Stephen Foster Elementary School

2023-24
Schoolwide Improvement Plan (SIP)

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Stephen Foster Elementary School

3471 SW 22ND ST, Fort Lauderdale, FL 33312

[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.

F-Foundations of Learning
O-Optimum Growth
S-Self-Esteem
T-Tomorrow's Leaders
E-Effective decision-making skills
R-Responsible citizenship

Provide the school's vision statement.

We are committed to teach every student to meet their maximum potential.

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
Apolito-Dipp, Camila	SAC Member	The School Advisory Council shall be the sole body responsible for final decision-making at the school relating to implementation of ss.1001.42(18) and1008.345.U The SAC is composed of parents, teachers, community members, school administrators, non-instructional support staff, and other stakeholders who meet regularly to establish priorities, set annual objectives, and monitor action steps for school improvement.
Munter, Gillian	Instructional Coach	1. collaborate with school-based coaches, teachers, and administration to analyze and interpret data, use data for improvements and progress monitoring, and problem solving to inform high quality instruction leading to improved student achievement. 2. model innovative coaching and teaching methodologies and research-based, effective instructional practices. 3. assist coaches and teachers in making connections between state standards and the currently adopted instructional framework. 4. evaluate mathematics curricular needs based on student and teacher data. 5. assist coaches in designing formative assessments including providing guidance on conducting non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. Instructional Specialist, Mathematics (cont.) SBBC: NEW 6. maintain and submit required documentation, including but not limited to, coaching logs, data analysis for coach and teacher development and calendar reflecting support activities and scheduled meetings. 7. establish and maintain a trusting, confidential and nonevaluative relationship with coaches and teachers. 8. support coaches and teachers with mathematics related curriculum, pedagogy, digital applications, tools, strategies and classroom related technologies. 9. provide input in the development and implementation of the curricular and accountability goals associated with the School Improvement Plan (SIP). 10. promote collegiality through collaborative work and reflective practices with teachers, coaches, and administrators. 11. engage and deliver monthly content related professional learning. 12. design, facilitate, and deliver research-based professional learning for coaches, school staff and administration. 13. participate in ongoing professional learning to enhance the individual's skills and proficiency related to the job responsibilities. 14. demonstrate high standards of honesty, integrity, flexibility and responsiveness. 15. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida. 16. review current developments, literature and technical sources of information related to job responsibilities. 17. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.). 18. ensure adherence to good safety procedures.

Name	Position Title	Job Duties and Responsibilities
		19. follow federal and state laws, as well as School Board policies. 20. perform other duties as assigned by the Supervisor(s).
Grimaldo, Ricardo	Principal	1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build School Principal (cont.) SBBC: B-0024 and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected. ORGANIZATIONAL LEADERSHIP: 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. 15. Utilize processes to empower others and distribute leadership when appropriate. 16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. 17. 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

Name	Position Title	Job Duties and Responsibilities

activities, school finance and financial reporting, and maintenance of the physical plant.

18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.

19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.

20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.

21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.

22. Maintain high visibility at school and in the community.

23. Cultivate, support, and develop others within the school.

24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.

25. Provide recognition and celebration for student, staff, and school accomplishments.

26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.

27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.

28. Interact with government and service agencies relative to student welfare.

School Principal (cont.) SBBC: B-0025

PROFESSIONAL AND ETHICAL LEADERSHIP:

29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.

30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.

31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.

32. Administer negotiated employee contracts in the appropriate manner at the school site.

33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.

34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.

35. Review current developments, literature and technical sources of information related to job responsibility.

36. Ensure adherence to good safety procedures.

37. Follow Federal and State laws, as well as School Board policies.

38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.

