Broward County Public Schools

Sheridan Hills Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Sheridan Hills Elementary School

5001 THOMAS ST, Hollywood, FL 33021

[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.

Sheridan Hills is committed to provide a stimulating, interesting, diversified and relevant curriculum designed to ensure that every child reaches their highest potential.

Provide the school's vision statement.

Sheridan Hills supports the district's vision of educating today's students for 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
Campbell, Josetta	Principal	The Principal's role is to establish and monitor the school's mission and goals that are aligned to the District's mission and goals. The duties and responsibilities of the principal are to work collaboratively with staff to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, and student learning.
Stramanak, Annmarie	Assistant Principal	The Assistant Principal role is to establish and monitor the school's mission and goals that are aligned to the District's mission and goals. The duties and responsibilities of the assistant principal are to work collaboratively with the principal to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, and student learning.
Benjamin, Brenda	Reading Coach	The Literacy Coach's job duties and responsibilities are to provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers and students. The Literacy Coach also assists teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement.

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.

Monthly SAC meetings are held where the team of stakeholders participate in a review of the school improvement plan. Additionally, the stakeholders provide their input and feedback to both the current and future plans for the school. The team votes on the goals and parts of the plan and makes revisions as necessary based on the committee's feedback. For example, when a new program or resource is needed, the rational and need for the item is shared with the team.

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 will be reviewed monthly with the stakeholders at the monthly SAC meetings. The SIP will also be reviewed monthly at the whole group PLC meetings. Goals will be reviewed, and the action steps will be monitored. Action steps that are found to be ineffective or in need of changes will be addressed and adopted at that time. Data from the PM1 and PM 2 assessments along with data from the iReady diagnostics will be used to drive the decision-making process.

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	86%
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) 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: A
	2018-19: A
	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	21	30	21	23	17	18	0	0	0	130
One or more suspensions	0	0	0	0	2	3	3	0	0	8
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	11	23	13	25	15	17	0	0	0	104
Level 1 on statewide Math assessment	0	18	15	20	14	22	0	0	0	89
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	11	11	5	3	0	0	0	35

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	4	23	18	24	14	21	0	0	0	104

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	1	3	3	4	2	1	0	0	0	14
Students retained two or more times	1	1	2	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	26	29	18	22	17	14	0	0	0	126
One or more suspensions	0	1	0	5	5	1	0	0	0	12
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	18	15	17	0	0	0	50
Level 1 on statewide Math assessment	0	0	0	11	18	24	0	0	0	53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	4	5	10	8	10	0	0	0	41

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	5	3	23	15	21	0	0	0	68

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	5	3	15	2	0	0	0	0	25
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	26	29	18	22	17	14	0	0	0	126
One or more suspensions	0	1	0	5	5	1	0	0	0	12
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	18	15	17	0	0	0	50
Level 1 on statewide Math assessment	0	0	0	11	18	24	0	0	0	53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	4	5	10	8	10	0	0	0	41

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	5	3	23	15	21	0	0	0	68

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	5	3	15	2	0	0	0	0	25
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*	55	56	53	54	58	56	48		
ELA Learning Gains				70			43		
ELA Lowest 25th Percentile				53			35		
Math Achievement*	60	62	59	51	54	50	41		
Math Learning Gains				58			22		
Math Lowest 25th Percentile				58			6		
Science Achievement*	45	48	54	32	59	59	33		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	68	59	59	61			42		

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	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	279
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	437
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	18	Yes	2	1
ELL	50			
AMI				
ASN	96			
BLK	46			
HSP	51			
MUL				
PAC				
WHT	63			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	48			

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	37	Yes	1	
ELL	50			
AMI				
ASN	79			
BLK	47			
HSP	56			
MUL				
PAC				
WHT	62			
FRL	56			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	55			60			45					68
SWD	20			32			9				4	
ELL	38			50			46				5	68
AMI												
ASN	92			100							2	
BLK	49			51			29				4	
HSP	47			56			36				5	67
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	71			69			67				4	
FRL	45			51			36				5	63

