Forest Hills Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Forest Hills Elementary School

3100 NW 85TH AVE, Coral Springs, FL 33065

[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.

Forest Hills Elementary has 699 students and is located on 85th Avenue, just south of Sample Road in Coral Springs, Florida. This Title I school previously had 79.4% free and reduced lunch prior to the pandemic. The school population is made up of 44% White, 38% Hispanic, 45% Black, .6% Multi-Ethnic, less than 1% Asian, and less than 1% Native American. The school is made up of 50% male and 50% female students. The community is made up of 50% single-family homes (houses, condominiums, and townhomes) and 45% of the population residing in rental communities. A unique feature of this community is that it is surrounded by local businesses who partner with our school each year to help students achieve academic success. Forest Hills Elementary School educates the total child by promoting positive self-esteem for the development of a peaceful and cooperative society for today and the future so that children can reach their highest potential.

Our school is proud to provide a safe and secure learning environment - an environment that fosters intellectual development, creativity, and friendships. These policies and guidelines enable us to create, sustain, and grow this wonderful community at Forest Hills Elementary School.

Provide the school's vision statement.

Our vision at Forest Hills is not to give our students answers, but rather give them the tools with which they can open doors to work out answers for themselves. We must provide stimulation and opportunities for exploration and experimentation in an atmosphere of acceptance.

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
Rothman, Barbara	Principal	Assume administrative responsibility and instructional leadership, under the supervision of the superintendent in accordance with rules and regulations of the School Board, for the planning, management, operation, and evaluation of the educational program of the school to which the individual is assigned.
Huff, Derrick	Assistant Principal	The Assistant principal deals with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction. He coordinates with principals and board members to assist in defining and enforcing school policies and guidelines for students, staff, and faculty.
Hickman, Kelly	Administrative Support	LEA Ensure IEP compliance Support ESE Teachers and Students SAC member RTI member Leadership team member Administrative Designee
Genov, Gabriela		COORDINATES AND COLLABORATES WITH ALL PUSH IN STAFF (INSTRUCTIONAL AND NON-INSTRUCTIONAL) · Manages and ensures that schedules/prescribed instruction is being followed · Collects attendance weekly of student groups · Assists with instructional changes after data or RtI chats · Provides materials for push in/pull out staff · Follows up and provides necessary instructional coaching COORDINATES MATERIALS DISTRIBUTION · Provide teachers and push ins with necessary materials · Take inventory of materials · Collect materials at end of year or when needed · Monitors reading rooms to ensure that they are kept orderly; monitors usage; provides report to principal of usage by teacher NEW TO FHE STUDENT SCREENINGS

Name	Position Title	Job Duties and Responsibilities
		· Provide incoming students with BAS, letter/sounds, dolch, etc upon entering MODEL, COACH, PUSH IN TO NEEDED CLASSROOMS · Document attendance and lessons completed · Log coaching and modeling sessions · Do spot checks to ensure that data is being collected and utilized to make necessary decisions for instruction. Reading and Writing Data Collection · Follow PK-5 IFCs to create reading assessments; use School City for 3-5; use cold reads/test ready for primary · Analyze Pk-5 reading assessments immediately after each deadline; review during support staff meeting as well as data chats · Adhere to checkpoints and analyze teacher by teacher every checkpoint · Break down BAS using BASIS and analyze teacher by teacher every checkpoint RtI COORDINATOR • Observe for RtIs • Behavior Intervention Team Coordinator-Include behavior FBA/PBIP as well as tier 2 and 3 behavior onto the RtI schedule
Bitton, Amanda	School Counselor	Support students and staff, counsels. RTI team member
Antonini, Jodi		ASD Coach-Support teachers and students with autism in asd special programs and general education classes. Model and coach teachers for ese IEP compliance. Testing Coordinator- Prepares Assessments and follows district guidelines to ensure all testing protocols are followed

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.

The SIP at Forest Hills Elementary is developed by the Leadership Team and shared with SAC. The Leadership Team takes input from SAC members.

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 regularly monitored for effective implementation and impact on increasing achievement of students in meeting the State's academic standards, particularly for the students with the greatest achievement gaps via power planning meeting, grade level meetings, staff meetings, data chats, and during RTI. When needed we will revise the plan and make instructional adjustments based off the progress monitoring.

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	87%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
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) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: 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	40	33	30	27	19	26	0	0	0	175
One or more suspensions	0	2	3	5	3	5	0	0	0	18
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	30	23	36	16	21	0	0	0	142
Level 1 on statewide Math assessment	0	19	30	28	8	27	0	0	0	112
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	21	40	16	21	0	0	0	103

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	25	30	40	18	28	0	0	0	147

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	1	24	3	0	0	0	0	28
Students retained two or more times	0	0	1	0	2	0	0	0	0	3

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	37	25	33	26	30	28	0	0	0	179
One or more suspensions	4	2	2	1	4	10	0	0	0	23
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	28	19	16	0	0	0	63
Level 1 on statewide Math assessment	0	0	0	26	29	33	0	0	0	88
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	6	8	16	9	16	0	0	0	56

