

Broward County Public Schools

Ramblewood Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Ramblewood Elementary School

8950 SHADOW WOOD BLVD, Coral Springs, FL 33071

[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.

Providing all students with the tools for a safe, cooperative learning environment.

Provide the school's vision statement.

To increase achievement for all students through effective instruction.

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
Ibarrondo, Dacyany	Principal	Oversee all operational and instructional areas of the school.
Charlotin, Gregory	Assistant Principal	Assist Principal in overseeing all the areas of the school.

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.

Each month the School Advisory Council meets to address numerous topics. The School Advisory Council is composed of the principal, teachers, school staff, parents, and business partners. As the School Improvement Plan is developed for the following school year the council meets to provide valuable feedback which is utilized and voted upon.

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 School Improvement Plan is a living document that is monitored every month at the School Advisory Council meetings. Real time data is analyzed with a strong focus on closing the achievement gap. The plan is revised on the data to ensure continuous improvement.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	76%
2022-23 Economically Disadvantaged (FRL) Rate	76%
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: 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	41	36	38	43	32	38	0	0	0	228
One or more suspensions	1	1	0	2	5	6	0	0	0	15
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	7	17	20	26	24	28	0	0	0	122
Level 1 on statewide Math assessment	0	6	24	29	17	41	0	0	0	117
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	17	26	16	17	11	0	0	0	95

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	9	21	31	34	26	39	0	0	0	160

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	2	2	2	5	1	3	0	0	0	15
Students retained two or more times	2	0	0	0	1	2	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			35	42	38	32	27	34	0	0	0	208
One or more suspensions			0	0	0	5	4	7	0	0	0	16
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	35	18	23	0	0	0	76
Level 1 on statewide Math assessment			0	0	0	39	22	44	0	0	0	105
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.			3	2	11	14	8	6	0	0	0	44

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	4	9	34	29	35	0	0	0	113

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	4	8	20	3	3	0	0	0	42
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	35	42	38	32	27	34	0	0	0	208
One or more suspensions	0	0	0	5	4	7	0	0	0	16
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	35	18	23	0	0	0	76
Level 1 on statewide Math assessment	0	0	0	39	22	44	0	0	0	105
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	2	11	14	8	6	0	0	0	44

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	4	9	34	29	35	0	0	0	113

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	4	8	20	3	3	0	0	0	42
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*	58	56	53	55	58	56	46		
ELA Learning Gains				70			35		
ELA Lowest 25th Percentile				62			41		
Math Achievement*	63	62	59	53	54	50	29		
Math Learning Gains				80			16		
Math Lowest 25th Percentile				71			10		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	52	48	54	30	59	59	20		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	65	59	59	55			68		

* 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	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	297
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	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	476
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	33	Yes	2	
ELL	51			
AMI				
ASN				
BLK	56			
HSP	58			
MUL	56			
PAC				
WHT	64			
FRL	54			

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	40	Yes	1	
ELL	44			
AMI				
ASN				
BLK	54			
HSP	59			
MUL	58			
PAC				
WHT	72			
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	58			63			52					65
SWD	24			39			26				5	57
ELL	43			60			30				5	65
AMI												
ASN												
BLK	58			60			49				4	
HSP	52			67			47				5	59
MUL	59			53							2	
PAC												
WHT	66			65			65				4	
FRL	48			54			44				5	70

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	55	70	62	53	80	71	30					55
SWD	21	59	52	21	60	46	18					
ELL	38	49	33	44	67	57	11					55
AMI												
ASN												
BLK	44	68	59	43	77	67	17					
HSP	55	68	63	54	79	70	29					57
MUL	53	50		71								
PAC												
WHT	69	80	64	64	88	80	56					
FRL	48	68	63	48	79	68	19					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	46	35	41	29	16	10	20					68
SWD	26	34	50	16	10	13	7					
ELL	41	40	45	21	10	8	17					68

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	38	24	31	21	9	6	9					
HSP	44	43	42	28	21		29					73
MUL	86			43								
PAC												
WHT	58	38		38	20		30					
FRL	40	33	39	24	14	9	20					58

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	58%	56%	2%	54%	4%
04	2023 - Spring	61%	61%	0%	58%	3%
03	2023 - Spring	58%	53%	5%	50%	8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	59%	62%	-3%	59%	0%
04	2023 - Spring	76%	65%	11%	61%	15%
05	2023 - Spring	50%	58%	-8%	55%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	46%	2%	51%	-3%

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.

Our lowest performance data was in overall ELA Proficiency. An overall 59% of our 3-5 grade students demonstrated proficiency in ELA as measured by the FAST PM3. However, this is still an increase of 4%age points as measured by the 21-22 FSA ELA Assessment.

