

Broward County Public Schools

Lauderhill Paul Turner Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Lauderhill Paul Turner Elementary School

1500 NW 49TH AVE, Lauderdale Lakes, FL 33313

[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.

Lauderhill Paul Turner will provide an enriched teaching and learning environment that encourages all students to reach their maximum potential in a safe and civil environment.

Provide the school's vision statement.

Lauderhill Paul Turner is a community where all stakeholders unite to create and engage successful, life-long learners.

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
Engram Mcknight, Michelle	Principal	<p>Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 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). Engram McKnight, Michelle Creightney, Nicole Principal Math Coach Achieve expected results on the school's student learning goals. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>Utilize processes to empower others and distribute leadership when appropriate. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p>
Pinder, Te'Anka	Assistant Principal	<p>To assist the principal in providing vision and leadership to develop, administer and monitor high quality educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.</p> <p>To exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</p> <ul style="list-style-type: none"> • Utilize collaborative leadership style and quality processes to assist in establishing and monitoring 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). • Assist in achieving expected results on the school's student learning goals. • Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. • Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. • Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with State standards, effective instructional practices, student learning needs and assessments. • Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. • Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance

Name	Position Title	Job Duties and Responsibilities
		<p>and offer assistance to strengthen weaknesses in performance.</p> <ul style="list-style-type: none"> • Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement. • Assist in monitoring 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. • Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population. • Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. • Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.
Creightney, Nicole	Math Coach	<p>Provides support and assistance to all classroom teachers in the full implementation of the district's adopted math program through BEST Standards analysis/interpretation. Conducts demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.</p>
Glover, Crystal	Other	<p>To provide on-site procedural and curricular assistance to all school-based personnel with regard to the education of students with disabilities. Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo.</p> <ul style="list-style-type: none"> • Coordinate required ESE meetings. • Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. • Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. • Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. • Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student. • Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard.
Pierce, Trisha	Other	<p>Provides support and assistance to all Autism Spectrum Disorder classroom teachers in the full implementation of the BEST Standards and IEP Goals through district adopted curriculum. Conducts demonstration lessons to ensure that teachers are able to deliver instruction to varying needs of the students in the classroom.</p>

Name	Position Title	Job Duties and Responsibilities
Dessources, Sofia	Teacher, K-12	To create and maintain a classroom atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students in order to meet District and State standards.

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 involved in the development of the SIP through our School Advisory Council (SAC). The SAC convene monthly to develop, monitor and edit the School Improvement Plan. Student data is analyzed utilizing Florida Assessment of Student Thinking (FAST) and IReady platforms. The committee formulates decisions regarding instruction, resources, and any additional learning opportunities needed to enhance student achievement. The committee adheres to Robert Rules for Order which is documented within the minutes.

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 Goals will be reviewed monthly with the school wide data. Teacher and staff will use the data to guide their instruction and make revisions as needed. Additionally, professional development will be structured based upon the needs of the staff as it relates to their implementation of school wide goals. Subgroups within the school will be monitored and provided with targeted instruction within each standard as needed. Extended Learning Opportunities will be structured to provide remediation and extension activities to ensure continuous improvement.

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) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	51	34	25	32	24	24	0	0	0	190	
One or more suspensions	1	0	2	2	11	8	0	0	0	24	
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	16	25	22	32	20	28	0	0	0	143	
Level 1 on statewide Math assessment	0	19	15	28	13	26	0	0	0	101	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	6	16	16	3	6	0	0	0	50	

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	12	22	22	35	18	29	0	0	0	138

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	14	14	6	22	5	5	0	0	0	66
Students retained two or more times	6	10	1	3	4	7	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	48	31	28	34	23	37	0	0	0	201	
One or more suspensions	1	1	0	4	3	11	0	0	0	20	
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	26	33	0	0	0	85	
Level 1 on statewide Math assessment	0	0	0	28	26	30	0	0	0	84	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	2	4	9	4	1	0	0	0	21	

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	3	4	1	25	35	41	0	0	0	109

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	5	1	18	17	28	0	0	0	72
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	48	31	28	34	23	37	0	0	0	201	
One or more suspensions	1	1	0	4	3	11	0	0	0	20	
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	26	33	0	0	0	85	
Level 1 on statewide Math assessment	0	0	0	28	26	30	0	0	0	84	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	2	4	9	4	1	0	0	0	21	

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	3	4	1	25	35	41	0	0	0	109

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	5	1	18	17	28	0	0	0	72
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*	39	56	53	43	58	56	33		
ELA Learning Gains				57			41		
ELA Lowest 25th Percentile				37			30		
Math Achievement*	51	62	59	52	54	50	30		
Math Learning Gains				80			32		
Math Lowest 25th Percentile				67			25		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	22	48	54	28	59	59	21		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	74	59	59	32			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	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	232
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	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	396
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	9	Yes	3	1
ELL	56			
AMI				
ASN				
BLK	47			
HSP	58			
MUL				
PAC				
WHT				
FRL	47			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	2	
ELL	44			
AMI				
ASN				
BLK	48			
HSP				
MUL				
PAC				
WHT				
FRL	46			