Name	Position Title	Job Duties and Responsibilities
Leon, Lena	Teacher, K-12	1. complete ESOL: ELLevation and Curriculum training and other required professional learning, such as IPT and WIDA assessment tools; 2. coordinate and/or administer initial placement and progress monitoring assessments; 3. attend all ESOL Contact meetings and disseminate information and correspondence received from the Bilingual/ESOL Department regarding ESOL Program curriculum and compliance to appropriate personnel; 4. coordinate and convene the ELL Committee as needed and send notification to invite parents and other appropriate personnel; 5. complete, maintain, and update the English Language Learner Plan (ELL) with all appropriate supporting documentation, and collaborate with designated staff to complete and document the programmatic assessment and academic placement information in each ELL Folder; 6. collaborate with the Information Management Specialist/ Technician (IMS/ IMT) to ensure correlation between ELL Plan, TERMS, and ELLevation. 7. follow federal, state and School Board policies and regulations regarding ELLs and the ESOL Program.
Machin, Vanessa	Assistant Principal	1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build School Principal (cont.) SBBC: B-0024 and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and

Name	Position Title	Job Duties and Responsibilities

community evaluation of curriculum.

13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.

ORGANIZATIONAL LEADERSHIP:

14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.

15. Utilize processes to empower others and distribute leadership when appropriate.

16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

17. 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.

18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.

19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.

20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.

21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.

22. Maintain high visibility at school and in the community.

23. Cultivate, support, and develop others within the school.

24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.

25. Provide recognition and celebration for student, staff, and school accomplishments.

26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.

27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.

28. Interact with government and service agencies relative to student welfare. School Principal (cont.) SBBC: B-0025

PROFESSIONAL AND ETHICAL LEADERSHIP:

29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.

30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.

31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and

Name	Position Title	Job Duties and Responsibilities
		procedures, using instruments adopted by the School Board. 32. Administer negotiated employee contracts in the appropriate manner at the school site. 33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL. 34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives. 35. Review current developments, literature and technical sources of information related to job responsibility. 36. Ensure adherence to good safety procedures. 37. Follow Federal and State laws, as well as School Board policies. 38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.

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 process of involving stakeholders in the school improvement plan development process includes several key steps:

1. The School Advisory Council will help develop the School Improvement Plan and give input throughout the development process. Stakeholders will include school leadership, teachers, staff, parents, students, families, and business/community leaders.

2. Engagement strategies like surveys, meetings, and workshops will allow stakeholders to share their thoughts on the school's improvement goals.

3. Input on various aspects of the school, like curriculum, teaching methods, infrastructure, and community engagement, using surveys and qualitative feedback will be gathered.

4. Feedback will be analyzed to identify common themes or concerns.

5. Involve stakeholders in planning sessions to discuss improvement areas and potential strategies.

6. Use stakeholder insights to draft a comprehensive improvement plan with specific goals, strategies, and action steps.

7. Share the draft plan with stakeholders for review and incorporate their feedback.

8. Adjust and refine the plan based on stakeholder input to ensure it represents diverse perspectives.

9. Present the refined plan to the school leadership team for approval.

10. Execute the plan's strategies, monitoring progress and making adjustments as needed.

11. Keep stakeholders informed about plan progress through regular SAC Meetings.

12. Periodically assess plan effectiveness using data and feedback to inform future iterations.

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 regular monitoring of the school improvement plan's implementation and its impact on student achievement is crucial to ensure continuous improvement, especially for students facing achievement gaps.

1. Regularly collect relevant data on student performance, both as a whole and among subgroups, to assess progress towards meeting state academic standards.

2. Specifically analyze the data to identify any existing achievement gaps among different student groups. This helps pinpoint areas where targeted interventions are needed.

3. Involve stakeholders, including teachers, parents, students, and community leaders, in reviewing the progress data and discussing the effectiveness of the strategies being implemented.

4. Based on the analysis, make data-driven decisions to revise the plan as necessary. Adjust strategies that are not yielding desired outcomes and consider introducing new interventions.

5. For students with the greatest achievement gap, develop and implement targeted interventions such as additional academic support, mentoring programs, or differentiated teaching methods.

6. Provide ongoing professional development for teachers and staff to ensure they have the necessary skills and resources to implement effective strategies.

