

Broward County Public Schools

Plantation Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Plantation Elementary School

651 NW 42ND 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.

To provide the best learning environment opportunity for each child in order to develop his or her highest level of achievement.

Provide the school's vision statement.

To provide an equitable learning environment conducive to learning through Science, Technology, Engineering, and Math (STEM).

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
Pitter, Judith	Principal	Oversees the daily activities and operations within a school. Main duties included disciplining or advising students, reviewing curriculum for teachers and ensuring the school environment is safe for all students and staff members
Rhodes, Dana	Assistant Principal	Responsible for carrying out day-to-day organizational tasks and facilitating efficient communication between coaches, support staff, and staff members. Duties consists of daily curriculum updates, parent and student concerns relating to behaviors. Ensuring that all stakeholders are in a safe environment.
Scott, Esther	Curriculum Resource Teacher	Responsibilities for supervising, educating and supporting students to help them accomplish learning benchmarks in reading. Duties consist of planning lessons that target specific skills and concepts, managing classroom behavior to keep all students engaged in the daily lesson.
Clarke, Rosalyn	Reading Coach	Responsibilities for supervising, educating and supporting students to help them accomplish learning benchmarks in reading and writing.. Duties consist of planning lessons that target specific skills and concepts, managing classroom behavior to keep all students engaged in the daily lesson. Creating instructional Focus Calendars (IFC) conducting reading and writing professional development for all teachers.
White, Beverly	Math Coach	Responsibilities for supervising, educating and supporting students to help them accomplish learning benchmarks in Math. Duties consist of planning lessons that target specific skills and concepts, managing classroom behavior to keep all students engaged in the daily lesson.
Watson, Winston	Science Coach	Responsibilities for supervising, educating and supporting students to help them accomplish learning benchmarks in Science. Duties consist of planning lessons that target specific skills and concepts, managing classroom behavior to keep all students engaged in the daily lesson. Creating monthly assessments, instructional focus calendars (IFC) and conducting science professional development for all teachers.
Harley, Rafael	Teacher, ESE	Responsibilities for supervising, educating and supporting ESE students to help them accomplish learning benchmarks in reading and math. Duties consist of planning lessons that target specific skills and concepts, managing classroom behavior to keep all students engaged in the daily lesson. Creating and implementing Individual Education Plans (IEP)

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.

Stakeholders are actively involved through monthly meetings. The plan is reviewed annually at the April SAC meeting. We receive feedback from all stakeholders in developing the plan. At the beginning of the school year, the final plan is shared and reviewed at the first SAC meeting. Once plan is approved, it becomes available on the school website and the front office.

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))

Every four to six weeks, progress monitoring will be conducted through standards mastery assessments, Benchmark Units assessments and iReady diagnostics. Monthly collaborative data chats will be held. This will include the school-based coaches, administration, ESE facilitator and district curriculum personnel. Based on trend data, curriculum strategies will be revised if necessary.

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	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: 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	44	46	31	24	29	26	0	0	0	200
One or more suspensions	0	1	1	1	5	2	0	0	0	10
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	17	36	30	35	23	22	0	0	0	163
Level 1 on statewide Math assessment	0	30	39	35	20	25	0	0	0	149
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	10	14	12	13	7	0	0	0	58

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	41	36	34	27	23	0	0	0	171

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	11	15	6	13	6	18	0	0	0	69
Students retained two or more times	6	9	3	1	6	6	0	0	0	31

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	49	45	23	32	26	19	0	0	0	194
One or more suspensions	1	2	1	7	2	9	0	0	0	22
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	44	32	26	0	0	0	102
Level 1 on statewide Math assessment	0	0	0	37	30	24	0	0	0	91
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	9	25	9	7	0	0	0	60

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	11	7	40	36	27	0	0	0	122

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	16	11	33	3	2	0	0	0	65
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	49	45	23	32	26	19	0	0	0	194
One or more suspensions	1	2	1	7	2	9	0	0	0	22
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	44	32	26	0	0	0	102
Level 1 on statewide Math assessment	0	0	0	37	30	24	0	0	0	91
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	9	25	9	7	0	0	0	60

