

Broward County Public Schools

Boulevard Heights 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	13
III. Planning for Improvement	18
IV. ATSI, TSI and CSI Resource Review	24
V. Reading Achievement Initiative for Scholastic Excellence	24
VI. Title I Requirements	27
VII. Budget to Support Areas of Focus	0

Boulevard Heights Elementary

7201 JOHNSON ST, Hollywood, FL 33024

[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.

Boulevard Heights Elementary's Mission Statement reads as follows:

We expect to see great teaching and learning in every classroom, every day. As well as a positive classroom culture that is conducive to student success.

Provide the school's vision statement.

Boulevard Heights Elementary's Vision Statement reads as follows:

EDUCATING TODAY'S STUDENTS TO SUCCEED IN TOMORROW'S WORLD

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
Familia, Katherine	Principal	<ol style="list-style-type: none"> 1.Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.

Name	Position Title	Job Duties and Responsibilities
correa, sylvia	Assistant Principal	<ol style="list-style-type: none"> 1.Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.

Name	Position Title	Job Duties and Responsibilities
Jimenez, Eliana	Reading Coach	<ol style="list-style-type: none"> 1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement 2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. 3. build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 4. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate Coach, Literacy (cont.) SBBC: KK-034 research based professional learning through the school's professional learning communities. 5. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community. 7. analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement. 8. maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required. 9. participate and engage in monthly content related professional learning and learning communities. 10. promote collegiality through collaborative work and reflective practices with teachers and administrators. 11. support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in

Name	Position Title	Job Duties and Responsibilities
		<p>their literacy learning.</p> <p>12. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction.</p> <p>13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Fl.</p> <p>14. participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities.</p> <p>15. review current developments, literature and technical sources of information related to job responsibilities.</p> <p>16. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)</p> <p>17. ensure adherence to good safety procedures.</p> <p>18. follow federal and state laws, as well as School Board policies.</p> <p>19. perform other duties as assigned by the principal or designee.</p>

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.

Stakeholder involvement is done through our leadership weekly meetings, Title-one family nights, and SAC. The SIP is shared with all stakeholders. Data is shared and discussed with members. Stakeholder input is utilized to create academic goals and make changes to the SIP as needed. During Title One family nights we provide all stakeholders with data and different opportunities to provide input for 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 SIP is monitored continuously throughout the school year. After every FAST PM assessment, the data is analyzed and our SIP goals are reviewed. If the data shows on target we continue to work towards the academic goals that were set. If the data reflects otherwise, changes will be made to ensure the students' needs are being met and the goals are on their way to being achieved. Data chats are conducted quarterly to review the most current data including FAST, I-ready, Envision, and Benchmark.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *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) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) 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: B 2018-19: B 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	28	31	36	25	29	23	0	0	0	172	
One or more suspensions	0	0	0	2	2	7	0	0	0	11	
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	7	30	28	27	34	0	0	0	134	
Level 1 on statewide Math assessment	0	2	28	22	23	33	0	0	0	108	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	0	19	12	19	15	0	0	0	66	

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	2	3	38	26	29	33	0	0	0	131

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	6	3	0	1	0	0	0	10
Students retained two or more times	0	0	4	0	1	0	0	0	0	5

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	30	44	26	29	25	36	0	0	0	190	
One or more suspensions	0	0	0	1	1	8	0	0	0	10	
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	26	25	21	0	0	0	72	
Level 1 on statewide Math assessment	0	0	0	29	19	26	0	0	0	74	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	1	6	11	8	0	0	0	26	

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	1	1	16	30	29	0	0	0	78

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	2	6	1	1	0	0	0	12
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	30	44	26	29	25	36	0	0	0	190	
One or more suspensions	0	0	0	1	1	8	0	0	0	10	
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	26	25	21	0	0	0	72	
Level 1 on statewide Math assessment	0	0	0	29	19	26	0	0	0	74	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	1	6	11	8	0	0	0	26	

