

Broward County Public Schools

Peters Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	23
V. Reading Achievement Initiative for Scholastic Excellence	23
VI. Title I Requirements	26
VII. Budget to Support Areas of Focus	0

Peters Elementary School

851 NW 68TH AVE, Plantation, FL 33317

[no web address on file]

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide students with a world class education, within a safe and secure learning environment.

Provide the school's vision statement.

Our vision is to create a school that is highly regarded for its academic excellence and positive contributions to the community.

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
Miller, Eric	Principal	Oversees the implementation of all curriculum and operational functions of the school. Works collaboratively with stakeholders to create a safety plan, School Improvement Plan, and School Budget. Meets monthly with the PTA, SAC and SAF Committees, as well as attend Principal, Regional, and IZone meetings. Participate in City's Education Board evening monthly meetings. Conduct pre and post observations for instructional and non-instructional personnel and provide feedback for continuous improvement. Hire and maintain highly effective personnel. Maintain a culture of professionalism, respect and high-quality instruction.
Johnson, Armelle	Assistant Principal	Assist with the overall operation of the school. Interacts with students, teachers, parents, and all stakeholders. Ensures all students and staff are safe and secure on campus; monitors teachers/ instructional practices and provides support as needed; communicates with parents about the education of their children; streamlines all instructional and operational systems within the school alongside the principal. Assists with developing and implementing the School Improvement Plan and safety plans and procedures.
Johnson, Derica	Math Coach	Model instructional practices in classrooms for teachers in the area of math. Conduct staff development on instructional strategies, research based programs and strategies, observe and give feedback to teachers in regards to implementation of research based strategies and programs, assist with data collection and interpretation, assist at arrival, dismissal and cafeteria, participate in observe students, maintaining the curriculum resource room for teachers.
Sugg, Jacklyn	Reading Coach	Model instructional practices in classrooms for teachers in the area of reading, conduct staff development on instructional strategies, research based programs and strategies, observe and give feedback to teachers in regards to implementation of research based strategies and programs, assist with data collection and interpretation, assist at arrival, dismissal and cafeteria, participate in Response to Intervention weekly meetings, observe students, and maintaining the curriculum resource room for teachers. Serves as School Advisory Council Chair. Assists with the development and implementation of School Improvement Plan.
Bolona, Lissette	ELL Compliance Specialist	ESOL Coordinator, conducts initial and ongoing monitoring assessments for ESOL students, scheduling and meeting with parents for initial program classification and annual meetings.
Harden, Tiffany	Other	LEA for IEP meetings, ensure students with disabilities are getting the services outlined in their IEPs, student supervision. Assist at arrival, dismissal and cafeteria. Observe students in the classroom, provide staff development or model strategies for teachers in regards to students with disabilities or gifted. Participate in the Response to Intervention process including weekly meetings, writing notes, creating agendas and scheduling meetings.

Name	Position Title	Job Duties and Responsibilities
Jackson, Martrice	Science Coach	Model instructional practices in classrooms for teachers in the area of science. Conduct staff development on instructional strategies, research-based programs and strategies, observe and give feedback to teachers in regard to implementation of research-based strategies and programs, assist with data collection and interpretation, assist at arrival, dismissal and cafeteria, participate in observe students, maintaining the curriculum resource room for teachers.
Smith, Lashawn	School Counselor	Prepare and teach classroom guidance lessons per District guidelines. Participating in weekly Response to Intervention meetings, responsible for implementing District Mandated activities such as Say No To Drugs, Coordinating monthly Kid of Character assemblies, Peace Week, etc., coordinating and conducting small group counseling sessions with students (depending on needs of student, i.e. divorce, anger management, study skills), assist at arrival, dismissal and cafeteria, meet with parents. Participate in Threat Assessments. coordinating all assessments as Testing Coordinator.

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.

Peters Elementary engages all stakeholders in developing our School Improvement Plan (SIP). We invite teachers, a diverse group of families and parent leaders (including parents of English Learners and students with disabilities), as well as community partners to provide input on the development of the SIP.

