Broward County Public Schools

Pompano Beach Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Pompano Beach Elementary School

700 NE 13TH AVE, Pompano Beach, FL 33060

[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.

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, 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
Whyte, Deasha	Instructional 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.
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.
Foster, Shamelle	Instructional 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.
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.
Parrish, Blanche	Instructional 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.

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.

All stakeholders are invited to attend our school's monthly School Advisory Committee Meeting. When developing our SIP, we review our current and historical data and we discuss what is working and what areas we need to revisit to see what we need to adjust to meet the needs of our scholars. All

stakeholders, school staff, teachers and parents are invited to participate in the discussions and give their input.

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 SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in our bi-weekly data chat meetings with our support team and teachers. During these meetings we will also revisit the State's academic standards to see what we need to remediate and what worked and what area we need to adjust to ensure we meet the need of all our scholars. We will also revisit our academic support schedule particularly for those students with the greatest achievement gap. To ensure continuous improvement with our scholars, we will continue having these meetings and discussions bi-weekly or after every assessment cycle.

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	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
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	35	33	26	51	27	21	0	0	0	193
One or more suspensions	0	0	0	11	1	0	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	11	14	29	36	18	22	0	0	0	130
Level 1 on statewide Math assessment	0	6	22	33	18	25	0	0	0	104
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	17	31	4	5	0	0	0	59

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	7	8	28	42	19	20	0	0	0	124

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	2	8	2	1	0	0	0	16
Students retained two or more times	0	2	0	0	0	0	0	0	0	2

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	40	22	38	25	27	30	0	0	0	182
One or more suspensions	0	0	0	2	1	1	0	0	0	4
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	25	27	11	0	0	0	63
Level 1 on statewide Math assessment	0	0	0	24	22	25	0	0	0	71
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	6	5	8	8	0	0	0	30

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	1	3	3	20	30	24	0	0	0	81

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	14	3	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	40	22	38	25	27	30	0	0	0	182
One or more suspensions	0	0	0	2	1	1	0	0	0	4
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	25	27	11	0	0	0	63
Level 1 on statewide Math assessment	0	0	0	24	22	25	0	0	0	71
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	6	5	8	8	0	0	0	30

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	1	3	3	20	30	24	0	0	0	81

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	14	3	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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*	40	56	53	39	58	56	35		
ELA Learning Gains				60			38		
ELA Lowest 25th Percentile				53			40		
Math Achievement*	50	62	59	47	54	50	31		
Math Learning Gains				71			23		
Math Lowest 25th Percentile				60			21		
Science Achievement*	41	48	54	52	59	59	36		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	52	59	59	73			28		

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)	N/A
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	221
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	455
Total Components for the Federal Index	8
Percent Tested	97
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	21	Yes	1	1
ELL	45			
AMI				
ASN				
BLK	41			
HSP	50			
MUL				
PAC				
WHT	41			
FRL	40	Yes	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	45			
ELL	54			
AMI				
ASN				
BLK	57			
HSP	52			
MUL				
PAC				
WHT	62			
FRL	57			

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	40			50			41					52
SWD	20			24			28				4	
ELL	34			47			56				5	52
AMI												
ASN												
BLK	40			48			30				5	50
HSP	39			57			57				5	50
MUL												
PAC												
WHT	45			36							2	
FRL	37			47			40				5	42

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	39	60	53	47	71	60	52					73
SWD	27	43	54	31	71	67	21					
ELL	30	66	56	47	73	60	27					73
AMI												
ASN												
BLK	40	64	59	43	69	58	51					72
HSP	23	47		51	75		42					74
MUL												
PAC												
WHT	69			54								
FRL	38	60	58	44	70	65	50					70

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	35	38	40	31	23	21	36					28
SWD	20	25		11	0		17					
ELL	30	27		30	27							28
AMI												
ASN												
BLK	31	39	45	28	19	30	29					31
HSP	36			30								29
MUL												
PAC												
WHT	44			56								
FRL	32	39	43	27	22	17	32					27

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	42%	56%	-14%	54%	-12%
04	2023 - Spring	48%	61%	-13%	58%	-10%
03	2023 - Spring	34%	53%	-19%	50%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	53%	62%	-9%	59%	-6%
04	2023 - Spring	48%	65%	-17%	61%	-13%
05	2023 - Spring	43%	58%	-15%	55%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	46%	-5%	51%	-10%

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.

