

Broward County Public Schools

Sanders Park Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Sanders Park Elementary School

800 NW 16TH ST, 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.

Sanders Park's ongoing commitment is to educate all students in a safe, secure and highly engaging learning environment through standards- based instruction.

Provide the school's vision statement.

To prepare today's students to be tomorrow's leaders.

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
Nesbeth-bennett, Karen-daunn	Principal	The principal is the face of the school. They lead teachers and staff, set goals and ensure students meet their learning objectives. Provide instructional leadership for all educational programs at the school; work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards. Principals also lead the school's day-to-day operations such as - prepare and manage the school's budget; manage and inventory the school's assets; Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 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.
Baldwin, Zobeida	Curriculum Resource Teacher	Meet the educational needs of students by assisting teachers and students in the implementation of the Reading Programs.
Clarke-Smith, Athlean	Other	To provide on-site procedural and curricular assistance to all school-based personnel regarding the education of students with disabilities. Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Coordinate required ESE meetings. Member of the Behavior Threat Assessment Team.
Hunt, Andrea	Math Coach	A math coach plans and provides modeling, coaching, planning, or observing with each teacher using effective math strategies on a weekly basis. They also assist teachers and administrators with the implementation of new instructional strategies, technology, math assessments, comprehensive curriculum, and math interventions.
Smith, Yolanda	Reading Coach	Meet the educational needs of students by assisting teachers and students in the implementation of the Reading Programs. They also assist teachers and administrators with the implementation of new instructional strategies, technology, ELA assessments, comprehensive curriculum, and interventions. Provides professional development for school staff by modeling and coaching in reading and on effective reading strategies for content area instruction. Ensures student and teacher needs are being met by analyzing data and recommend steps to address those needs.
Wallace, Shakitha		Guidance Counselors are professionals who work in schools or other educational institutions providing academic, personal, career advice to students, and provide SEL strategies. They work to examine and assess any potential or skills students may have and communicate this to them to help boost their self-esteem and well-being. Establishes small group counseling sessions. Provide materials and suggestions for classroom-oriented guidance activities. Serves as the Child Abuse, Foster Care, Homeless designee. Member of the Behavior Threat Assessment Team.

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 SIP is developed through collaborative conversation between all leadership team members. Teachers, parents, families, and community leaders are invited to attend monthly SAC meetings. During the SAC meetings, components of the SIP are shared with all stakeholders. Stakeholders are provided opportunities to share thoughts, concerns, and input regarding the SIP. The SIP is a living, breathing document that can be modified at any time throughout the school year.

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 throughout the year during our monthly SAC meetings, staff meetings, and professional learning communities. Student achievement data is monitored and shared during these settings. Stakeholders are provided opportunities to share ideas and concerns regarding student data. The SIP plan can be revised to ensure continuous improvement is at the core of all decision making.

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	99%
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: B
	2018-19: B
	2017-18: B
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	26	38	25	33	26	19	0	0	0	167	
One or more suspensions	0	0	1	5	9	5	0	0	0	20	
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	18	14	15	15	12	0	0	0	85	
Level 1 on statewide Math assessment	0	13	15	19	19	12	0	0	0	78	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	17	35	9	6	0	0	0	72	

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	19	18	31	19	15	0	0	0	109

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	2	7	5	2	3	0	0	0	0	19
Students retained two or more times	1	6	6	1	2	1	0	0	0	17

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	42	33	34	36	23	34	0	0	0	202	
One or more suspensions	1	1	1	4	7	4	0	0	0	18	
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	23	20	29	0	0	0	72	
Level 1 on statewide Math assessment	0	0	0	20	16	15	0	0	0	51	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	13	15	2	0	0	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	4	12	10	19	22	30	0	0	0	97

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	7	2	13	4	0	0	0	0	29
Students retained two or more times	0	0	1	0	0	0	0	0	0	1

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	42	33	34	36	23	34	0	0	0	202	
One or more suspensions	1	1	1	4	7	4	0	0	0	18	
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	23	20	29	0	0	0	72	
Level 1 on statewide Math assessment	0	0	0	20	16	15	0	0	0	51	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	13	15	2	0	0	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	4	12	10	19	22	30	0	0	0	97