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	2	5	22	20	31	0	0	0	83

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	15	0	3	0	0	0	18
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	37	25	33	26	30	28	0	0	0	179
One or more suspensions	4	2	2	1	4	10	0	0	0	23
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	28	19	16	0	0	0	63
Level 1 on statewide Math assessment	0	0	0	26	29	33	0	0	0	88
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	6	8	16	9	16	0	0	0	56

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	2	5	22	20	31	0	0	0	83

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	15	0	3	0	0	0	18
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*	52	56	53	53	58	56	46		
ELA Learning Gains				67			53		
ELA Lowest 25th Percentile				57			63		
Math Achievement*	64	62	59	52	54	50	36		
Math Learning Gains				70			46		
Math Lowest 25th Percentile				67			48		
Science Achievement*	39	48	54	38	59	59	26		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	78	59	59	40			30		

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	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	284
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

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	444
Total Components for the Federal Index	8
Percent Tested	98
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	21	Yes	2	1
ELL	57			
AMI				
ASN				
BLK	57			
HSP	53			
MUL	70			
PAC				
WHT	54			
FRL	55			

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	56			
AMI				
ASN				
BLK	50			
HSP	55			
MUL	56			
PAC				
WHT	69			
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	52			64			39					78
SWD	23			31			10				4	
ELL	50			66			42				5	78
AMI												
ASN												
BLK	52			60			36				5	78
HSP	47			61			38				5	81
MUL	80			60							2	
PAC												
WHT	54			75			40				4	
FRL	47			61			39				5	82

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	53	67	57	52	70	67	38					40
SWD	35	46	33	36	42	50	22					
ELL	45	64	67	54	72	75	32					40
AMI												
ASN												
BLK	45	61	62	43	67	60	35					29
HSP	55	65	45	58	68	70	35					46
MUL	67			45								
PAC												
WHT	67	84		58	70		64					
FRL	50	70	63	48	71	66	35					46

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	46	53	63	36	46	48	26					30
SWD	19	47	45	24	39							
ELL	39	57	70	35	51	50	20					30
AMI												
ASN	86			79								
BLK	37	43	50	26	32	40	9					37
HSP	51	65	73	40	54	42	37					25
MUL	44			27								
PAC												
WHT	48			42								
FRL	39	50	58	31	41	43	18					30

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	52%	56%	-4%	54%	-2%
04	2023 - Spring	56%	61%	-5%	58%	-2%
03	2023 - Spring	50%	53%	-3%	50%	0%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	59%	62%	-3%	59%	0%
04	2023 - Spring	81%	65%	16%	61%	20%
05	2023 - Spring	53%	58%	-5%	55%	-2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	46%	-11%	51%	-16%

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.

Data showed the lowest performance to be 3rd grade ELA students. Based on the FAST results of 55% of 3rd grade students met proficiency.

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

Data showed the greatest decline from the prior year is 3rd grade ELA students. Based on the FAST results of 55% of 3rd grade students met proficiency.

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

The data that showed the greatest gap was our 3rd grade ELA students. The goal was 75%, our students met 55%.

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

The data that showed the most improvement is our ELA 4th grade students. Our school will continue to implement the curriculum and work collaboratively to analyze data and make instructional decisions. The school will continue to support students not meeting proficiency.

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

After reflecting on the EWS data, two areas of concern is student attendance and students scoring a level 1.

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

Our highest priorities are helping our students meet proficiency, increasing learning gains, and ensuring students are in school to learn.

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

#1. Instructional Practice specifically relating to 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.

Current data indicates there has been a decline is the area of ELA. Last year, 59% of our students met 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, 75% of our ELA Students in grades 3-5 will score at/above proficiency level on the ELA FAST.

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

The school has an instructional cycle calendar which consist of data analysis, instructional planning, instructional delivery, assessment, and then returns to data analysis. Continued progress monitoring occurs in this fashion for subgroups. In addition, individual student data is monitored every 3-4 weeks by the classroom teacher along with the leadership team and through data chats with administration.

Person responsible for monitoring outcome:

Gabriela Genov (gabriela.genov@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.)

District approved ELA curriculum, Benchmark Advance, is being implemented for Tier 1. Tier 2 and Tier 3 includes items from the Districts Decision Tree including but not limited to Reading Horizons, Magnetics, I-Ready personalized instructional.

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

These programs target the needs of our students as indicated by student data such as previous test scores and other assessments provided by the instructional materials being presented.

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.

Collaborative grade level specific instructional planning with the leadership team and administration, such as "Power Planning's prior to instructional delivery.
At the end of each instructional cycle the Leadership team and Administration analyze student progress and make appropriate instructional decisions.

Person Responsible: Gabriela Genov (gabriela.genov@browardschools.com)

By When: This is done during Power Planning meetings which consist of the grade level team, leadership team, and administration once a month. Data Chats occur every 3 weeks to review the data and make instructional decisions.