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	1	1	16	30	29	0	0	0	78

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	2	6	1	1	0	0	0	12
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*	47	56	53	48	58	56	47		
ELA Learning Gains				61			38		
ELA Lowest 25th Percentile				45			46		
Math Achievement*	55	62	59	58	54	50	37		
Math Learning Gains				78			20		
Math Lowest 25th Percentile				80			0		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	31	48	54	37	59	59	29		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	58	59	59	62			54		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	246
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	469
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	2	1
ELL	48			
AMI				
ASN				
BLK	41			
HSP	50			
MUL				
PAC				
WHT	43			
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	38	Yes	1	
ELL	52			
AMI				
ASN	60			
BLK	56			
HSP	58			
MUL	80			
PAC				
WHT	46			
FRL	58			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	47			55			31					58
SWD	18			27			13				5	38
ELL	46			51			33				5	58
AMI												
ASN												
BLK	46			46			13				4	
HSP	48			58			37				5	56
MUL												
PAC												
WHT	40			45							2	
FRL	42			50			29				5	57

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	48	61	45	58	78	80	37					62
SWD	33	38		34	57		27					
ELL	38	49	33	53	69	82	31					62
AMI												
ASN	55			64								
BLK	42	67		54	81	70	19					
HSP	49	58	37	58	75	83	46					60
MUL	70			90								
PAC												
WHT	47			44								
FRL	45	59	52	56	77	78	31					63

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	47	38	46	37	20	0	29					54
SWD	36	36		30	27		29					55
ELL	42	33		36	18		26					54

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	38			38								
BLK	39	28	30	29	16		15					
HSP	51	45	50	39	25	0	34					53
MUL												
PAC												
WHT	50			33								
FRL	46	44	44	38	24	0	31					54

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	40%	56%	-16%	54%	-14%
04	2023 - Spring	47%	61%	-14%	58%	-11%
03	2023 - Spring	51%	53%	-2%	50%	1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	62%	62%	0%	59%	3%
04	2023 - Spring	56%	65%	-9%	61%	-5%
05	2023 - Spring	47%	58%	-11%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	28%	46%	-18%	51%	-23%

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.

Based on the state assessment for 22-23 school year, science showed the lowest performance. The contributing factors that impacted the low performance were teacher expertise, teacher instruction was not data driven in science, centers lacked rigor and relevance, and small group instruction was not aligned to science standards.

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

Based on the data, science showed the greatest decline, dropping 9 points from the prior school year. Teacher expertise made a huge impact. Teacher instruction lacked data analysis and centers lacked rigor with science standards.

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.

Science had the greatest gap with 28% proficient compared to the state at 51% proficient. As previously mentioned several factors contributed to the gap. All science standards aren't embedded into benchmark and teacher expertise in science standards lacks the rigor necessary to meet proficiency. Progress monitoring for science also played a role.

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

Math showed the most improvement. Our school implemented math specials to target students near proficiency. In addition, we implemented a math camp before PM3 to offer additional support and rigor. Coaches worked with teachers to analyze data, make instructional changes, and use data to drive instruction and teaching strategies.

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

An area of concern based on the EWS data is the absentees in grades K-2. The majority of absences in our primary grades are alarming because the students are losing valuable instruction and the foundation needed to be successful.

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

1. Science - offer professional development to teachers, provide support with push-in groups, use data to drive instruction and progress monitor.
2. ELA - continue to implement high rigor instruction, provide support with push-in groups, monitor using FAST, I-ready and benchmark, and implement science of reading.
3. Intervention - Continue the school-wide intervention block and target tier 2 and 3 students.

Area of Focus

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

#1. 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.

As indicated by the state assessment, science is an area of focus for Boulevard Heights Elementary. Only 28% of our students achieved proficiency.

Measurable Outcome:

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

By the end of June 2024, 32% of our 5th grade students will achieve proficiency as measured by the SSA.

Monitoring:

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

We will monitor using the BOY, MOY, and EOY assessments to monitor growth and adjust instruction and teaching strategies as needed. In addition, we will have Science Fridays to provide students with hands-on experiments and coaches will provide rigorous lessons during support groups.

Person responsible for monitoring outcome:

Eliana Jimenez (eliana.jimenez@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 follow the district provided science guides in grades K-5 with fidelity. We will include the 3 testing windows to progress monitor and implement the use of Science Bootcamp in 5th grade. Science journals will be implemented within all grade levels along with Science Friday. Support coaches and teachers will provide research based interventions and strategies within small group.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Science bootcamp aligns to science standards and the district's science guides have been created so teachers are able to have resources that are aligned and easy to access. In addition, we have secured the science department to provide support to our teachers and offer professional development.

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.

Provide district training from science department for grades K-5.

Person Responsible: Eliana Jimenez (eliana.jimenez@browardschools.com)

By When: PD has been conducted during pre-planning week.

Plan for science instruction with support coaches.