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	7	2	13	4	0	0	0	0	29
Students retained two or more times	0	0	1	0	0	0	0	0	0	1

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*	47	56	53	39	58	56	42		
ELA Learning Gains				39			65		
ELA Lowest 25th Percentile				35			50		
Math Achievement*	53	62	59	59	54	50	41		
Math Learning Gains				76			54		
Math Lowest 25th Percentile				65			55		
Science Achievement*	45	48	54	50	59	59	33		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	39	59	59	80			19		

* 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	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	244
Total Components for the Federal Index	5
Percent Tested	95
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	443
Total Components for the Federal Index	8
Percent Tested	96
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	31	Yes	2	2
ELL	48			
AMI				
ASN				
BLK	46			
HSP	50			
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	48			

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	27	Yes	1	1
ELL	59			
AMI				
ASN				
BLK	54			
HSP	56			
MUL				
PAC				
WHT				
FRL	55			

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	47			53			45					39
SWD	27			22							3	
ELL	55			50							3	39
AMI												
ASN												
BLK	45			53			44				5	27
HSP	62			38							3	50
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	47			49			33				5	50

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	39	35	59	76	65	50					80
SWD	12	14		33	63		13					
ELL	43	38		70	80		41					80
AMI												
ASN												
BLK	39	38	27	60	76	63	53					78
HSP	31	38		53	77							83
MUL												
PAC												
WHT												
FRL	38	40	35	57	74	59	51					86

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	42	65	50	41	54	55	33					19
SWD	8			12								
ELL	55			47	90							19
AMI												
ASN												
BLK	41	64	45	42	53	55	33					16
HSP	55			38								
MUL												
PAC												
WHT												
FRL	42	64	55	41	52		30					19

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	37%	56%	-19%	54%	-17%
04	2023 - Spring	51%	61%	-10%	58%	-7%
03	2023 - Spring	51%	53%	-2%	50%	1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	46%	62%	-16%	59%	-13%
04	2023 - Spring	63%	65%	-2%	61%	2%
05	2023 - Spring	52%	58%	-6%	55%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	46%	0%	51%	-5%

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.

Current data suggests that students in grades K-5 begin to demonstrate a deficiencies in skills such as phonics, vocabulary, and reading comprehension (literature/informational text).

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

The learning gap in English Language Arts for English Language Learners showed the greatest decline of 13% from the previous year. The contributing factors that contributed to the need for improvement is the laser focus on standards based instruction and a decline in ESOL support services.

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.

The data component that had the greatest gap when compared to the state is English Language Arts for the student with disabilities subgroup. The contributing factors is the decline in additional academic support and a stronger laser focus on standards based instruction.

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

The economically disadvantaged students showed the most improvement in English Language Arts with an increase of 8%. The contributing factors for the increase is ongoing progress monitoring (benchmark assessments, standard assessment, data analysis), small group push-in support was provided Mon-Thurs, Biweekly PLC's/PD, Rigorous assessment through Benchmark Advance, and data driven instruction.

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

Absenteeism is a potential area of concern that contributes to the number of students scoring a level 1 on the assessment.

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

1. Increase overall student proficiency.
2. Increase student proficiency for students with disabilities.
3. Increase student proficiency for English Language Learners.

Area of Focus

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

#1. ESSA Subgroup specifically relating to Students with Disabilities**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.

As evidence of the 2023 Florida Assessment of Student Thinking (FAST), students with disabilities scoring proficient in ELA was 29%. There is a sense of urgency to teach students foundational skills and comprehension strategies in grades K-5 to increase overall reading achievement.

Measurable Outcome:

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

Our goal is to increase the percentage of students achieving proficiency in ELA from 29% to 40% by June 2024 as indicated by the Florida Assessment of Student Thinking (FAST).

