Broward Elementary School

2019-20 Schoolwide Improvement Plan

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Broward Elementary School

400 W OSBORNE AVE, Tampa, FL 33603

[no web address on file]

Demographics

Principal: Angela Livingston

Start Date for this Principal: 4/20/2015

2019-20 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (36%) 2017-18: C (41%) 2016-17: C (46%) 2015-16: D (38%) 2014-15: F (29%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	D

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SIP Authority

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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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Broward scholars are our priority.

Provide the school's vision statement.

Every Broward scholar will succeed.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Livingston, Angela	Principal	Duties and responsibilities includes building capacity in team members through support of their roles and responsibilities while also serving as an instructional facilitator to impact student achievement and teacher effectiveness. Leadership Team members include: Lauren Hackey- Math Coach Sharon Stewart- Reading Coach Leah Negron- Science Coach/Gifted
Ambrose, Sharon	Assistant Principal	
Buchanan, Jessica	Teacher, ESE	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	71	64	78	70	51	64	0	0	0	0	0	0	0	398
Attendance below 90 percent	25	15	16	18	7	12	0	0	0	0	0	0	0	93
One or more suspensions	1	1	3	5	4	3	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	0	0	37	0	0	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	17	0	0	0	0	0	0	0	0	0	17

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	8	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	3	0	0	0	0	0	0	0	0	3

FTE units allocated to school (total number of teacher units)
23

Date this data was collected or last updated
Monday 6/24/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	25	15	21	18	12	0	0	0	0	0	0	0	91
One or more suspensions	0	0	2	3	7	6	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	26	34	0	0	0	0	0	0	0	60

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	5	14	10	0	0	0	0	0	0	0	29

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	25	15	21	18	12	0	0	0	0	0	0	0	91
One or more suspensions	0	0	2	3	7	6	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	26	34	0	0	0	0	0	0	0	60

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	5	14	10	0	0	0	0	0	0	0	29

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	23%	52%	57%	26%	52%	55%
ELA Learning Gains	42%	55%	58%	57%	55%	57%
ELA Lowest 25th Percentile	58%	50%	53%	71%	51%	52%
Math Achievement	25%	54%	63%	35%	53%	61%
Math Learning Gains	34%	57%	62%	49%	54%	61%
Math Lowest 25th Percentile	52%	46%	51%	48%	46%	51%
Science Achievement	21%	50%	53%	34%	48%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	71 (0)	64 (0)	78 (0)	70 (0)	51 (0)	64 (0)	398 (0)
Attendance below 90 percent	25 (0)	15 (25)	16 (15)	18 (21)	7 (18)	12 (12)	93 (91)
One or more suspensions	1 (0)	1 (0)	3 (2)	5 (3)	4 (7)	3 (6)	17 (18)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	37 (0)	0 (0)	0 (0)	37 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (26)	0 (34)	0 (60)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
03	2019	20%	52%	-32%	58%	-38%
	2018	15%	53%	-38%	57%	-42%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	24%	55%	-31%	58%	-34%
	2018	28%	55%	-27%	56%	-28%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-4%				
Cohort Comparison		9%				
05	2019	28%	54%	-26%	56%	-28%
	2018	33%	51%	-18%	55%	-22%
Same Grade Comparison		-5%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	30%	54%	-24%	62%	-32%
	2018	30%	55%	-25%	62%	-32%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	22%	57%	-35%	64%	-42%
	2018	22%	57%	-35%	62%	-40%
Same Grade Comparison		0%				
Cohort Comparison		-8%				
05	2019	16%	54%	-38%	60%	-44%
	2018	19%	54%	-35%	61%	-42%
Same Grade Comparison		-3%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	21%	51%	-30%	53%	-32%
	2018	29%	52%	-23%	55%	-26%
Same Grade Comparison		-8%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE 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 2017-18	C & C Accel 2017-18
SWD	15	42	55	21	54	62	10				
ELL	22	57		31	50						
BLK	18	38	55	19	34	53	9				
HSP	28	59		33	33		30				
FRL	21	40	56	24	33	50	20				

2018 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	12	34	50	21	45	50	18				
ELL	35	88		45	71						
BLK	19	43	42	17	34	63	17				
HSP	33	66		31	43		38				
FRL	27	53	56	25	39	54	29				

2017 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16
SWD	14	61		29	50	30	40				
ELL	20	33		19	31						
BLK	17	55	68	29	45	48	29				
HSP	36	52		41	54						
MUL	45			55							
FRL	25	56	71	35	48	48	33				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	300
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA, MATH, & SCIENCE:
FSA Content Areas (ELA, Math, & Science) Achievement Components decreased for the 2018-2019 school year to 25% or lower (ELA- 23%, Math- 25%, Science- 21%). The percentage of students making learning gains in ELA (42%) and Math (34%) also decreased.