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	54	70	53	51	58	58	32					61
SWD	20	52	54	18	38	60	15					
ELL	45	63	47	44	55	58	25					61
AMI												
ASN	93			64								
BLK	37	63	70	32	48		29					
HSP	54	70	53	52	61	67	31					61
MUL												
PAC												
WHT	65	76		70	65		33					
FRL	54	71	60	49	58	63	32					61

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	48	43	35	41	22	6	33					42
SWD	22	21		19	14		46					
ELL	46	32		38	21		30					42
AMI												
ASN	80											
BLK	39	57		33	29		14					
HSP	47	39	33	38	24	0	38					39
MUL												
PAC												
WHT	53	36		50	9		36					
FRL	42	36	25	34	20	7	33					45

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. <u>The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments</u>.

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	55%	56%	-1%	54%	1%
04	2023 - Spring	66%	61%	5%	58%	8%
03	2023 - Spring	44%	53%	-9%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	59%	62%	-3%	59%	0%
04	2023 - Spring	59%	65%	-6%	61%	-2%
05	2023 - Spring	53%	58%	-5%	55%	-2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	46%	-2%	51%	-7%

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 data, the lowest performance was science. In 2022 our science score was 32%. Sheridan Hills increased by 12% (44%) for the 2023 school year. Last year's group of students were 2nd. graders during COVID-19, which had a strong impact on science due to the fact that it was not being taught through virtual at home learning. The first year there was no science taught and the second and third year was spent trying to catch students up who were three years behind.

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

There were no declines across all curriculum areas. In 2022 our ELA proficiency was a 54% and in 2023, ELA proficiency remained at 54%.

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.

Based on the data, the greatest gap was in science. In 2022 our science score was 44% and the state average was 46%. Factors that contributed to the gap were reading proficiency in grade 5 and mastery of prior standards.

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

Math data showed the most improvement. In 2023, our math proficiency achievement score was 57%. In 2023, Sheridan Hills Math proficiency achievement increased by 6%, going from 51% to 57%.

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

One area of concern is absenteeism where a student is absent 10% or more full days in a school year. Additionally, the number of students with a level 1 in ELA is an area of concern. These two indicators combined create an area of concern.

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

1. Reading proficiency in grades K-5
2. Science proficiency in grades K-5
3. Math proficiency in grades K-5

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

#1. ESSA Subgroup specifically relating to Students with Disabilities

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

Based on the data, the greatest need for improvement is Science. In 2022 our science score was 32%. In 2023
Sheridan Hills 5th. grade increased in science by 12% (44%). for the 2023 school year. Improvement in science is still a crucial need for Sheridan Hills, because it is the lowest academic targeted area. The "students with disabilities" subgroup is the subgroup that is performing below average across all curriculum areas. Reading techniques and strategies will be used to directly lead to improvement in science and other core content areas.

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

By June 2024, the percentage of fifth grade students scoring a level 3 or higher in science will increase from 44% to 49% as measured by FCAT Science 2.0.

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

The area of focus will be monitored for desired outcome through monthly progress monitoring to identify areas of strengths and weaknesses in grades K-5 using the science curriculum "Stem Scopes" and JJ. Speedbag science (grades 4 & 5) assessments and Mastery Connect.

Person responsible for monitoring outcome:

Brenda Benjamin (brendajanie.benjamin@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 evidenced based strategy that will be utilized is evidence-based initial instruction along with intentional planning in conjunction with active engagement strategies, such as hands on activities (science experiments).

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

These strategies were selected because they are standards focused to identify areas of weaknesses. When they are identified, through progress monitoring, students will receive additional reteaching and small group instruction. This strategy will also allow for enrichment for students who master standards.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Action steps for science:
1. Provide instructional support to teachers teaching science.

2. Implement Science Labs twice a month.

3. Utilize the Science Walkthrough tool to provide feedback to individual teachers.

4. Progress monitor the science block through data chats classroom walkthroughs, formal and informal assessments.

Person Responsible: Brenda Benjamin (brendajanie.benjamin@browardschools.com)

By When: By June 2024

#2. Positive Culture and Environment specifically relating to Other

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.