Person Responsible: sylvia correa (s.correa@browardschools.com)

By When: Bi-weekly during PLC meetings and coaching feedback sessions.

Ongoing progress monitoring in the form of BOY, MOY, and EOY NGSSS along with data chats with teachers to discuss goals, progress monitoring and targeted instruction.

Person Responsible: Katherine Familia (katherine.familia@browardschools.com)

By When: Progress monitoring will be done after each assessment. Data chats will be done quarterly.

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

Based on the 22/23 FAST data, proficiency levels did not reach 70% in grades K-5.

Measurable Outcome:

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

By June of 2024, 50% of Students with Disabilities will be reading on grade level as measured by F.A.S.T PM3.

Monitoring:

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

This area of focus will be monitored using the F.A.S.T PM1 & PM2, I-ready diagnostics, growth monitoring, and benchmark unit assessments.

Person responsible for monitoring outcome:

Eliana Jimenez (eliana.jimenez@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 support coaches will conduct instructional rounds and provide feedback and coaching sessions to teachers. In addition, modeling and data chats will be implemented quarterly.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Instructional coaching has been proven to be an effective strategy to increase content pedagogy and instructional delivery knowledge. Coaching has been implemented at BHE and has been effective.

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.

Support coaches will schedule instructional rounds to observe and provide feedback to the teachers. The focus will be on specific instructional delivery strategies.

Person Responsible: Eliana Jimenez (eliana.jimenez@browardschools.com)

By When: Ongoing beginning in September and monitored with I-ready diagnostics, PM 1 & 2, and benchmark unit assessments.

#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.

Based on the 22/23 school year data, the majority of students identified as being absent 10% or more days in the school year are in grades K-2. Students being absent in grades K-2 impacts student achievement due to the fact that the students are missing out on valuable instruction to set a strong foundation for the upcoming school year.

Measurable Outcome:

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

By the end of June 2024, students with 10% or more absences in grades K-2 will decrease by 3% as measured by the early warning indicators,

Monitoring:

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

Student absences will be monitored by our attendance coordinator. For any absences that are unexcused, parents will be contacted. An attendance incentive will also be put in place to promote perfect attendance.

Person responsible for monitoring outcome:

sylvia correa (s.correa@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.)

Implement an attendance plan to monitor attendance. Communication with parents to provide assistance through the social worker if needed. In addition, perfect attendance incentive at the end of every quarter.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research shows that chronic student absences reduces the chances of student learning and being successful in school. By implementing an attendance plan and an incentive to promote attendance, students will attend school and show progress. There is a correlation between attendance and student achievement.

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.

Attendance Coordinator - will monitor attendance and report any unexcused absences to Mrs. Gonzalez

Person Responsible: sylvia correa (s.correa@browardschools.com)

By When: Quarterly

Parents with chronic absentees will be contacted and referred to social worker when needed.

Person Responsible: sylvia correa (s.correa@browardschools.com)

By When: Quarterly

Attendance Incentive - any students who have perfect attendance quarterly will be recognized at honor roll assembly.

Person Responsible: sylvia correa (s.correa@browardschools.com)

By When: Quarterly

CSI, TSI and ATSI Resource Review

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

When utilizing school improvement funds, the leadership team reviews student data from FAST PM 1, 2 and 3. The data is used to drive instruction and plan for resources that will target the needs of the students.

When school improvement funding is being requested to purchase resources there is a process in place at BHE. During our monthly SAC meeting, the SIP is continuously reviewed with our stakeholders and any resources that are needed are voted on to utilize funds as needed. The data and rationale is shared and discussed with our stakeholders. In order to utilize funds the SAC members vote at the meeting.

Resources requested are based on the student data and the needs of the students/school that will lead to student improvement. Funds are used for instructional resources such as i-ready, science bootcamp, teacher training, etc.

Data is reviewed quarterly during data chats to ensure the resources being utilized are effective and students are showing progress.

In addition, ELO camps are implemented after PM2 to target the needs of students based on the data to ensure student learning.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the FAST PM3 51% of students in 2nd grade scored below the 40th percentile. The area of focus in ELA will be centered on implementing the Science of Reading and aligning instructional practice to meet the needs of our students. FAST PM 1, 2, and 3 will be utilized to monitor progress and modify instruction as needed.

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

Based on the FAST PM3 58% of students in 5th grade scored below a level 3. The area of focus in ELA will be centered on implementing the Science of Reading and aligning instructional practice to meet the needs of our students. In addition, small group instruction, and intervention groups will continue to be implemented in 5th grade. The F.A.S.T PM1, 2, and 3 will be utilized to progress monitor and modify instruction as needed. In addition Benchmark unit assessments will be utilized to monitor student progress.