7. Keep stakeholders informed about the progress, challenges, and adjustments made to the plan.

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	92%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification	ATSI

*updated as of 3/11/2024	
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: C 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	39	43	45	39	23	26	0	0	0	215
One or more suspensions	2	0	0	3	14	14	0	0	0	33
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	30	33	49	35	28	44	0	0	0	219
Level 1 on statewide Math assessment	0	16	42	23	26	42	0	0	0	149
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	24	77	60	36	23	0	0	0	232

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	19	34	62	48	34	50	0	0	0	247

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	4	7	16	9	1	10	0	0	0	47
Students retained two or more times	0	1	14	1	1	4	0	0	0	21

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	33	44	20	28	32	29	0	0	0	186
One or more suspensions	0	1	4	4	6	2	0	0	0	17
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	0	4	31	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	0	3	34	0	0	0	37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	3	4	10	9	0	0	0	31

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	2	5	5	6	32	0	0	0	50

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	1	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	33	44	20	28	32	29	0	0	0	186
One or more suspensions	0	1	4	4	6	2	0	0	0	17
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	0	4	31	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	0	3	34	0	0	0	37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	3	4	10	9	0	0	0	31

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	2	5	5	6	32	0	0	0	50

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	1	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*	51	56	53	39	58	56	37		
ELA Learning Gains				61			45		
ELA Lowest 25th Percentile				49			58		
Math Achievement*	58	62	59	41	54	50	29		
Math Learning Gains				59			38		
Math Lowest 25th Percentile				60			54		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	34	48	54	24	59	59	19		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	57	59	59	67			48		

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	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	254
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	400
Total Components for the Federal Index	8
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	32	Yes	4	
ELL	41			
AMI				
ASN				
BLK	50			
HSP	47			
MUL				
PAC				
WHT	61			
FRL	50			

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	39	Yes	3	
ELL	45			
AMI				
ASN				
BLK	48			
HSP	48			
MUL				
PAC				
WHT	52			
FRL	50			

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	51			58			34					57
SWD	31			31			22				5	41
ELL	40			52			15				5	57
AMI												
ASN												
BLK	52			48			47				4	
HSP	48			57			25				5	56
MUL												
PAC												
WHT	64			67			53				3	
FRL	48			58			34				5	58

| **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	61	49	41	59	60	24					67
SWD	15	49	52	26	52	53	9					59
ELL	33	57	35	36	55	56	21					67
AMI												
ASN												
BLK	35	66	69	30	55	67	15					
HSP	37	57	39	43	57	55	25					67
MUL												
PAC												
WHT	46	68		49	65		33					
FRL	39	60	53	41	57	56	23					67

| **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	37	45	58	29	38	54	19					48
SWD	18	32	60	18	23		5					46
ELL	35	47	72	30	46	61	18					48

						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
AMI												
ASN												
BLK	28	33		15	32		8					
HSP	37	50	67	31	37	53	21					50
MUL												
PAC												
WHT	50	36		43	55		36					
FRL	34	43	59	28	36	50	16					48

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	38%	56%	-18%	54%	-16%
04	2023 - Spring	56%	61%	-5%	58%	-2%
03	2023 - Spring	49%	53%	-4%	50%	-1%

				MATH		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	58%	62%	-4%	59%	-1%
04	2023 - Spring	63%	65%	-2%	61%	2%
05	2023 - Spring	44%	58%	-14%	55%	-11%

				SCIENCE		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	31%	46%	-15%	51%	-20%

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.

FAST ELA Data shows students in 3rd-5th grade in the SWD subgroup scored 39% proficient. Typically these students do not perform well on progress monitoring assessments and the FAST. These students also tend to perform lower in content areas like science (measured by SSA) and social studies.

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

Results for FAST ELA Proficiency in the SWD subgroup showed the greatest decline for the past 3 years. These students have severe reading deficiencies.

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.

State averages not available at this time.

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

FAST Math Proficiency showed the most improvement. New actions including prioritizing tier 1 instruction, fluency practice, common formative assessments, access to better assignments, and high expectations.

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

1. Students absent 10% or more days.
2. Students scoring a Level 1 in ELA and Math.

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

1. Students absent 10% or more days.
2. Students scoring a Level 1 in Math.
3. Students scoring a Level 1 in ELA.

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.

Focusing on students who are absent 10% or more. Reasons include health issues, family circumstance such as lack of transportation, socioeconomic challenges, mental health issues.