Sheridan Hills Elementary will focus on building a positive school culture and environment for our ESE population by taking the time to establish rapport with the students and families. Throughout the day students will have positive interactions with faculty and staff through the use of positive reinforcement, rewards. The use of our "Flip-It" program is used to reinforce good student behavior which contributes to the positive school culture as a whole. Family engagement nights are conducted throughout the year that invite parents, families, and the community in to learn more about our school and celebrate student success. Guidance lessons are taught to students throughout the year which reinforce concepts such as Start with Hello, "Be a Good Buddy" and other positive messages to help students be an active and positive member of the school and society as a whole.

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

By June 2024, our ESE subgroup will increase proficiency by 5% points. Our ESE subgroup is demonstrating 37% proficiency which is below the 41% threshold. Our goal is to increase this percentage to 42%.

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

This area of focus will be monitored by the PM1,2 and 3 FAST assessment, in addition to the iReady diagnostic assessments. Additional progress monitoring will be done through the Benchmark Unit assessments and the EnVision Math Topic Assessments.

Person responsible for monitoring outcome:

Annmarie Stramanak (annmarie.stramanak@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.)

In ELA Reading Horizons, SIPPS, and Reading Elevate will be used to increase reading proficiency and in turn increase a positive climate and culture in the school.

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

As students increase their confidence in their reading, they will in turn become more proficient in the other curriculum areas. Through this increased support and success, students will increase their level of confidence which will contribute to a positive climate and school culture.

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.

"Flip-It" rewards program is in place to reward students when caught doing good in the hallways during the morning and afternoon for arrival and dismissal.

Person Responsible: Melissa Mcabee (melissa.mcabee@browardschools.com)

By When: Starting August 28, 2023 and ending June 2024.

Family Engagement nights (STEAM night, ESOL night, Literacy night, 5th. grade Cultural Food festival, and Vocabulary parade). These family events are put on by the school to build relationships with the community, parents, students, and staff. It is a time to come together to inform parents about what's going on in the school, how to get them involved, and to show case excellence in our school.

Person Responsible: Brenda Benjamin (brendajanie.benjamin@browardschools.com)

By When: Starting in September 2023 and ending May, 2024.

Guidance Lessons will be taught by the school counselor to promote positive relationships, and a positive school culture by teaching various lessons based on the needs of the school throughout the year. Example, "See Something Say Something", Character Trait lessons, mentoring students who are in need of extra support at home and in school.

Person Responsible: Melissa Mcabee (melissa.mcabee@browardschools.com)

By When: Starting September 2023 and ending June 2024.

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

The primary objectives of the School Advisory Council are to help identify needs and recommend programs of action. The budget for the School Improvement Plan is based on the school needs. Through school and a community-wide meeting, the school's needs are presented during SAC (School Advisory Council) meetings and voted on by the members to allocate funds for programs, materials, or activities for students and staff. If a majority vote is casted, items are ordered and paid for through SAC funds. Work towards these goals and progress monitoring of programs and interventions occurs at each monthly meeting.

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

Sheridan Hills instruction and instructional practices in grades K-2 are aligned to the new BEST standards. Our instructional practices that follow the state new standards allow for teachers to be supported with the new standards with a focus in ELA. Data from the 2022-2023 PM3 Early Literacy Star assessment shows that 49% of First grade students are in need of intervention. According to the Star Reading Assessment, 49% of the second-grade students are in need of intervention. We are awaiting the results for the 2023-2024 kindergarten students from PM1 to determine our goal. In particular, there is a need for intervention in the areas of Phonics and Word Analysis. Small group and whole group PLCs will allow opportunities for teachers to train and to plan on specific lessons and strategies that can be used to provide additional support for students in these identified areas.

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

Sheridan Hills instruction and instructional practices in grades 3-5 are aligned to the new BEST standards. Our instructional practices that follow the state new standards allow for teachers to be supported with the new standards with a focus in ELA. Data from the 2022-2023 PM3 FAST Assessment shows that 45% of students in grades 3-5 are below proficient in reading. In particular, there is a need for intervention in the areas of Working Across Genres and Vocabulary. Small group and whole group PLCs will allow opportunities for teachers to train and to plan on specific lessons that will provide additional support for students in these identified areas.