After analyzing 2022/2023 ELA PM3 data, it is evident we must continue to support our Lowest 30% student population in acquiring the foundational skills required to become skilled readers. The data indicates the need to support word recognition and language comprehension.

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

Based on the Spring 2023 ELA PM 3 data, we had 40% (90 students) score a level 3 or higher and based on the Spring 2021 FSA ELA Assessment 39% of our students earn a level 3 or higher. Based on the Spring 2023 Math PM 3 data, we had 48% (109 students) score a level 3 or higher and based on the Spring 2021 FSA ELA Assessment 47% of our students scored a level 3 or higher. Our students had significant learning gains on the Spring 2021 FSA ELA and Math Assessment. In ELA, 60% of our 3rd, 4th and 5th graders had learning gains and on the 2021 Math FSA Assessment, 71% of our students had learning gains.

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.

One academic area that we will take a deeper dive into is ELA. Over the past couple of years we've had very little growth. We will revisit the academic resources and materials we are using with our scholars. Not having i Ready was huge loss last year. Having this resource back will definitely help us close the gap with our scholars.

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

The academic area that showed the most improvement was Math. We had 48% (109 students) of our scholars score a level 3 or higher on the Spring 2023 Math PM 3 Assessment. The instructional practice that we implemented to help us achieve this goal was starting our ELO afternoon Camp earlier than usual and we implemented a Math Special.

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

In an effort to achieve our goal with our Lowest 30 Quartile, we will put a strategic plan together to ensure we meet the needs of all of our scholars who fell into this sub group. Our instructional coaches will start pushing into the classes where these students are placed. These scholars will also attend our morning and afternoon Extended Learning Opportunity Camps. We will also add additional i Ready lessons to reinforce those areas/skills the students had setbacks in.

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

1. Closing the learning gap with our "Lowest 30 Quartile and scholars who are 1 and 2 levels below grade level.
2. 100% Learning Gains for our "Lowest 30% Quartile and our retainees.
3. Using the provided resources with fidelity and making adjustments when needed to meet the needs our students.
4. Creating a strategic plan to ensure our scholars that are invited to our ELO Camp attend camp consistently.
5. Incentives for our scholars and teachers for achieving his or her goals.

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 Other

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.

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. Based on Teacher feedback, Coaching observations, Classroom Walkthroughs and Collaborative Sessions, it was identified via SWOT analysis that we needed to focus on our culture and environment due to the rollout of various new curriculums. We are aware that 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.

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

By May 2024, based on the SBBC Cognia Customer Survey provided to Teachers, we will have a rating of 84% or higher regarded culture and environment at Pompano Beach Elementary School.

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

We will survey the staff quarterly to gauge our improvement in the learning environment as related to Teachers and Staff.

Person responsible for monitoring outcome:

Shezette Blue-Small (blue-small@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.)

We will host monthly Teacher and Staff events focused primarily on creating a more positive culture and environment.

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

We believe that positive environments produce productive individuals. People who are happy and feel valued in their workplace are much more productive and they are willing to do more to reach the overall collective goal. In the past we haven't spent time or energy focusing on a positive culture and environment.

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.

Review the feedback from the SBBC Teacher Survey given in 2023.

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

By When: 9/29/23

Meet with Teachers to review the survey results.

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

By When: 10/6/23

Plan monthly events based on and around academic topics and focus

Person Responsible: [no one identified]

By When: The 2nd Friday of every month. 10/13/23 11/10/23 12/15/23 01/12/23 02/09/23 03/15/23 04/12/23 05/10/23

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).

To ensure we are meeting the needs of our scholars, the support team and teachers analyze our bi-weekly assessment data, iReady Diagnostic Growth and PM2 data to see what resource had the biggest impact with our scholars. After this strategic practice, we then present this information at one or more of our monthly SAC meetings to get our stakeholders input and opinions about how to spend the allocated funds.

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

Based on the Spring 2023 PM 3 ELA Data, 63% of our K - 2nd graders scored below a level 3. To ensure we meet the needs of our scholars, these students will be invited to our afternoon Extended Learning Opportunity Camp which will take Tuesday, Wednesday and Thursday.

