

Broward County Public Schools

James S. Hunt Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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James S. Hunt Elementary School

7800 NW 35TH CT, Coral Springs, FL 33065

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/25/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

To ensure every child is college and career ready and becomes a productive member of society.

Provide the school's vision statement.

James S. Hunt Elementary is a school where all students are provided the skills to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. High expectations are set for all students. We collaborate with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. Our school community shares the belief that all children can and will learn.

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
Amaker, Rendolyn	Principal	
Roberts, Tricia	School Counselor	
Smith, Shawana	Reading Coach	

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.

James S. Hunt Elementary has a broad range of stakeholders to includes members of our leadership team, teachers, school staff, families of our students, and businesses. Personalized correspondence is sent out to our members to let them know that their input is needed, valued and appreciated. Reported and monitored progress of the school improvement plan is shared monthly. We understand that the data serves as the anchor for the work and helps the team to frame the current reality and better understand our desired outcome. Thanking our stakeholders makes them feel more involved in the process and help demonstrate the value of their contributions. We take their feedback as well as provide it. Communication is key. It helped to build momentum and sustain interest with our stakeholders.

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))

James S. Hunt Elementary host monthly School Advisory Council meetings to include all stakeholders. During our monthly meetings, our current data is shared, and updates are provided from each department to include any Exceptional Student Education, School wide behavior, and Life Skills and Wellness formerly known as Social and Emotional learning. As stated earlier we understand that the data serves as the anchor for the work and helps to frame the current reality so that we modify and make adjustments to reach our desired outcome. To ensure continuous improvement and close the greatest achievement gap our teachers will utilize evidenced based intervention programs to aid learning. We will continue to monitor and make changes as needed.

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	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: 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	22	25	24	14	26	26	0	0	0	137
One or more suspensions	1	0	0	1	5	5	0	0	0	12
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	15	26	33	25	28	30	0	0	0	157
Level 1 on statewide Math assessment	0	10	28	26	17	28	0	0	0	109
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	8	16	36	10	7	0	0	0	80

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	6	16	31	32	25	31	0	0	0	141

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	4	2	8	13	6	10	0	0	0	43
Students retained two or more times	2	2	5	6	5	4	0	0	0	24

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	32	26	20	28	21	22	0	0	0	149
One or more suspensions	0	0	0	4	5	13	0	0	0	22
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	26	27	16	0	0	0	69
Level 1 on statewide Math assessment	0	0	0	23	12	26	0	0	0	61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	8	0	4	9	10	0	0	0	31

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	2	11	2	20	30	30	0	0	0	95

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	9	7	9	6	26	0	0	0	63
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	32	26	20	28	21	22	0	0	0	149
One or more suspensions	0	0	0	4	5	13	0	0	0	22
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	26	27	16	0	0	0	69
Level 1 on statewide Math assessment	0	0	0	23	12	26	0	0	0	61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	8	0	4	9	10	0	0	0	31

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	2	11	2	20	30	30	0	0	0	95

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	9	7	9	6	26	0	0	0	63
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

II. Needs Assessment/Data Review

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40	56	53	46	58	56	37		
ELA Learning Gains				63			43		
ELA Lowest 25th Percentile				54			29		
Math Achievement*	48	62	59	58	54	50	50		
Math Learning Gains				70			58		
Math Lowest 25th Percentile				74			60		
Science Achievement*	43	48	54	43	59	59	16		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	60	59	59	52			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	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	245
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	58

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	460
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	2	1
ELL	50			
AMI				
ASN				
BLK	50			
HSP	47			
MUL				
PAC				
WHT				
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	38	Yes	1	
ELL	59			
AMI				
ASN				
BLK	55			
HSP	59			

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%
MUL				
PAC				
WHT				
FRL	55			

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	40			48			43					60
SWD	19			25			6				5	50
ELL	40			49			50				5	60
AMI												
ASN												
BLK	42			45			38				5	61
HSP	37			56			55				5	61
MUL												
PAC												
WHT												
FRL	41			47			40				5	55