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

As measured by Florida's Progress Monitoring system, by June 2024 ELA proficiency will increase by 10% in each grade level on the Star Assessment in PM3 for students in grades K-2.

Grades 3-5 Measurable Outcomes

By June 2024, 65% or more of students in grades 3 -5 will be proficient on the ELA FAST assessment.

As measured by Florida's Progress Monitoring system, by June 2024 ELA proficiency will increase by 10% going from a 55% in ELA on the 2023 FAST to 65% proficient on FAST assessment for PM3 (Progress Monitoring system).

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.

Monitoring for Sheridan Hills area of focus will be done by administration and the instructional support team. Data chats will be conducted throughout the year to review students' performance on the Benchmark Advance Unit Assessments and the PM1, 2 & 3 FAST Assessments. This data analysis will result in the design and implementation of strategies and interventions designed to meet the areas of need. Administration will also conduct classroom walkthroughs and observations to monitor effective teaching strategies.

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

Campbell, Josetta, josetta.campbell@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?

Sheridan Hills Elementary is using Benchmark Advanced Literacy Series, which is a research evidenced-based program adopted by Broward County Public Schools. This program is aligned to Broward County's K-12 Comprehensive Reading plan and the ELA B.E.S.T Standards. Within Benchmark, there are interventions which are used in small groups and one on one as needed. In addition, we use Reading Horizons in grades K-3 as an intervention program that is provided by our district. We also use Reading Elevate for grades 4&5 to provide explicit reading interventions to students in need. The program SIPPS is used K-5 in conjunction with the science of reading. This program is also supported by our district and our Comprehensive 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?

Sheridan Hills uses Benchmark Advance Literacy series, which is an evidence-based program adopted by Broward County School District. This program addresses the needs of Sheridan Hills students and has proven record for our targeted student population. It provides a comprehensive approach to reading instruction at the appropriate grade levels. It covers the 6 areas of reading and provides intervention systems that teachers can use to close achievement gaps.

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 reviewed and analyzed FAST data from the 2022-2023 school year to determine the needs of the students and the necessary interventions for the 2023-24 school year.	Benjamin, Brenda, brendajanie.benjamin@browardschools.com
The literacy coach will provide coaching in the implementation of Benchmark Advance. This will include support in whole group and small group reading instruction. The Coach will also provide support in the implementation and use of the intervention programs, such as SIPPS, Reading Horizons and Reading Elevate.	Benjamin, Brenda, brendajanie.benjamin@browardschools.com
Assessments will be conducted through Benchmark Advance Unit Assessments built within the program. Progress monitoring will be done three times a year through Renaissance and Cambium platforms. Training will be provided in the use of the reading decision tree as to how to identify the areas of reading that require specific interventions along with the tool used to identify them (Cool Tools).	Benjamin, Brenda, brendajanie.benjamin@browardschools.com
Professional learning will take place through PLC's and also through district and school based professional development. The literacy coach will host a Reading Lab every Thursday to provide additional support for teachers using the newly adopted reading series, and other reading strategies and programs that may be used.	Benjamin, Brenda, brendajanie.benjamin@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.

Information will be communicated via our school website: https://www.browardschools.com/sheridanhills Additionally, information will be disseminated via parent nights and at the annual Open House. Information will also be shared at each SAC meeting which is held monthly. Information will be shared via the monthly newsletters as well.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The Family Engagement Plan is housed here: https://www.browardschools.com/sheridanhills Additionally, the school will build positive relationships with parents, families and stakeholders during our quarterly parent nights, our annual Open House, and our monthly SAC meetings. Information will be shared via the monthly newsletters as well.

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 increase the amount of quality learning time in science by mandating a universal 30-minute science block where all classes across the grade teach science. Teams plan for science units together, and monthly PLC meetings will focus on progress monitoring via the chapter assessments and the quarterly assessments via mastery connect. Hands on science labs will be incorporated weekly in addition to after school science camps.

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))

Not applicable

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))

Not applicable

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))

Not applicable

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).

Not applicable

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))

We conduct a needs assessment each school year to assess teacher needs, in particular in the area of science. These needs drive our monthly whole group PLCs.

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))

Not applicable