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

Based on the Spring 2023 PM 3 ELA Data, 59% of our 3rd - 5th graders scored below a level 3. To ensure we meet the needs of our scholars, these students will be invited to our afternoon Extended Learning Opportunity Camp which will take Tuesday, Wednesday and Thursday.

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, 50% or more of our K - 2nd grade scholars will score a level 3 or higher on their Spring 2024 PM3 ELA Assessment. We will monitor the students progress using i Ready Reading component. The students will be assigned checkpoints once a week and the instructional coaches will make adjustments when needed.

Grades 3-5 Measurable Outcomes

By May 2024, 50% or more of our 3rd - 5th grader scholars will score a level 3 or higher on their Spring PM3 ELA Assessment. We will monitor the students progress using i Ready Reading component. The students will be assigned checkpoints once a week and the instructional coaches will make adjustments when needed.

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.

K-5 students who scored below a level 3 on the 2023 PM1 Assessment and students who are on the Lowest Quartile List will attend our S.W.A.G. Extended Learning Opportunities Camp (3x) a week starting in October. We will monitor the students progress using i Ready Reading component and the Star Early Literacy (K-2) PM1 - PM3 and the Florida FAST PM1 - PM3 for grades 3-5. During the school day ongoing daily progress monitoring will continue to 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.
The students will be assigned checkpoints once a week in the "ELO Camp" and the instructional coaches will make adjustments when needed.
By May 2024, 50% or more of our K - 2nd grade scholars will score a level 3 or higher on their Spring 2024 PM3 ELA Assessment. Also, By May 2024, 50% or more of our 3rd - 5th grader scholars will score a level 3 or higher on their Spring PM3 ELA Assessment.

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

Blue-Small, Shezette, blue-small@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?

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. We will also use i Ready to assist with the areas that our scholars are having setbacks in. Our instructional coaches and administrators will analyze the data once week after each i Ready checkpoint.

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?

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. We will also use i Ready to assist with the areas that our scholars are having setbacks in. Our instructional coaches and administrators will analyze the data once week after each i Ready checkpoint.

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
Action Step 1. The Leadership team will collect, monitor, and analyze student data to identify areas of gaps pertaining to standards. 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 concern and professional development will be conducted.	Blue-Small, Shezette, blue-small@browardschools.com
1. 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. 2. 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. 3. Based on data, the necessary adjustments will be made, the data will drive the instructional decisions and groups will remain fluid all year.	Blue-Small, Shezette, blue-small@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.

The SIP is shared with all stakeholders throughout the schoolyear. We first share our School Improvement Plan at our initial Open House and then at each SAC meeting we focus on various categories of our plan. We review the information provided within the SIP and we allow for questions to be asked and feedback to be given so we know all audience members are clear and understand the information we present pertaining to our SIP.

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))

Pompano Beach Elementary School (PBES) builds positive relationships with all stakeholders through a variety of activities. We host monthly events open to the community, we invite students, parents, families and community members. Our events are lively, informative, engaging, exciting and purposeful. Based on our BCPS Parent Customer Survey we are right on track with 88% of our population giving us positive ratings and feedback.

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))

PBES focuses on schoolwide data, looking at one student at a time. We use various data sources to make informed and deliberate decisions regarding academics and closing the achievement gap (iReady, Benchmark, Mastery Connect, PM assessments). As we conduct classroom walkthroughs, we identify gaps in instruction, and we plan professional development accordingly. We operate on a Bell-To-Bell schedule, meaning we teach from the time the first bell rings to the time the last bell rings. We minimize transition time by creating schedules with no cushion built in and we offer camps for students in need of remediation, as well as for students in need of enrichment. All of our plans work to strengthen our academic program and increase achievement and teacher effectiveness.

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))

Our plan is developed in coordination and integration with other Federal, State and local programs based on the same premise of using ongoing progress monitoring tools to increase achievement and meet the needs of all students where they are at. We are home to two Head Start Classrooms and many of those students feed into our core population so they are included and considered as we design our school plans. Our plan is structured and strategically designed to support our other programs including, but not limited to violence prevention (See Something, Say Something and Anti-Bullying Campaign incorporating FortifyFL), and our Nutrition program (After School Supper).