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	11	7	40	36	27	0	0	0	122

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	16	11	33	3	2	0	0	0	65
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	38	56	53	35	58	56	33		
ELA Learning Gains				56			28		
ELA Lowest 25th Percentile				55			19		
Math Achievement*	46	62	59	47	54	50	26		
Math Learning Gains				75			21		
Math Lowest 25th Percentile				66			13		
Science Achievement*	56	48	54	46	59	59	25		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	29	59	59	20			38		

* 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	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	199
Total Components for the Federal Index	5
Percent Tested	98
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	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	4	1
ELL	24	Yes	1	1
AMI				
ASN				
BLK	40	Yes	1	
HSP	36	Yes	1	
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	38	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	3	
ELL	45			
AMI				
ASN				
BLK	51			
HSP	46			
MUL				
PAC				
WHT				
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	38			46			56					29
SWD	25			27			36				4	
ELL	21			29							4	29
AMI												
ASN												
BLK	37			47			58				5	27
HSP	36			36							2	
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	38			46			54				5	22

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	35	56	55	47	75	66	46					20
SWD	15	43	50	23	55	54	10					
ELL	24	53		48	79	64	24					20
AMI												
ASN												
BLK	35	58	56	48	75	66	47					23
HSP	42			50								
MUL												
PAC												
WHT												
FRL	31	54	58	46	76	68	42					23

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	33	28	19	26	21	13	25					38
SWD	24			17								
ELL	27	44		27	31		20					38
AMI												
ASN												
BLK	31	26	20	28	21	13	24					36
HSP	50											
MUL												
PAC												
WHT												
FRL	32	26	13	25	19	13	27					30

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	46%	61%	-15%	58%	-12%
03	2023 - Spring	26%	53%	-27%	50%	-24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	34%	62%	-28%	59%	-25%
04	2023 - Spring	62%	65%	-3%	61%	1%
05	2023 - Spring	49%	58%	-9%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	56%	46%	10%	51%	5%

III. Planning for Improvement

Data Analysis/Reflection

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

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

The data component that showed the lowest performance was the ELA achievement percentage which was 40% on the F.A.S.T PM 3 assessment for the 2022-23 school year. One of the contributing factors was meeting the rigor of the standards in Tier 1 instruction. There is a significant increase in reading complexity from 2nd to 3rd grade. This is one of the main contributing factors to overall low performance in grades 3-5.

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

In 2022-2023, grades 3-5 received 40% in ELA. This was a 5% increase from 2021-2022 (35%), however, ELA remains the lowest data component across all subject areas. One of the factors that contributed to ELA being the lowest component is insufficient, ongoing progress monitoring tools.

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

The data component that had the greatest gap compared to the state average was ELA. Grades 3-5 average score was 40% on the FAST PM 3. The state average was 54%. One of the factors that contributed to this gap was the lack of rigor in tier one instruction. Another factor was the lack of understanding and applying the B.E.S.T. standards in daily instruction.

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

The data component that showed the most improvement was Science. We went from a 42% to a 56% which was a 14% increase. Targeted instruction was implemented daily to meet the needs of all students. Select students also received additional double-dose instruction throughout the day.

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

After reflecting on the EWS data, one of the major areas of concern is our high percentage of level 1 students in grades K-5 on statewide ELA assessments. In 2022-2023 a total of 163 students out of 535 scored a level 1. This indicates that 30% of our students are significantly below proficiency.

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

Our highest priority for 2023-2024 school year will be:

- * Increase in ELA proficiency
- * Rigorous tier 1 instruction implementing B.E.S.T standards with fidelity
- * Ongoing progress monitoring
- * Teacher using data to help drive instruction

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.

Currently only 40% of our students with disabilities are proficient in reading as evident from PM 3 F.A.S.T. assessment.

Measurable Outcome:

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

By May, 2024, SWD sub- group, will increase their ELA percentage score by 10% as measured by the PM 3 F.A.S.T. assessment.

Monitoring:

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

SWD sub-groups will be monitored through iReady Diagnostic Assessments, Benchmark Unit Assessments, and ongoing progress monitoring.

Person responsible for monitoring outcome:

Rafael Harley (rafael.harley@browardschools.com)

Evidence-based Intervention:

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

The evidence-based interventions that will be implemented are:

- *Reading Horizon Discovery/and or Reading Horizon Elevate
- *SIPPS
- * Benchmark Advance Intervention program.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These interventions are a part of the District-wide Decision Tree Chart. They are research-based and is aligned to the B.E.S.T. standards.