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	39			51			22					74
SWD	14			12			0				4	
ELL	45			58							4	74
AMI												
ASN												
BLK	39			51			23				5	76
HSP	38			77							2	
MUL												
PAC												
WHT												
FRL	38			49			22				5	79

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	43	57	37	52	80	67	28					32
SWD	29	45		35	55		31					
ELL	33	63		50	70		15					32
AMI												
ASN												
BLK	43	56	33	52	79	67	26					27
HSP												
MUL												
PAC												
WHT												
FRL	38	53	39	49	77	67	22					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	41	30	30	32	25	21					38
SWD	30	50		30	43	40	27					
ELL	41			38								38

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	30	39	32	28	31	26	18					39
HSP												
MUL												
PAC												
WHT												
FRL	32	41	25	31	35	25	23					40

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	28%	56%	-28%	54%	-26%
04	2023 - Spring	48%	61%	-13%	58%	-10%
03	2023 - Spring	43%	53%	-10%	50%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	50%	62%	-12%	59%	-9%
04	2023 - Spring	60%	65%	-5%	61%	-1%
05	2023 - Spring	39%	58%	-19%	55%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	19%	46%	-27%	51%	-32%

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 2021-22 FSA Assessment data, Science was the lowest performing component. Fidelity of Science Instruction in K-4 class is a contributing factor to the last year's low performance.

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

There was no decline from the 2020-21 school year to the 2021-22 school year. All areas increased.

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.

ELA achievement showed the greatest gap in comparison to the state. One contributing factor for the low performance in this area is due to the need for differentiated Instructional practices for teaching students with disabilities. Collaboration from the Exceptional Student Education (ESE) support facilitator is also needed to provide effective instructional strategies for this subgroup.

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

Math showed the greatest improvement from the 2020-21 to the 2021-22 school year. The overall Math achievement went from 30% to 52%. The Math learning gains increased from 32% to 80%. The lowest 25% improved from 25% to 67%. The Math coach provided on-going professional development on utilizing data to make instructional decisions. Specific students were identified for targeted instruction based on their specific needs.

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

One area of concern identified from the EWS data is student attendance.

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

The highest priority for school improvement for the upcoming school year is Students With Disabilities, followed by improving teacher attendance and increasing ELA achievement.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Teacher Attendance**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.

Improving Teacher Attendance was identified as an area of focus based on the data acquired from the 2021-22 Staff ABS report.

Measurable Outcome:

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

By May 2024, teacher attendance will improve by 10% as measured by the Staff ABS report.

Monitoring:

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

School administrators will monitor monthly teacher attendance to determine the effectiveness of the desired outcome.

Person responsible for monitoring outcome:

Michelle Engram Mcknight (michelle.l.engram-mcknight@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.)

A school based incentive program will be created to improve teacher attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

There is a direct correlation between attendance and student achievement. Creating a positive culture that celebrates attendance will directly impact student achievement through fidelity of high-quality tier 1 instruction.

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 4 - Demonstrates a Rationale

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.

The following steps will be implemented to improve teacher attendance: School administrators will monitor monthly teacher attendance to determine the effectiveness of the desired outcome.

Person Responsible: Michelle Engram Mcknight (michelle.l.engram-mcknight@browardschools.com)

By When: Ongoing through May 2024.

Teachers will be recognized in various ways for meeting monthly perfect attendance benchmarks.

Person Responsible: Michelle Engram Mcknight (michelle.l.engram-mcknight@browardschools.com)

By When: Ongoing through May 2024.

#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 2021-2022 FSA results, students with disabilities was the lowest performing subgroup.

Measurable Outcome:

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

By May 2024, 41% of students with disabilities will be proficient as measured by the 2023-2024 FAST assessment.

Monitoring:

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

The proficiency levels of this subgroup will be monitored utilizing the FAST Progress Monitoring 1 and FAST Progress Monitoring 2 along with school based assessments and data chats.

Person responsible for monitoring outcome:

Te'Anka Pinder (teanka.pinder@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.)

Lauderhill Paul Turner will provide evidence-based interventions utilizing Benchmark Advance Intervention component to support this subgroup.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy was selected because it is aligned to the BEST standards and provides targeted instruction for students with disabilities.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ongoing collaboration between the general education teachers and ESE support facilitator. All teachers will participate in professional development for understanding IEPs, supplemental aides and accommodations. Strategically analyze their formative assessment data specifically for students with disabilities.

Person Responsible: Te'Anka Pinder (teanka.pinder@browardschools.com)

By When: Ongoing to May 2024

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

Instructional practice specifically relating to ELA is an area of focus due to only 43% of the students in grades 3-5 demonstrated proficiency in ELA.