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 the end of June of 2024, 55% of students in grades 2 will achieve proficiency as measured by the FAST PM3.

Grades 3-5 Measurable Outcomes

By the end of June of 2024, 50% of students in grades 5 will achieve proficiency as measured by the FAST PM3.

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 areas of focus will be monitored utilizing the F.A.S.T PM 1, 2, and 3. In addition there will be ongoing monitoring through the use of Benchmark Unit assessments, interventions, and i-ready diagnostics and growth monitoring assessments. Through data analysis instruction will be modified as needed to ensure student achievement.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Jimenez, Eliana, eliana.jimenez@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?

Benchmark, Heggerty, Reading Horizons, and SIPPS will all be utilized for instruction, intervention, and progress monitoring. In addition evidence based instructional strategies will be implemented and instruction will be aligned to the Science of Reading.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The programs are outlined in the K-12 comprehensive reading plan and have showed effectiveness in our intervention and instructional delivery. The programs align with the Science of Reading and meet the needs of the students.

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
The literacy leadership team and literacy coach will meet monthly to discuss the implementation of intervention groups. The team will focus on the data collected and analyze the data to drive the focus of the intervention groups. After PM 1 and PM2 intervention groups will be reevaluated to ensure data is driving instruction.	Jimenez, Eliana, eliana.jimenez@browardschools.com
PLC's will take place every Tuesday with each grade level team and support coaches to analyze data, share best practices, and plan for instruction. In addition, data chats will be conducted after FAST PM1 and PM2 to identify areas of needs and adjust instruction and support groups as needed.	correa, sylvia , s.correa@browardschools.com
Professional development in the Science of Reading will be offered to all teachers. Teachers will align instruction to the science of reading. Support coaches will conduct instructional rounds to support teachers with instruction and teaching strategies.	Jimenez, Eliana, eliana.jimenez@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage* where the SIP is made publicly available.

The SIP plan is shared with all stakeholders during SAC meetings. Data and goals are shared and input is requested from school staff, families, and our local businesses in attendance. As a team, the SIP is shared and discussed. As FAST assessments and i-ready diagnostics are administered, the data is reviewed to update the SIP as needed. In addition, the SIP is on our school website for easy access to all our staff, families, and partners. <https://www.browardschools.com/domain/8058>

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))

At BHE we build relationships with our families and community through our various events. We host family nights where students are invited to participate in engaging educational activities, parents receive valuable information about curriculum, assessments, and our school, and our community sponsors come out as well. In addition, the staff communicates with our families through conferences to discuss academic progress and work together to achieve student success. Furthermore, BHE has a newsletter which contains school information and upcoming events. Parent links are also utilized to communicate

with families and staff. Our webpage is updated constantly to reflect the most up to date information.
<https://www.browardschools.com/Page/111>

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))

For the 23/24 school year, BHE is committed to implementing the Science of Reading in every classroom grades K-5. Professional development will be available to all staff members. Support coaches will provide support to every grade level through push-in and pull-out groups. In addition, the science department is collaborating with BHE to ensure science instruction is effective and students are exposed to an enriched curriculum in all grade levels. BHE will continue to implement the school wide intervention block to ensure academic gaps are addressed and on target to meet student learning.

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 works with district's Head Start to ensure we are providing students with the utmost educational setting. We meet with the Head Start coordinators and discuss strategies and procedures to ensure we are following all mandates of the program.

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))

Our school counselor continues to provide students with character trait education and provides incentives for positive behavior. In addition, she host counseling sessions and anxiety groups as needed.

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))

n/a

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).

BHE implemented a school wide behavior plan for all students, teachers, staff, and community. At the beginning of the year, assemblies are held to set the expectation and incentives with staff and teachers. Every quarter we open our BOBCAT store where students can use their bobcat bucks they've earned.

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

Professional development is offered throughout the year based on the needs of the staff and students. Support coaches conduct coaching visits to support teachers and students to ensure student learning. In addition, data is analyzed to plan for instruction and make modifications as needed to reach academic success.

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))

BHE partners with several preschools in the area and goes out to read to the children and invite families to our meet and greet. At the meet and greet we share school procedures and answer any questions families may have regarding the school year. In addition, coaches share strategies to help with the transition into elementary school.