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

Based on the 2023 FAST Progress Monitoring 3, the greatest need for improvement is in the area of mathematics. Specifically, Geometric Reasoning, Measurement and Data Analysis and Probability. A factor that may have contributed to this decline is the adoption of a new math series.

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.

When compared to the state average the biggest gap was in ELA Reading Prose and Poetry. The factor that contributed to this gap was not enough exposure in curriculum to poetry.

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

The data that showed the most improvement was 5th grade science proficiency, Our school increased 18%age points due to weekly science labs in grades K-5 and collaboration with science instructional facilitator.

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

Reflecting on the EWS the biggest area of concern is the amount of students being retained in third grade.

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

1. Increasing proficiency of our SWD students in reading and math.

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 results of the 2022-2023 ELA FAST Progress Monitoring 3 school-wide proficiency is 59%. However, ELA proficiency for our Students with Disabilities is at 29%.

Measurable Outcome:

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

By June 2024, school-wide proficiency for our Student with Disabilities will increase to 34% as measured by the FAST PM3 assessment.

Monitoring:

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

The Area of Focus will be monitored for the desired outcome as follows: Whole group and small group differentiated instruction will take place during the 90-minute block. The Reading Decision Tree will be utilized to guide all reading decisions. Common formative assessments provided by Benchmark and Reading Horizons Elevate will be utilized to monitor student progress. The IEP will be used to monitor students' progress towards reading proficiency.

Person responsible for monitoring outcome:

Dacyany Ibarrondo (dacyany.ibarrondo@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.)

Accommodations are provided to all ESE students as per their IEP. Students are provided with systematic, explicit, and interactive small group instruction that target foundational deficiencies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Ramblewood follows the district's literacy plan and research-based resources recommended. These resources include Benchmark Advance, Reading Horizons Discovery, Reading Horizon's Elevate, Wilson Reading System, Leveled Literacy Intervention (LLI) and Haggerty's Phonemic Awareness Program.

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.

PLCs focused on data that drives planning, instruction, and continuous improvement.

Person Responsible: Dacyany Ibarrondo (dacyany.ibarrondo@browardschools.com)

By When: June 2024

Quarterly data chats with teachers and students in grades 3-5 for continuous improvement.

Person Responsible: Dacyany Ibarrondo (dacyany.ibarrondo@browardschools.com)

By When: June 2024

Collaboration with ESE Support Facilitator, Literacy Coach, and classroom teacher.

Person Responsible: Dacyany Ibarrondo (dacyany.ibarrondo@browardschools.com)

By When: June 2024

Professional development specific to ESE needs.

Person Responsible: Dacyany Ibarrondo (dacyany.ibarrondo@browardschools.com)

By When: June 2024

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

Teacher Retention and Recruitment

Measurable Outcome:

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

By June 2024, 90% of teachers will remain at Ramblewood Elementary.

Monitoring:

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

This Area of Focus will be monitored for the desired outcome with quarterly surveys and feedback forms.

Person responsible for monitoring outcome:

Dacyany Ibarondo (dacyany.ibarondo@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.)

New teachers are leaving the profession at an alarming rate due to lack of support. At Ramblewood each first year teacher will be mentored by an experienced teacher.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If new teachers feel supported they are unlikely to leave the profession.

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.

Team building activities at the beginning of each faculty meeting.

Person Responsible: Dacyany Ibarondo (dacyany.ibarondo@browardschools.com)

By When: June 2024

Monthly meeting with new teachers.

Person Responsible: Dacyany Ibarondo (dacyany.ibarondo@browardschools.com)

By When: June 2024

Regular walk-throughs and continuous feedback provided to teachers.

Person Responsible: Dacyany Ibarondo (dacyany.ibarondo@browardschools.com)

By When: 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)).

Through data analysis teachers identify areas of improvement. The data is presented and reviewed through our monthly SAC meeting to stakeholders. School improvement funding allocations is also reviewed and stakeholders provide feedback. Any resources to be purchased is then voted upon for approval.

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.

Our School Improvement Plan is created with the feedback and approval of our School Advisory Council. The School Improvement Plan is disseminated through monthly School Advisory Council Meetings as well as on our school's webpage. Our webpage is : https://www.browardschools.com/Page/49968?school_number=2721

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 Ramblewood positive relationships are created with all stakeholders by having open lines of communication build through monthly newsletters, marquee, parent links, and monthly family nights. Administrations meet with PTO on a monthly basis to review updates, reminders, and upcoming events. https://www.browardschools.com/Page/49968?school_number=2721

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)

Ramblewood strengthens academic time by minimizing non-academic activities during instructional time. Ramblewood also provides afterschool academic camps for all students based on areas of deficiencies and provides students in the higher 20% opportunities for enrichment through science, band, debate, etc. during Walk to Read Intervention time.

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))

N/A

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))

N/A

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).

N/A

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))

N/A

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))

N/A