SIP Monitoring

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

The School Advisory Council (SAC) and school leadership team regularly monitors for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards by engaging in on-going data disaggregation with stakeholders and ensuring our SIP action steps are implemented with fidelity. The school makes changes to the SIP based on data and input from stakeholders. Our goals and actions steps are reviewed in grade level meetings, data chats, faculty meetings, and SAC meetings where we identify areas of concern and revise our SIP to ensure continuous improvement.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
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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	89%
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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	45	47	35	30	24	31	0	0	0	212
One or more suspensions	0	1	0	3	5	10	0	0	0	19
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	8	21	13	23	20	25	0	0	0	110
Level 1 on statewide Math assessment	0	9	12	21	18	25	0	0	0	85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	10	21	19	18	9	11	0	0	0	88

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	10	21	17	27	20	27	0	0	0	122

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	5	1	14	8	5	0	0	0	35
Students retained two or more times	1	5	1	3	8	5	0	0	0	23

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	40	46	34	34	28	35	0	0	0	217
One or more suspensions	0	0	0	5	5	7	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	24	22	23	0	0	0	69
Level 1 on statewide Math assessment	0	0	0	38	26	28	0	0	0	92
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	16	27	21	11	19	15	0	0	0	109

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	11	22	15	22	39	34	0	0	0	143

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	17	6	11	2	5	0	0	0	47
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	40	46	34	34	28	35	0	0	0	217
One or more suspensions	0	0	0	5	5	7	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	24	22	23	0	0	0	69
Level 1 on statewide Math assessment	0	0	0	38	26	28	0	0	0	92
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	16	27	21	11	19	15	0	0	0	109

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	11	22	15	22	39	34	0	0	0	143

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	17	6	11	2	5	0	0	0	47
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*	50	56	53	52	58	56	45		
ELA Learning Gains				66			48		
ELA Lowest 25th Percentile				50			33		
Math Achievement*	61	62	59	48	54	50	32		
Math Learning Gains				71			33		
Math Lowest 25th Percentile				63			24		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	29	48	54	41	59	59	30		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	47	59	59	61			57		

* 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	2
Total Points Earned for the Federal Index	243
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	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	452
Total Components for the Federal Index	8
Percent Tested	100
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	19	Yes	4	1
ELL	68			
AMI				
ASN				
BLK	38	Yes	1	
HSP	63			
MUL				
PAC				
WHT	63			
FRL	45			

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	33	Yes	3	
ELL	59			
AMI				
ASN				
BLK	55			
HSP	57			
MUL				
PAC				
WHT	63			
FRL	56			

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	50			61			29					47
SWD	19			28			13				4	
ELL	76			79			45				5	47
AMI												
ASN												
BLK	37			54			16				5	42
HSP	67			66			45				5	47
MUL												
PAC												
WHT	70			70							3	
FRL	48			57			24				5	43

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	52	66	50	48	71	63	41					61
SWD	23	38	33	22	50	45	21					
ELL	58	69		72	81		13					61
AMI												
ASN												
BLK	43	63	56	45	74	59	42					
HSP	56	74	50	47	71	67	27					65
MUL												
PAC												
WHT	67	63		58	65							
FRL	48	66	52	45	72	59	37					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	45	48	33	32	33	24	30					57
SWD	16	26		18	35	15	10					
ELL	53			42								57

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	38	40	17	24	30	25	20					
HSP	47	73		38	41		29					58
MUL												
PAC												
WHT	55	50		42	23		64					
FRL	39	49	29	27	31	31	20					53

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	47%	56%	-9%	54%	-7%
04	2023 - Spring	58%	61%	-3%	58%	0%
03	2023 - Spring	49%	53%	-4%	50%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	67%	62%	5%	59%	8%
04	2023 - Spring	60%	65%	-5%	61%	-1%
05	2023 - Spring	52%	58%	-6%	55%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	27%	46%	-19%	51%	-24%

III. Planning for Improvement

Data Analysis/Reflection

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

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

Science showed the lowest performance with proficiency decrease from 41% to 27% amongst 5th grade students. Teachers not teaching science across grade levels (K-5) with fidelity was a contributing factor to last year's low performance in science.