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	46	63	54	58	70	74	43					52
SWD	14	42	48	27	53	57	17					45
ELL	46	66	52	59	73	80	44					52
AMI												
ASN												

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
BLK	46	63	57	52	66	68	34					56
HSP	48	64	45	63	73	80	52					49
MUL												
PAC												
WHT												
FRL	40	62	55	54	68	71	38					55

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	37	43	29	50	58	60	16					38
SWD	12	21	8	27	52	55	9					27
ELL	33	51	46	47	57		5					38
AMI												
ASN												
BLK	33	38	36	47	61	75	15					38
HSP	37	41		52	50		13					37
MUL												
PAC												
WHT	69			54								
FRL	35	41	33	48	56	60	15					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.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	56%	-18%	54%	-16%
04	2023 - Spring	38%	61%	-23%	58%	-20%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	47%	53%	-6%	50%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	50%	62%	-12%	59%	-9%
04	2023 - Spring	61%	65%	-4%	61%	0%
05	2023 - Spring	33%	58%	-25%	55%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	37%	46%	-9%	51%	-14%

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 FAST PM 3 data, Reading Informational Text was the lowest subskill group in grades 3rd, 4th and 5th. In addition, Benchmark Advance data indicates students in Kindergarten and First Grades were deficient in Phonics and Phonemic Awareness. Students in Second and Third Grades were deficient in Reading Comprehension and Fluency. Fourth and Fifth Grade students were deficient in Reading comprehension and Vocabulary.

Contributing factors are that 45% of James S. Hunt Elementary's population are ELL students. 85% of the students speak a second language. In addition, 100% of the students qualify for Free/Reduced Lunch.

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

Based on the Florida Assessment of Student Thinking (FAST PM3) , Students with Disabilities (SWD) had a proficiency rate of 38% on ELA

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 Florida Assessment of Student Thinking (FAST PM3), in comparison to the State of Florida's 30% proficient in Reading across Genres, James S. Hunt Elementary had 19% of the students in grades Third, Fourth and Fifth. There was a 11% difference in comparison.

The State of Florida has 2,838,866 students. 265,000 of those students are ELL. Therefore 9% of Florida's student population is ELL. In comparison, 45% of James S. Hunt Elementary's student population is ELL.

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

Based on the Florida Assessment of Student Thinking PM1, PM2 and PM3, Reading Prose and Poetry made the most improvement. PM1 data indicates James S. Hunt Elementary had 5% of the students at a proficiency level. PM2 data indicates James S. Hunt Elementary had 15% of the students at a proficiency level. PM3 data indicates James S. Hunt Elementary had 21% of the students at a proficiency level.

For the 22-23 school year, academic expectations have been reviewed. Students were provided with the most optimal learning environment. Classroom teachers implemented an interdisciplinary approach to instruction. The school also implemented an intervention block outside of the reading block. The intervention block focused on Phonics, Phonemic Awareness, and Vocabulary.

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

Based on the Early Warning System, 137 students were absent more than 10% of the year.

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

James S. Hunt Elementary highest priorities are the following:

1. Increase proficiency in ELA to 50%
2. Increase proficiency of the SWD to 42%
3. Decrease the number of absences for all students

Area of Focus

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

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

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

According to the FAST PM 3 data, 38% of Students with Disabilities are proficient. The data serves as an objective measure, pointing directly to the need for enhanced strategies and supports tailored for these students.

Measurable Outcome:

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

By June 2024, Students With Disabilities (SWD) at James S. Hunt Elementary School will achieve a proficiency level of 42% in ELA.

Monitoring:

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

To monitor the targeted increase in ELA proficiency for SWD, we'll begin with a baseline assessment to understand our starting point. Periodic ELA assessments, scheduled monthly or quarterly, will be introduced to track advancements. The results will be regularly compared to the baseline to measure growth.

Classroom observations will be pivotal, focusing on both instructional methods and student engagement in ELA. Engaging students through self-assessments and feedback sessions is equally vital, capturing their perspective on their learning journey.