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.

Identify areas of deficiency with baseline data from beginning of the year assessment and provide support to student, through a push-in/pull out support by modifying instruction with students.

Person Responsible: Rafael Harley (rafael.harley@browardschools.com)

By When: September 11, 2023

Progress Monitoring of Student with Disabilities through Monthly assessment to measure growth towards goal and revising instruction and strategies if necessary

Person Responsible: Dana Rhodes (dania.rhodes@browardschools.com)

By When: April 2024

#2. 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.

Currently only 40% of our students in grades 3 - 5 were proficient on the ELA portion of the PM 3 F.A.S.T. assessment,

Measurable Outcome:

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

By June, 2024, 50% of the students in grades 3-5 will score a level 3 or above on the PM 3 F.A.S.T assessment.

Monitoring:

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

The Area of Focus will be monitored for the desired outcome through weekly, bi-weekly, end of unit assessments, and F.A.S.T progress monitoring PM 2 & PM 3 assessments.

Person responsible for monitoring outcome:

Rosalyn Clarke (rosalyn.clarke@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.)

Utilize Web Depth of Knowledge, Questions Techniques, Targeted Reading Instruction, Small Group Instruction, Differentiated Centers, and push-in and pull-out with coaches and ESSER teacher.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The above strategies were selected based on Doug Lemov Resources. Teach Like a Champion Techniques, Core Reading Benchmark Advance, Scholastic Bookroom Resource

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. Analyze Student Data
2. Implement Research-Based Programs
3. Individual Data Chats
4. Rigorous Tier 1 Instruction
5. Daily classroom walkthroughs

Person Responsible: Rosalyn Clarke (rosalyn.clarke@browardschools.com)

By When: October 4, 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.

We build an environment that promotes family and community engagement, through parent nights, PTO, SAC meetings and quarterly curriculum nights. Our school culture is built around, "Taking Care of Self", Others and our School (POWER OF 3).

Measurable Outcome:

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

By May, 2024 we will reduce the number discipline referrals by 10% as evident from BASIS behavior dashboard.

Monitoring:

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

1. Quarterly behavior assemblies
2. Number of students participating in daily reward system (Tiger Bucks)
3. Behavior committee meeting review BASIS behavioral dashboards
4. Monthly contact with guidance counselors on chronic behaviors.

Person responsible for monitoring outcome:

Dana Rhodes (dania.rhodes@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.)

- * Champs
- * Teach Like a Champion
- * MTSS

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The above intervention were selected to ensure that teachers are able to use the different strategies to assist with behavior concerns.

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.

Action Steps that will be implemented

1. The use of school-wide behavior plan
2. Ensuring the Power of 3 is evident in all classroom
3. Rewards/Consequences are evident
4. Evident of Tiger Bucks being issued (Daily)
5. Parents aware of school-wide behavior plan

Person Responsible: Dana Rhodes (dania.rhodes@browardschools.com)

By When: October 2, 2023

CSI, TSI and ATSI Resource Review

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

The following steps that were put in place to review school improvement funding:

The 2024 budget for the school is shared with the SAC committee at the end of the 2023 school year . This budget includes categorical funding, instructional allocation and staffing. This budget also includes the accountability funding for school improvement. The SAC committee approves the use of the school improvement fund if the principal requests, which includes but is not limited to supplemental materials, students' incentive and Extended learning opportunity (ELO).

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

2022-2023 PM3 data, showed that 47% of K-2 students did not meet reading proficiency. The data revealed that the most critical areas of weakness were, Phonological Awareness, Phonics and Word Analysis. Therefore, this affected the students' reading and comprehension ability. Hence these areas will be monitored through FAST PM1, iReady and Benchmark Advance.