Monitoring:

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

Progress monitoring of students with disabilities ELA data will be conducted on a weekly/monthly basis. Unit assessments using the Benchmark Advance Curriculum and Assessment System in addition I-Ready will be administered to monitor student's progress with standards taught. As a result of progress monitoring this data, professional learning communities topic/focus will shift to support and meet the needs of the students. In addition, teachers will plan and adjust instruction based on data and student needs.

Person responsible for monitoring outcome:

Yolanda Smith (yolanda.m.smith@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.)

The evidence-based intervention being implemented for this area of focus is Reading Horizons and Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific strategy is the evidence based interventions being used is designed to address foundational skills to help both new and struggling readers in grades K-12, including English Language Learners and students with disabilities.

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.

Administering, analyzing, and providing feedback using Benchmark Advance Assessments and I-Ready checkpoints working in collaboration with the reading coach, teacher, and ESE support specialist.

Person Responsible: Yolanda Smith (yolanda.m.smith@browardschools.com)

By When: May 2023

Providing opportunities for teacher professional development concerning best practices in foundational skills, small group differentiated instruction, and progress monitoring.

Person Responsible: Zobeida Baldwin (zobeida.renteria2@browardschools.com)

By When: May 2023

Monitoring, scheduling, and conducting CPST meetings and assessing the progress of goals and analyzing student data.

Person Responsible: Andrea Hunt (andrea.hunt@browardschools.com)

By When: May 2023

#2. 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.

The number of students who are absent 10% or more days is closely correlated to the number of students scoring a level 1 on the FAST Assessment. This is a crucial need because if attendance improves then the number of students scoring a level 1 will decrease.

Measurable Outcome:

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

Our goal is to decrease student absenteeism by 20% by May 2023 as indicated by the Broward County Attendance Reporting System (Pinnacle).

Monitoring:

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

This area of focus will be monitored pulling monthly reports of students who display sever or chronic absences. Making contact with families to share attendance records and the impact it has on individual student achievement data.

Person responsible for monitoring outcome:

Yolanda Smith (yolanda.m.smith@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.)

The evidence based intervention being implemented for this Area of Focus is monthly attendance rewards for perfect attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific strategy is to decrease the number of students experiencing 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.

Beat the Bell-decrease tardiness. Students who are in their seats and ready to learn by 8:05am has a chance of receiving a prize. Each teacher assigns students a number and is provided a bag of treats. Every morning during announcements a number is randomly selected. The number is announced and the student that is assigned that specific number has the opportunity to receive a prize. Students can only select a prize only if they are in their seats and ready to learn by 8:05am

Person Responsible: Andrea Hunt (andrea.hunt@browardschools.com)

By When: May 2023

Perfect Attendance Awards- Acknowledge during Honor Roll ceremony

Person Responsible: Shakitha Wallace (shakitha.wallace@browardschools.com)

By When: May 2023

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).

When resources are identified, school improvement funds are allocated based on the identified resources needed to address academic goals. Funds are used to aid in purchasing additional supplemental materials that are used targeted to specific subgroups of students.

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 PM3 Data on the Renaissance Assessment, more than 50% of students scored below grade level. As a result, teachers in grades K-2 will focus on standards based instruction and early intervention. ELA instruction will be provided by utilizing the Science of Reading model in addition to the balanced-literacy approach (ie. Shared Reading, IRA, guided reading/writing, Writer's/reading workshop, etc). In addition, extended learning opportunities will be offered to students through push-in support, pull-out support, and after school camps/tutoring. Lastly, students who are not making adequate progress will be recommended to the Response to Intervention (RTI) team and possibly given an intervention to support learning.

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

Based on the results from the 2023 Florida Assessment of Student Thinking, 47% of the students in grades 3-5 were proficient. As a result, ELA instruction will be provided by utilizing the Science of Reading model in addition to the balanced-literacy approach (ie. Shared Reading, IRA, guided reading/writing, Writer's/reading workshop, etc). In addition, extended learning opportunities will be offered to

students through push-in support, pull-out support, and after school camps/tutoring. Lastly, students who are not making adequate progress will be recommended to the Response to Intervention (RTI) team and possibly given an intervention to support learning.

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 June 2023 our goal is to increase the percentage of students achieving proficiency in ELA by 10% as measured by the Early Literacy and STAR Reading Assessment.