Person responsible for monitoring outcome:

Rendolyn Amaker (rendolyn.amaker@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 interventions being implemented are Benchmark Advanced, Phonics for Reading, and Wordly Wise.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By integrating these programs, students receive a comprehensive ELA education, addressing reading fluency, phonetic skills, vocabulary enhancement, and comprehension. Especially for SWD, this integrated approach ensures all foundational and advanced ELA skills are cultivated, providing them with the tools they need for success.

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.

No action steps were entered for this area of focus

#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.

Based on the progress monitoring three (PM3) data for English Language Arts in grades 3-5, James S. Hunt Elementary School was identified as an additional targeted support improvement school. The data indicates that Hunt's reading proficiency in grades 3-5 is 41% as measured by the PM3 data on the state assessment. Utilizing our current data, progress monitoring 1, in addition to the I-Ready diagnostic assessment, we will apply the Science of Reading K-12 CERP decision tree in order to effectively determine the areas of focus for each student at Hunt Elementary. As of result, researched evidenced-based interventions will be utilized. At Hunt Elementary we understand that creating a culture of reading in our school is essential and we want to encourage students to become engaged and motivated readers. The literacy leadership team will promote a clear understanding of why building a culture of readers is vital through our reading buddies' program, our academic nights, DROP everything and READ, and our Breakfast of Champions reading morning program.

Measurable Outcome:

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

By June 2024, students in grades 3-5 will increase to 45% on the ELA portion of the Florida Assessment of Student Thinking (FAST).

Monitoring:

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

Hunt will use the I-Ready diagnostic, progress monitoring for our intervention assessments, and Benchmark Advance unit assessments to monitor and make any necessary adjustments.

Person responsible for monitoring outcome:

Shawana Smith (shawana.h.smith@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.)

For students reading below grade level in grades K-5, Hunt will use the K-12 CERP elementary decision tree interventions listed in order to eliminate deficiencies in all six components of reading to include: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific strategy is based on James S. Hunt Elementary School ELA data measured by the Florida Assessment of Student Thinking progress monitoring 3.

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.

No action steps were entered for this area of focus

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).

Reading Curriculum Program - Benchmark Advance was purchased by the district. In addition, Title I funds were utilized to purchase I-Ready for ELA through Curriculum Associates grades Kindergarten through Fifth. Students will be provided Extended Learning opportunities via ESSER, Title I and Title III funding.

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 Benchmark curriculum and BEST standards are in full implementation. Teachers will implement an interdisciplinary approach to instruction. This includes discussions about text where the focus is Science, Math, Reading, and Social Studies. Students perform collaboratively and independently with their peers. Teacher and instructional support staff will provide small group instruction in order to meet individual student needs. Professional development is ongoing for the BEST standards and teachers are now being trained in the Science of Reading.

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

Standard-based instruction is a priority at James S. Hunt Elementary School. Professional development is ongoing for the BEST standards and teachers are now being trained in the Science of Reading. To fully utilize the uninterrupted 90-minute daily reading block requirements we will implement the following components to include whole group differentiated instruction utilizing evidenced-based sequence of reading instruction for all students and small group text-based instruction.

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 June 2024, 50% of students in grades K-2 will be proficient in Reading as measured or outlined by the Florida Assessment of Student Thinking.

Grades 3-5 Measurable Outcomes

By June 2024, 65% of students in grades 3,4, and 5 will be proficient in English Language Arts as measured by the Florida Assessment of Student Thinking.

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.

Progress monitoring is essential for ensuring that all students are making progress. Hunt will administer screenings suggested in our K-5 reading plan for students in grades K-5 upon completion of assessments in September 2023. I-ready diagnostic assessments, and Benchmark Advance unit assessments will indicate any adjustments and modifications that will need to be made in instructional practices, interventions, and additional support for students who are making progress.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Amaker, Rendolyn, rendolyn.amaker@browardschools.com

Evidence-based Practices/Programs

Description:

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

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

The Benchmark curriculum and BEST standards are in full implementation. Teachers implement an interdisciplinary approach to instruction. This includes discussions about text where the focus is Science, Math, Reading, and Social Studies. Students perform collaboratively and independently with their peers. Teacher and support instructional staff will provide small group pull-out support in order to meet individual student needs.