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

2022-2023 PM3 data showed that 40% of 3-5 students did not meet reading proficiency. The data revealed that the most critical areas of weakness were, Vocabulary, Fluency and Reading Informational Text. Therefore, this affected the students' reading and comprehension ability. Hence these areas will be monitored through FAST PM1, iReady and Benchmark Advance.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

By May 2024: As measured by the FAST PM 3 Assessment

*Kindergarten will meet 55% proficiency on ELA Reading

* 1st Grade will increase Reading proficiency from 40% in 2023 to 50% in 2024

* 2nd Grade will increase Reading proficiency from 47% in 2023 to 55% in 2024

Grades 3-5 Measurable Outcomes

By May 2024: As measured by the FAST PM 3 Assessment

*3rd Grade will increase Reading proficiency from 26% in 2023 to 50% in 2024

* 4th Grade will increase Reading proficiency from 43 % in 2023 to 50% in 2024

* 5th Grade will increase Reading proficiency from 47% in 2023 to 55% in 2024

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 area of Focus is ELA. The student outcomes in grades K-5, will be monitored through, FAST PM 1-3, iReady Diagnostic, Standards Mastery, and Benchmark Advance Unit Assessments. This ongoing progress-monitoring will impact student achievement through explicit data review. and utilization of the data to drive instruction.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Clarke, Rosalyn, rosalyn.clarke@browardschools.com

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence-based practices implemented for 2023-2024 school year will be:

- * iReady Diagnostic and iReady Standard Mastery
- *Benchmark Advance Unit Assessments
- *Benchmark Advance Interventions
- *SIIPs
- *Reading Horizon Discovery/Elevate
- * Quick Reads- (2-5)

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?

These programs/practices were selected based on Applying the Science of Reading. They are approved practices listed on the K-12 Comprehensive Evidence-based Reading Plan (CERP). They address the identified needs for our targeted population.

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>The Literacy Leadership team will collaborate with grade level teams on instructional strategies through PLC's to address the area of focus. Literacy Coaching will be provided to support teachers on instructional practices in ELA. Assessments will be on-going monitored, and analyzed to drive instruction. On-going professional learning will be implemented to address the area of focus.</p>	<p>Rhodes, Dana, dana.rhodes@browardschools.com</p>
<p>The Literacy Leadership team will build teacher ELA pedagogy thru monthly professional studies. Literacy coaching will facilitate on-going ELA training. Formative assessments will be conducted weekly to have on-going feedback on students understanding of content.</p>	<p>Rhodes, Dana, dana.rhodes@browardschools.com</p>
<p>*Analyze lagging and leading data. *Implement current IFC's (K-5) *Monitor Tier 1 instruction through daily support and daily planning Conduct grade level/individual data chats</p>	<p>Clarke, Rosalyn, rosalyn.clarke@browardschools.com</p>

Title I Requirements

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

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

The SIP plan will be disseminated at the beginning of our first 2023-2024, SAC meeting. A copy representing various languages identified at our school, will be placed in the front office and made assessable to parents, faculty and staff. It will also be shared through faculty meetings., In addition, all stakeholders will be able to view the plan on our school-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))

To build positive relationships with parents, and families, our plan(s) promotes various school and family activities that include but not limited to:

- *Curriculum Nights
- * Open House presentations
- *STEM Museum Nights
- * Book Fair Family Nights

these activities can be found in our Parent and Family Engagement Plan.

To further inform parents of student progress, quarterly interim reports and report cards are accessible through the student CLEVER dashboard on virtual counselor,

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))

Our plan to strengthen our academic progress will include the following initiatives:

- * Push-in/Pull-out by academic coaches
- * Push-in/Pull-out(SWD) by the ESE facilitator
- * Extended Learning Opportunities (ELO) will be provided for targeted students

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 based on the needs of our school population. We currently have curriculum ESSA support, 2 Headstart programs servicing our 3-4 year old's and we are also a Community, Eligibility and Provision (CEP) identified school.

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 Counselor conducts Life Skills and Wellness classes for grades K-5. She also participates in the HEART program for families that are homeless. In addition, she facilitates a Girls mentoring group that focuses on etiquette, self-esteem and self-awareness.

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))

The School Counselor schedules visits with neighboring magnet schools to ensure our 5th graders are aware of the different magnet opportunities available to them. 5th graders also participate in an off-site fieldtrip (J.A. Bizz-Town) that focuses on jobs and careers.

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).

There is a schoolwide positive behavior plan that includes 3 distinctive expectations. Student incentives are provided bi-weekly. Chronic offenders are referred to the Response to Intervention process.

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 are part of a bi-weekly professional learning community that focus on the following:

- *Data analysis
- *Grade-level planning
- *Curriculum resources

Para-professionals and school wide personnel are also included in the planning component with teachers.

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

Pre-school/Headstart students are invited to an annual kindergarten informational session. This session includes what to expect and how to assist students in the transitional process from pre-school to elementary school.