and the resources and planned interventions for those students are research-based and in alignment with the needs of the target population.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
1. All KG-5 teachers will participate in bi-weekly professional learning communities where we focus on instructional planning following the district's scope and sequence and data review. 2. The Literacy Coach engages in each grade level PLC to provide coaching, support, and resources. 3. All teachers will participate in Science of Reading training by the end of the first semester of the school year. 4. Individualized coaching and support will be provided by the administration and the literacy coach as needed.	Keenan, Maureen, maureen.keenan@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Hard copies of the SIP and SWP are available in the main office of the school as well as the school's website. Information will be provided at all family engagement events throughout the school year and will be translated as needed.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school's Family Engagement Plan can be found under the Title I section of the school's website: https://www.browardschools.com. Family engagement activities are planned and coordinated throughout the school year and the parent/school partnership is strengthened through our adherence to the parent compact.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

As addressed in the area of focus for creating a positive learning environment, Collins will strengthen school attendance by creating a warm and welcoming environment for all students. By addressing individual student learning needs and those of the families, students and parents will develop a sense of belonging and improve school attendance.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Collins elementary school is a Community Eligible Provision (CEP) school that provides free breakfast and lunch to all students. Collins has one Head Start class for 3 and 4 year old students.