#2. Positive Culture and Environment specifically relating to Early Warning System

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

Current indicates that 16% of our ELA students in grades 3-5 scored a level 1 on the FAST PM 3.

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

By May of 2024, we want 100% of our ELA students in grades 3-5 to score a level 2 or higher.

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

The school has an instructional cycle calendar which consist of data analysis, instructional planning, instructional delivery, assessment, and then returns to data analysis. Continued progress monitoring occurs in this fashion for subgroups. In addition, individual student data is monitored every 3-4 weeks by the classroom teacher along with the leadership team and through data chats with administration.

Person responsible for monitoring outcome:

Gabriela Genov (gabriela.genov@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.)

District approved ELA curriculum, Benchmark Advance, is being implemented for Tier 1. Tier 2 and Tier 3 includes items from the Districts Decision Tree including but not limited to Reading Horizons, Magnetics, I-Ready personalized instructional.

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

These programs target the needs of our students as indicated by student data such as previous test scores and other assessments provided by the instructional materials being presented.

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.

Collaborative grade level specific instructional planning with the leadership team and administration, such as "Power Planning's prior to instructional delivery.
At the end of each instructional cycle the Leadership team and Administration analyze student progress and make appropriate instructional decisions.

Person Responsible: Gabriela Genov (gabriela.genov@browardschools.com)

By When: This is done during Power Planning meetings which consist of the grade level team, leadership team, and administration once a month. Data Chats occur every 3 weeks to review the data and make instructional decisions.

#3. 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.

Current data indicates there has been a decline is the area of ELA for students with disabilities. Last year, 35% of our students with disabilities met 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, 75% of our ELA Students with disabilities in grades 3-5 will score at/above proficiency level on the ELA FAST.

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

The school has an instructional cycle calendar which consist of data analysis, instructional planning, instructional delivery, assessment, and then returns to data analysis. Continued progress monitoring occurs in this fashion for subgroups, and in this case for students with disabilities. In addition, individual student data is monitored every 3-4 weeks by the classroom teacher, ESE Specialist, ESE Facilitator, and the leadership team and through data chats with administration, IEP meetings, and progress monitoring meetings.

Person responsible for monitoring outcome:
Kelly Hickman (kelly.hickman@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.)

District approved ELA curriculum, Benchmark Advance, is being implemented for Tier 1. Tier 2 and Tier 3 includes items from the Districts Decision Tree including but not limited to Reading Horizons, Magnetics, I-Ready personalized instructional to be used during classroom instructional time as well as when students with disabilities are receiving their ESE services.

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

These programs target the needs of our students with disabilities as indicated by student data such as previous test scores and other assessments provided by the instructional materials being presented.

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 3 - Promising 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.

Collaborative grade level specific instructional planning with the leadership team and administration, such as "Power Planning's prior to instructional delivery.
At the end of each instructional cycle the ESE Team, Leadership team and Administration analyzes student progress and make appropriate instructional decisions.

Person Responsible: Kelly Hickman (kelly.hickman@browardschools.com)

By When: This is done during Power Planning meetings, IEP Meetings, and Data Chats which consist of the ESE Team, grade level team, leadership team, and administration at least once a month.

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).

School Improvement funding allocations are reviewed through our monthly SAC meetings. A discussion and voting is held to ensure resources are allocated based on the current needs of the school. The administrator shares the funding allocations, the school needs, and input is taken from the SAC members.

Title I Requirements

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

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

The SIP is disseminated at the SAC monthly meetings. Input is taken and considered from all stakeholders. The SIP is located on the School Website and in the front office at all times and in all languages of families at our school.

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))

Our school holds monthly SAC, SAF, PTO meetings in which all families and community members are invited. We also offer Principal Coffee Chats, parent academic nights, family involvement nights, parent conferences, and weekly parent communication folders.

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 on maximizing instructional time for all students, particularly in the areas of reading, math, and science. Students are not disrupted during these times. Planning is done prior to instruction and data is analyzed with instructional decisions being made after instruction for enrichment or remediation instruction.

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 includes ESE students with IEPs in the general education setting, special programs for K-5 students, and ESE Pre-K students. Students IEP's are taken into consideration and progress monitoring for students occur on a weekly basis. All of our students receive free breakfast and lunch to ensure proper nutrition to learn. The breakfast and lunch schedules do not interfere with instruction.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our School Guidance Counselor has groups that focus on mental health, counseling, and social-emotional learning. These groups help student achievement by assisting students in areas of concern so they can focus during instruction.

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))

Our school holds a special event, Career Day, that introduces students to various careers.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our school follows district and state guidelines when addressing behavior and the referral management system. Our school works with the Tier model for IDEA students.

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))

Our staff participates in Power Planning meetings with the leadership team and administration. Additionally, our staff participates in PLC's, District trainings, and Focus groups to share best practices. Team Leaders support grade level teachers throughout the year.

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))

Our schools ESE Team collaborates with district ESE Staff to properly matriculate pre-k students to K. The team discusses the student's data and progress and reviews different placement options for these students. The ESE team then meets with the family of each student and works collaboratively to make these placement decisions.