Measurable Outcome:

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

By May 2024, 51% of students in grades 3-5 will demonstrate proficiency in ELA as measured by FAST Progress Monitoring 3.

Monitoring:

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

The data will be monitored utilizing the FAST Progress Monitoring 1 and FAST Progress Monitoring 2 along with school based assessments and data chats.

Person responsible for monitoring outcome:

Michelle Engram Mcknight (michelle.l.engram-mcknight@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.)

Lauderhill Paul Turner will provide evidence-based interventions utilizing Benchmark Advance, i-Ready, SIPPS Heggerty, to provide targeted ELA instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Utilizing these research based programs will help close the achievement gap in ELA for students on Tier 2 and Tier 3 instruction.

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.

The following steps will be implemented to ensure improvements: progress monitoring, professional development, professional learning communities (PLCs), coaching cycles, planning support, mentorship and guidance, modeling, classroom walkthroughs with immediate feedback, and data chats: explicit use of teacher-led instruction that is data-driven to improve weak areas; evidence of continual practice and review in the form of whole group, centers, small groups, and spiraling standards.

Person Responsible: Michelle Engram Mcknight (michelle.l.engram-mcknight@browardschools.com)

By When: On going to May 2024

CSI, TSI and ATSI Resource Review

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

The process to review school improvement funding and ensure resources are allocated appropriately occurs during the monthly School Advisory Council meeting. The leadership and curriculum coaches present the data to allow the stakeholders to conceptualize the resources appropriateness for improvement. All stakeholders provide necessary feedback and recommendations are given as needed the leadership team. The funds are allocated for instructional materials, professional development, student incentives, and technology resources.

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

The area of focus at Lauderhill Paul Turner Elementary School will be phonics. Student STAR data demonstrates a need for targeted practice in the area of Phonics.

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

The area of focus at Lauderhill Paul Turner Elementary School will be Reading Across Genres and Vocabulary. Student FAST data demonstrates a need for targeted instruction in the area of Reading Across Genres and Vocabulary.

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, 60% of students in Kindergarten-Second grade will be secure in the area of Phonics and Word Analysis as evidenced by the PM 3 STAR Early Literacy and STAR Reading Assessment.

Grades 3-5 Measurable Outcomes

By May 2024, 51% of students in Grades 3-5 will score at or above grade level on the PM 3 FAST ELA Assessment.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Lauderhill Paul Turner Elementary School's area of focus will be monitored through Benchmark Advance Unit Assessments, Benchmark Advance Phonics Quick Checks, PM 2 STAR and FAST, and PM 3 STAR and FAST. Ongoing monitoring will drive professional learning provided for our staff, targeted instruction and intervention, and extended learning opportunities.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Engram Mcknight, Michelle, michelle.l.engram-mcknight@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?

Lauderhill Paul Turner Elementary School is utilizing the Benchmark Advance Literacy series that is a strong evidence-based reading program and it is aligned to the B.E.S.T. ELA Standards and the BCPS K-12 Reading Plan.

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 evidence-based program, Benchmark Advance Literacy series, addresses Lauderhill Paul Turner Elementary's identified needs and has a proven record of effectiveness for our target 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
Literacy Leadership team will review and analyze data to determine the next steps and interventions to address the area of need.	Engram Mcknight, Michelle, michelle.l.engram-mcknight@browardschools.com
Literacy Leadership team will conduct daily walk throughs during the ELA instructional block to view Phonics and Word Analysis lessons for K-2 teachers and Reading Across Genres and Vocabulary lessons for 3-5 teachers.	Engram Mcknight, Michelle, michelle.l.engram-mcknight@browardschools.com
Coaching and modeling will be provided to K-5 teachers to ensure continuous improvement in the area of Phonics and Word Analysis for K-2 teachers, and Reading Across Genres for teachers in grades 3-5.	Engram Mcknight, Michelle, michelle.l.engram-mcknight@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.

Lauderhill Paul Turner utilizes the School Advisory Committee (SAC) meetings to disseminate the School Improvement Plan to all stakeholders. Monthly SAC, Parent Teacher Organization (PTO), Title 1 Parent events will be conducted to share the SIP. The monthly SAC agendas and minutes are uploaded to the schools website to ensure access for all stakeholders.
<https://www.browardschools.com/Domain/97>

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, 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 the school will conduct family engagement events, parent teacher conferences, Open House, parent volunteering opportunities and collaboration with community partners.
<https://www.browardschools.com/Domain/97>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school 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 by maximizing the instruction via strategic scheduling of all academic and extracurricular activities, providing professional learning opportunities, PLCs, data chats and extended learning opportunities.

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))

Lauderhill Paul Turner developed this plan in coordination with the following:
Community Eligibility Provision (free lunch for all students)
Head Start for 3 and 4 year old students

These programs eliminate nutrition barriers and provide early literacy and numeracy skills for our learners. As such, the Leadership Team will monitor the effectiveness of these programs and meet regularly to revise school-based practices.