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

The area of science showed the greatest decline from prior year performance as only 27% of 5th grade students were proficient compared to the previous year's 41%.

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 greatest gap is in the performance of our students with disabilities (SWD) in ELA. In 2023 only 21% of SWD were proficient on the FAST ELA assessment. SWD has been an ESSA subgroup for the past three years.

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

Math achievement showed the most improvement from the previous year increasing from 48% to 60% proficiency. We used new curriculum (Envision Math) and ensured students used the Success Maker pathway program with fidelity. Additionally, we identified our Tier 2 and 3 students and provided interventions to help close learning gaps. Extended learning opportunities were provided outside of instructional time.

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

An area of concern in our EWS data is the percentage of students with chronic absences. Chronic absenteeism is when a student is absent 10% or more full days in a school year. Through the end of the 22-23 school year, 37.2% of our students were in the chronic absent category, which was higher than the elementary school average (27.7%). Our goal is to decrease overall chronic absenteeism at our school by at least 2% by June 2024.

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

The highest priorities for school improvement for the upcoming school year is instructional delivery of 3rd Grade and 5th Grade ELA and 5th grade science. We will also implement a school-wide science program taught with fidelity across all grade levels.

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.

According to the 2022-2023 F.A.S.T. PM3, only 21% Students with Disabilities (SWD) were proficient in ELA.

Historical state, district, and school data indicate the Student with Disabilities (SWD) subgroup is under performing.

Measurable Outcome:

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

By June 2024, SWD proficiency in grades 3-5 will increase by 20% as evidenced by the Florida Assessment for Student Thinking (F.A.S.T.).

Monitoring:

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

Students will be monitored using F.A.S.T. progress monitoring assessments (PM1-PM3) for the reading standards in the fall, winter and spring.

Person responsible for monitoring outcome:

Eric Miller (eric.miller@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.)

SWD students will receive support in alignment with their IEP in addition to teacher implemented research based intervention programs in English Language Arts (ELA).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This specific strategy was selected to help close the achievement gap for the SWD subgroup. The students benefit from the additional support in both area of deficiency and in grade level curriculum.

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.

Teachers will review IEPs to ensure goals and supports align with student needs; ESE Specialist will meet with stakeholders and make changes as necessary.

Person Responsible: Tiffany Harden (tiffany.harden@browardschools.com)

By When: IEP review and implementation will be completed on an ongoing basis.

Collaborate with classroom teachers to understand the impact of students' disabilities and match tier 1 and 2 strategies to their needs.

Person Responsible: Tiffany Harden (tiffany.harden@browardschools.com)

By When: By May of 2024.

Assist in monitoring and analyzing data to make instructional decisions for SWD.

Person Responsible: Eric Miller (eric.miller@browardschools.com)

By When: By May of 2024.

#2. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

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

According to the 2022-2023 FCAT Science 2.0 assessment, 27% of 5th grade students were proficient in Science as compared to the 2021-2022 FCAT Science 2.0 assessment proficiency rate of 41%. Based on the identified contributing factor is the fidelity of instructional delivery to prepare students for science assessment.

Measurable Outcome:

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

By June of 2024 science proficiency on the FCAT Science 2.0 assessment will increase from 27% to 40%.

Monitoring:

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

Progress monitoring by analyzing beginning, middle, and end of year science data to determine areas of need.

Person responsible for monitoring outcome:

Eric Miller (eric.miller@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.)

Teachers will be provided support from the science coach and instructional specialists from the district's science department. Teachers will engage students in hands-on science experiences and provide guided practice and modeling.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students need more exposure and opportunities to explore the science topics. Tier 1 science instruction will play a crucial role in our school improvement efforts. This will provide the foundation for effective science education and can significantly impact students' learning outcomes.

Teachers will get support by the science coach to provide well-designed and standards-aligned science curriculum. We will also invest in ongoing professional development for K-5 teachers in the area of science. This will help them stay current with best practices, adapt to new curriculum materials, and continuously improve their instructional strategies.