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

By the end of the current academic year, reduce the overall student absenteeism rate by 15% compared to the previous year's rate.

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

Students will have an individual attendance tracker they will complete daily. An attendance report will be ran weekly. Additionally interventions will be put in place as needed.

Person responsible for monitoring outcome:

Vanessa Machin (vanessa.machin@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.)

Student tracking, incentives, continuous monitoring for additional interventions.

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

Students will take ownership and accountability for their attendance by tracking daily on a tracker. Students who are present and punctual will receive an incentive daily. At the end of each quarter, students with 95% attendance or better will attend a VIP party.

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. Creating of "Present+Punctual=Perfection" Signs

Person Responsible: Vanessa Machin (vanessa.machin@browardschools.com)

By When: Prior to start of school year.

2. Create Attendance Tracker for each quarter. Distribute to each student.

Person Responsible: Vanessa Machin (vanessa.machin@browardschools.com)

By When: Prior to start of school year.

3. Students track attendance daily.

Person Responsible: Vanessa Machin (vanessa.machin@browardschools.com)

By When: Daily

4. If all students are present and punctual, teacher will place sign on classroom door.

Person Responsible: Vanessa Machin (vanessa.machin@browardschools.com)

By When: Daily

5. Classes will be selected for daily incentives.

Person Responsible: Vanessa Machin (vanessa.machin@browardschools.com)

By When: daily

6. Students at the end of the quarter with 95% attendance will be invited to a VIP party.

Person Responsible: Vanessa Machin (vanessa.machin@browardschools.com)

By When: End of each quarter.

#2. 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.

Based on 2022-2023 FAST data in ELA our ESSA subgroup that performed the lowest were students with disabilities. These subgroup scored lower than the federal index of 41%.

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

By June 2024, all subgroups in grades 3-5 will increase their reading proficiency gains more than 41%, as measured by the FAST.

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

To monitor this area of focus, we will use Benchmark Advance Unit Assessments, iReady and FAST Progress Monitoring 1-3.

Person responsible for monitoring outcome:

Gillian Munter (gillian.munter@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.)

Students needing a tier 3 interventions, teachers will implement Reading Horizons Elevate.

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

The Elevate™ program uses a specific process to help struggling readers become strong and fluent readers. Based on Orton-Gillingham principles, the program teaches students systematically and sequentially, starting from basic skills and moving towards more complex skills.

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 of present instructional level

Person Responsible: Gillian Munter (gillian.munter@browardschools.com)

By When: 2 weeks from school year beginning.

Review IEP goals

Person Responsible: Gillian Munter (gillian.munter@browardschools.com)

By When: 2 weeks from school year beginning.

Schedule students for services/intervention

Person Responsible: Gillian Munter (gillian.munter@browardschools.com)

By When: 2 weeks from school year beginning.

Give Elevate Chapter 1 Assessment. Begin instruction.

Person Responsible: Gillian Munter (gillian.munter@browardschools.com)

By When: 3 weeks from school year beginning.

#3. Instructional Practice specifically relating to ELA

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.

Based on 2022-2023 FAST data in ELA , students in 3rd-5th grade scored 53% proficient.

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

By June 2024, students in grades 3-5 will score 65% proficient, as measured by the FAST.

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

Students will be monitored using Benchmark Advance Unit Assessments as well as progress monitoring through iReady.

Person responsible for monitoring outcome:

Vanessa Machin (vanessa.machin@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.)

Benchmark Advance for Tier 1 Instruction. iReady for supplemental resources and progress monitoring of tier 2 and tier 3 students. Students needing a tier 3 interventions, teachers will implement Reading Horizons Elevate.

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

The Elevate™ program uses a specific process to help struggling readers become strong and fluent readers. Based on Orton-Gillingham principles, the program teaches students systematically and sequentially, starting from basic skills and moving towards more complex skills.

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.

Plan year long focus calendar aligning standards to resources and assessments.

Person Responsible: Gillian Munter (gillian.munter@browardschools.com)

By When: Prior to start of school year

Instruct students on grade level standards, while identifying students who may be in need of tier 2/tier 3 instruction.