Owl academy (our pure intervention block) focuses on specific reading components. The researched based intervention programs include Phonics for reading, Benchmark Advance, and Wordly wise. Phonemic awareness, phonics, comprehension, and vocabulary. Concentrating on foundational skills and flow of the K-12 decision tree will allow teachers to focus on the students' deficiencies. In addition to professional development specifically the Science of Reading the students at Hunt will move efficiently and effectively towards reading achievement.

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?

According to the K-12 Comprehensive Evidence-Based Reading Plan, it is essential that our teachers understand and use research based on the science of reading to inform reading instruction. The evidence-based practices and programs listed are outlined in the K-12 reading decision tree 2023-2024 and show proven record of effectiveness for the targeted population.

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership team will support student's reading needs in relation to the requirements of the K-12 Comprehensive Evidence-based Reading Plan 2023-204. Pull out and push in support provided by instructional coaches will target students with reading deficiencies in phonological awareness, phonics, comprehension, and vocabulary.	Amaker, Rendolyn, rendolyn.amaker@browardschools.com
Literacy Coaches and district will provide the necessary professional development based on progress monitoring data. Planning will be weekly with instructional coaches.	Smith, Shawana, shawana.h.smith@browardschools.com
Assessments will be administered based on the district pacing and assessment calendar in accordance with our instructional focus calendar. Hunt will progress monitor students using the I-ready diagnostic assessments take will be administered in September, growth monitoring in October. Diagnostic 2 will be administered in December and Diagnostic 3 in April.	Sanchez, Yesenia, yesenia.sanchez@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.

At James S. Hunt Elementary, we use a variety of communication methods to keep all stakeholders informed and knowledgeable about our school. Classroom agendas are distributed to each student in order to keep parents abreast of their children's progress. In addition, we utilize the school marquee, parent newsletter, school website, and a personal email to all stakeholders inviting them to our monthly School Advisory and Forum meetings.

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 Hunt our mission is to ensure that our stakeholders know that they are supported. We begin with a positive interaction at arrival and dismissal in addition to our daily communication with stakeholders and our family engagement events. We strive to keep parents informed through a number of communication methods to include classroom agendas, parent newsletters, phone calls, school website, and school marquee.

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 Benchmark curriculum and BEST standards are in full implementation. Teachers implement an interdisciplinary approach to instruction. This includes discussions about text where the focus is Science, Math, Reading, and Social Studies. Students perform collaboratively and independently with their peers. Teacher and support instructional staff will provide small group pull-out support in order to meet individual student needs.

Owl academy (our pure intervention block) focuses on specific reading components. The researched based intervention programs include Phonics for reading, Benchmark Advance, and Wordly wise. Phonemic awareness, phonics, comprehension, and vocabulary. Concentrating on foundational skills and flow of the K-12 decision tree will allow teachers to focus on the students' deficiencies. In addition to professional development specifically the Science of Reading the students at Hunt will move efficiently and effectively towards reading achievement.

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

This plan is developed by the leadership at James S. Hunt Elementary School and is implemented with fidelity.

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))

School Counselor meets with students on an individual or in a group setting to ensure that their mental health and other services are provided and met throughout the school year. Resources are provided 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).

Here at Hunt, we utilize CHAMPS behavior management program.

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 learning is provided in accordance with the needs assessment. Hunt's teachers will receive training in the Science of Reading and will following the K-12 comprehensive evidence-based reading plan. New teachers will receive a mentor in order to retain and provide the support needed.

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))

At James S. Hunt we prepare our preschoolers specialized students utilizing the standards set by our state. We have routines and procedures in place so that transitions are smooth and less intimidating for our special needs students.