The leadership team will regularly analyze data on student performance in science to make informed decisions about curriculum, instruction, and resource allocation. This continuous improvement cycle is essential for our school improvement.

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.

Science Coach plan with and support Science teachers during instruction and science investigations.

Person Responsible: Martrice Jackson (martrice.jackson@browardschools.com)

By When: By May 2024

Coordinate professional learning opportunities for teachers to build knowledge on best practices for science instruction.

Person Responsible: Martrice Jackson (martrice.jackson@browardschools.com)

By When: September 2023

#3. 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.

Through the end of the 22-23 school year, 37.2% of our students were in the chronic absent category, which was higher than the elementary school average (27.7%).

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 overall chronic absenteeism at our school by at least 2% by June 2024.

Monitoring:

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

Attendance will be monitored by administration, classroom teachers, and the attendance clerk on a daily basis. Parents will be notified after 3 consecutive unexcused absences by teachers.

Person responsible for monitoring outcome:

Armelle Johnson (armelle.johnson@browardschools.com)

Evidence-based Intervention:

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

We will implement the Broward Truancy Intervention Program (BTIP). After 5 consecutive unexcused absences, a letter is generated to invite parents to a meeting at the school. Administration and BTIP designees convene a meeting with the parents/guardians of students and provide them with a menu of options to remediate the non-attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Conferencing with parents/guardians to provide resources and support cultivates a home-school partnership with the best interests of the students in mind.

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.

Ensure teachers are trained on the attendance policy.

Person Responsible: Armelle Johnson (armelle.johnson@browardschools.com)

By When: By September 2023

Meet with the parents/guardians of students and provide them with options to remediate the non-attendance.

Person Responsible: Armelle Johnson (armelle.johnson@browardschools.com)

By When: On an ongoing basis.

#4. 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.

According to the 2023 FAST assessment, ELA achievement decreased from 52% to 51% proficiency for grades 3-5.

Measurable Outcome:

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

By June 2024, ELA achievement for students in grades 3-5 will increase from 51% to 55% as measured by the Florida Assessment of Student Thinking (F.A.S.T.) progress monitoring for reading.

Monitoring:

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

We will monitor student progress by using the F.A.S.T. progress monitoring assessments (PM1-PM3) for the reading standards in the fall, winter and spring. In addition, i-Ready will be used to monitor growth in the area of reading. The leadership team will conduct quarterly data chats with teachers and provide feedback for continuous improvement.

Person responsible for monitoring outcome:

Eric Miller (eric.miller@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.)

Scheduled monthly formative assessments to monitor student progress. To remediate learning gaps, reading endorse teachers will provide reading interventions. Additional intervention groups for the area of reading will be conducted by the ESSER teacher.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This specific strategy was selected to provide additional support for students in the area of reading. The students benefit from smaller intervention groups with personalized attention to their areas of need.

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.

Determine research-based programs to use with students.

Person Responsible: Jacklyn Sugg (jacklyn.sugg@browardschools.com)

By When: On an ongoing basis

Identify specific student needs in the area of reading based on F.A.S.T (PM 1-PM 3) data.

Person Responsible: Armelle Johnson (armelle.johnson@browardschools.com)

By When: On an ongoing basis

Assess students according to school, district, and state assessment calendars to monitor progress.

Person Responsible: Lashawn Smith (lashawn.settles@browardschools.com)

By When: June 2024

Implement an ELA Instructional Plan and Calendar.

Person Responsible: [no one identified]

By When: June 2024

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).

Stakeholders of the School Advisory Council (SAC) review academic, behavioral, and attendance data on an ongoing basis to determine areas in need of improvement. Individuals or departments within our school community submit requests for accountability fund support. These requests often include detailed proposals outlining the specific needs, objectives, and the expected outcomes of the proposed initiatives. SAC reviews proposals and make decisions based on needs assessments to allocate funds to support those areas.

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

According to the Progress Monitoring 3 (PM3) data, we did not have any grades in K-2 with 50% or more students that were not on track to score level 3 or higher on the state ELA assessment. Teachers use the Benchmark Advance series to provide ELA instruction. Based on a students' data and/or specific goals, we use Reading Horizon and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPs) as a Tier 2 and 3 interventions.