Person Responsible: Gillian Munter (gillian.munter@browardschools.com)

By When: Beginning 6 weeks of the school year.

Progress Monitoring of students using unit assessments and iReady Progress Monitoring throughout the school year.

Person Responsible: Gillian Munter (gillian.munter@browardschools.com)

By When: 6 week cycle

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).

School improvement funding allocations to ensure resources are allocated by needs are discussed during SAC Meeting, Team Leader Meetings, Leadership Team Meetings. Input is collected from all stakeholders including administrators, teachers, parents, community. Input based on need is shared at SAC meeting to review needs and cost and possibly approve fund request.

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 2022-2023 STAR AP 3, more than 50 percent of students are not on track to score a Level 3 or above on the statewide assessment.

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

Based on 2023-2024 FAST AP 3, more than 50 percent of students will be on track to score a Level 3 or above on the statewide assessment.

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

Based on 2023-2024 STAR AP 3, more than 50 percent of students will be on track to score a Level 3 or above on the statewide assessment.

Grades 3-5 Measurable Outcomes

Based on 2023-2024 FAST AP 3, more than 50 percent of students will be on track to score a Level 3 or above on the statewide assessment.

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.

In order to monitor students in ELA students will take the FAST Progress Monitoring. In between, students
will take interim assessments provided through Benchmark Advance and iReady to progress monitor students in interventions.

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

Munter, Gillian, gillian.munter@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?

Currently state adopted curriculum (Benchmark Advance) is being utilized in the classroom. This curriculum
provides instruction and assessments for ELA. Assessment data will be used to progress monitor students
progress. This curriculum aligns with the district's K-12 Comprehensive Evidence Reading Plan and align to
BEST Standards.

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 provides rigorous- standard based instruction in ELA. Curriculum has a proven record
of effectiveness for students.

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. Data Analysis of current standards mastery Machin, Vanessa,	Machin, Vanessa, vanessa.machin@browardschools.com
2. Review IFC, Standard Content Limits, and Item Specifications prior to lesson planning.	Munter, Gillian, gillian.munter@browardschools.com
3. Analyze assessment of current cluster	Munter, Gillian, gillian.munter@browardschools.com
4. Plan standards based lessons based on assessment.	Munter, Gillian, gillian.munter@browardschools.com
5. Instruct using standards based materials focusing on the gradual release model.	Munter, Gillian, gillian.munter@browardschools.com
6. Give assessment after instruction.	Munter, Gillian, gillian.munter@browardschools.com
7. Review and analyze assessment.	Munter, Gillian, gillian.munter@browardschools.com
8. Review, reteach, or enrich based on data analysis	Munter, Gillian, gillian.munter@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 schools SIP and SWP will be disseminated during all School Advisory Council Meetings, Parent Teacher Association Meetings, provided for families in the front office when asked for, and on the schools website.

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 plan to build positive relationships with parents, families, and community stakeholders by providing a welcome environment. Having open communication through regular parent-teacher conferences, family engagement events, SAC and PTA Meetings. Parent volunteer opportunities will be provided. Families will be provided with support services when needed. We will celebrate the achievements of all while working with the community. Regular assessments and improvements will be made.

By implementing these strategies, the school can foster strong, positive relationships with parents, families, and community stakeholders. These relationships not only enhance students' educational experiences but also contribute to a collaborative and supportive school community that is aligned with the school's mission and values.

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))

The school's plan to strengthen the academic program, increase learning time, and provide an enriched and accelerated curriculum. Curriculum eill be reviewed and enhancements made. Extended learning opportunities will be provided to all students. Ongoing professional development opportunities for teachers to enhance their instructional strategies, differentiation techniques, and methods for challenging advanced learners. Data will be collected to drive instruction. After school clubs and activities will be available to students.

By implementing these strategies, the school can create an environment that fosters intellectual curiosity, personal growth, and academic excellence. The combination of an enriched curriculum, extended learning opportunities, and targeted support helps ensure that students receive a well-rounded education that prepares them for success in higher education and beyond.

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))

This plan was developed with stakeholder input during regularly scheduled SAC Meetings.