Grades 3-5 Measurable Outcomes

By June 2023 our goal is to increase the percentage of students achieving proficiency in ELA from 47% to 55% as measured by 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.

Progress monitoring of students ELA data will be conducted on a weekly/monthly basis. Unit assessments using the Benchmark Advance Curriculum and Assessment System will be monitored every three weeks. Unit assessments are administered on a three week basis. I-Ready will be monitored weekly and monthly. Teachers will run a weekly report to monitor time on task and lessons passes. The leadership team will track the time on task and lessons passed and host a monthly celebration for students who are completing 45 minutes per week and passing their lessons with 70% accuracy. As a result of progress monitoring this data, professional learning communities topics/focus will shift to support and meet the needs of the students. In addition, teachers will plan and adjust instruction based on student needs.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Smith, Yolanda, yolanda.m.smith@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?

To achieve these goals, teachers will utilized the following evidence-based instructional resources to impact student learning.

- Benchmark Advance- Core curriculum
- Heggerty- Phonological Awareness
- Reading Horizons- explicit phonics instruction
- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)

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?

Benchmark Advance is the core curriculum designed for Tier 1 instruction. All students will receive Tier 1 standards based instruction. Heggerty is designed for students who need explicit instruction in the area of phonological awareness. These students are identified based on the letter names and sounds assessment. Reading Horizon is designed for students receiving Tier 2 instruction in the area of phonics. These students are identified based on the Cool Tools Assessment. Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) will be provided to students who are receiving Tier 3 intervention. Students who are not responding to Tier 2 intervention will receive Tier 3 instruction. Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) addresses the areas of vocabulary, fluency, and comprehension.

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
Literacy Coaching	Baldwin, Zobeida, zobeida.renteria2@browardschools.com
Assessments- Benchmark Advance, Intervention Assessments, I-Ready Assessments	Smith, Yolanda, yolanda.m.smith@browardschools.com
Professional Learning- District professional Learning, Professional learning communities	Smith, Yolanda, yolanda.m.smith@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 Plan will be address and shared though our monthly SAC/SAF meetings. Monthly meeting dates, times, and agendas will be shared with families though flyers in their native language. The information will be shared via our schools website and social media pages.

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))

In addition to our monthly SAC/SAF meetings, there will be additional parent family engagement programs and activities held quarterly to build positive relationships with parents, families, and community stakeholders. Parent-teacher conferences and report card nights will provide teachers the opportunity to share student academic progress.

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)

To strengthen the academic programs in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum for the Area of Focus is to offer additional pull-out support groups and provide an enrichment afterschool tutorial program for students performing on and above grade level.

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))

Additional support groups and the accelerated enrichment camps is developed under the Every Student Succeeds Act. Providing targeted support groups and enrichment camps will provide additional learning opportunities for all subgroups.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Within the master schedule, grade levels have the opportunity to participate in the Life Skills class as apart of their rotation. Additionally, the school counselor has support groups where services are provided to meet the mental health, mentoring, and support strategies to improve student's skills outside of academics.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

In the elementary school setting, ensuring all students are receiving high quality instruction is the foundation to postsecondary opportunities and the workforce.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

To prevent and address problem behaviors, CHAMPS is implemented school wide. Teachers are required to implement a classroom behavior management system to address behaviors inside the classroom. Staff members serve as mentors to assist teachers in holding students accountable for their behaviors. For chronic or severe behavior concerns, teachers will begin the RTI process for behavior intervention. Parents are included in the decision making process to address behavior concerns.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional development in behavior management, the Science of Reading, math instruction, teaching science through reading are all areas of focus for teachers to be able to use data from academic assessments. Attending these professional learning sessions will assist with providing teachers the support to meet the demands of academic success. Providing coaching and support will help recruit and retain effective teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Strategies used to assist preschool children transition from early childhood education programs to local elementary school programs is address through community events like the annual Fall festival. Also, our social media platforms are used to highlight happenings, offer tips and strategies to support students, and shine a spotlight on the effective teachers that service students daily.