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

Based on FAST PM 3 data, 51% of 3rd grade students scored below level 3 on the ELA assessment. 53% of 5th grade students score below level 3. The Benchmark Advance series is also used for ELA instruction in grades 3-5. We use SIPPs as an intervention for intermediate grades.

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

According to FAST PM 3 data, we did not have any grades in K-2 that performed below 50%. However, we will continue to use research-based foundational skills programs and interventions to meet students' needs.

Grades 3-5 Measurable Outcomes

By May 2024, 52% of students in 4th grade will score level 3 or higher on the FAST PM 3 ELA assessment. 50% of students in 5th grade will school score level 3 or higher on FAST PM 3 ELA 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.

The school's focus on literacy instruction will be monitored through quarterly data analysis and individual data chats with teachers. Support will be provided to teachers in creating instructional plans to address students' needs.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Miller, Eric, eric.miller@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 assist struggling readers, we provide intensive, systematic instruction in small groups to students who score below the benchmark score on progress monitoring assessments. This practice aligns with the district's K-12 Comprehensive Evidence based Reading Plan, which is state approved.

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?

We will schedule monthly formative assessments to monitor student progress. To remediate learning gaps, reading interventions will be provided by reading endorse classroom teachers and ESSER teacher.

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
Identify specific student needs in the area of reading based on F.A.S.T (PM 1-PM 3) data.	Sugg, Jacklyn, jacklyn.sugg@browardschools.com
Implement an ELA Instructional Focus Calendar.	Sugg, Jacklyn, jacklyn.sugg@browardschools.com
Support and monitor implementation of the reading plan by analyzing ongoing progress monitoring data, including look-fors to use during classroom walkthroughs and Collaborative Problem Solving Team meetings, and meetings with the school's Literacy Leadership Team.	Miller, Eric, eric.miller@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.

Our school engages parents and families in decisions regarding parent and family engagement, schoolwide program plans, and funding through monthly School Advisory Council (SAC) meetings. The school also actively collaborates with the PTA to provide ongoing opportunities for parents to get involved with the school community. This SIP and progress are shared at monthly School Advisory Council meetings, on our school website (<https://www.browardschools.com/domain/4038>), as well as monthly newsletters.

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 plans to build positive relationships with parents, families, and other community stakeholders by hosting family nights to train and involve parents in the education process of the students.
<https://www.browardschools.com/Page/66514>

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)

We will strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum by improving instructional delivery, providing

bell to bell instruction, and using research-based strategies and interventions to meet the unique needs of our learners.

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

Our school coordinates and integrates parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as Early Head Start and Head Start.

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))

The school ensures counseling, school-based mental health services, specialized support services, and mentoring services through collaboration with our School Counselor, School Social Worker, and School Psychologist. We provide services to help students deal with conflicts, problem solve, and develop healthy peer relationships. Staff are trained to recognize the early warning signs of mental health issues with students.

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))

We ensure students have the opportunity explore postsecondary options through the Junior Achievement program and field trips that help students develop financial literacy and work towards college and career readiness. Our school also hosts a career day annually where we invite parents and community partners to come and share information about their careers with students.

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).

Our school follows the MTSS/RtI model to address the whole child. Students who are struggling with academics and/or behavior are referred to MTSS/RtI by the classroom teacher to implement interventions and provide support. MTSS/RtI team includes an administrator, instructional coaches, ESSER teacher, ESE Specialist, School Counselor, School Psychologist, and School Social Worker.

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))

Teachers collaborate in grade level professional learning communities, to analyze student learning and share best practices. Instructional Coach to support teachers and engage them in personalized professional development. The district also provides professional development opportunities to help our teachers strengthen instructional practices.

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))

Peters Elementary has various preschool programs on campus, which helps to promote a smooth transition from early childhood education to kindergarten. Our preschool programs include Early Head Start, Head Start, Pre-K Intensive, and Specialized Pre-K.