Our ELA components (achievement and learning gains) continue to have the lowest performance (out of all the content areas) over the past three years. Our lowest 25% ELA gains have fluctuated between 48-71% in ELA over the past three years.

Contributing factors include: lack of rigorous tasks, teacher understanding/application of standards, student understanding of tasks/standards, student application of learning, student attendance, consistent progress monitoring by all stakeholders, teacher vacancies, prior year standards not mastered.

ATTENDANCE:
Daily average school attendance (PreK-5th) increased 1.3% from 90.8% (2017-18) to 92.1% (2018-19). Daily average school attendance fluctuated between 90-92% over the past three years. Monthly daily average school attendance fell between 1-4% below our district and all elementary schools (2018-19).

Students with 10 or more absences (2018-19): 51.9% (218/420), 24% (101/420) with 5-9 absences, and 24% (101/420) with 0-4 absences.
Grade Level Data: (Totals: 53.1% - 218/410 students)
PreK: 54.5% (12/22)
K: 60.5% (43/71)
1st: 53% (34/64)
2nd: 47.4% (37/78)
3rd: 52.8% (37/70)
4th: 37.2% (19/51)
5th: 66.6% (36/54)

Subgroup Data:
Lowest 25% ELA: 64.8% (24/37)
Lowest 25% Math: 64.8% (24/37)
ESE: 52.2% (57/109)
ELL (All Statuses): 34.3% (11/32)

Free/Reduced Lunch: 52.6% (212/403)
Hispanic: 45% (36/80)
Black: 55.1% (167/303)

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

FSSA Science Achievement decreased 12% from 33% (2017-18) to 21% (2018-19).

FSA ELA learning gains decreased 12% from 54% (2017-18) to 42% (2018-19).

Our Math learning gains have decreased 10% when we look at trend data over the past three years. Our lowest 25% Math gains have held pretty consistent in the low 50% range over the past three years.

Contributing factors include: prior year standards not mastered, lack of rigorous tasks, teacher understanding/application of standards, student understanding of tasks/standards, student application of learning, student attendance, consistent progress monitoring by all stakeholders, teacher vacancies.

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.

Math Achievement -38% gap (school 25%, state 63%).
ELA Achievement - 34% gap (school 23%, state 57%).
Science Achievement - 32% gap (school 21%, state 53%).

Contributing factors include: prior year(s) standards not mastered, lack of rigorous tasks, teacher understanding/application of standards, student understanding of tasks/standards, student application of learning, student attendance, consistent progress monitoring by all stakeholders, teacher vacancies.

Trends: Achievement percentages continue to lag behind 25% or more when compared with the state. However, Lowest 25th Percentile percentages in both ELA and Math are above the state:
ELA - 5% more than state (school 58%, state 53%)
Math - 1% more than state (school 52%, state 51%)

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

ELA, MATH, SCIENCE:
The Lowest 25th Percentile subgroup in ELA increased 1% (57%-58%) and in Math remained the same (52%). Some actions included: identifying lowest 25th percentile students, progress monitoring, interventions/supports, planning PLCs.

ATTENDANCE:
Daily average school attendance (PreK-5th) increased 1.3% from 90.8% (2017-18) to 92.1% (2018-19). Daily average school attendance fluctuated between 90-92% over the past three years.

Some actions included: daily average attendance discussed daily on morning show by school principal and displayed in main entrance hallway, classroom incentives provided by the teacher to promote daily attendance, students targeted for tiered interventions by school social workers, monthly "Pop Up" attendance celebrations with incentives for students with perfect attendance, parent

conferences and letters to remind of attendance concerns, referral to community agencies for additional support for the entire families.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

ELA, MATH, & SCIENCE-
Increase the number of students who are proficient and who are making year learning gains

ATTENDANCE-
Decrease the number of students with more than 10 days absence

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

1. Identifying and defining learning intentions
2. Identifying success criteria for learning mastery
3. Teacher selection and student usage of precise, academic vocabulary
4. Decrease the number of students with 10 or more absences

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA, Mathematics, and Science
Rationale	Our 2018-19 FSA data shows an urgent need to increase the number of students who are proficient and who make adequate learning gains in ELA, Math, and Science. Through our student data analysis, Visible Learning coaching sessions, and teacher implementation in 2018-19, we realized teacher clarity and student understanding of learning intentions and their success criteria was not as evident as needed for high student achievement.

State the measurable outcome the school plans to achieve	Teachers will continue to build fluency around teacher clarity by identifying and using learning intentions and success criteria (in all content areas) for students to be able to demonstrate mastery of grade level standards and increase proficiency by 5% in all content areas.
Person responsible for monitoring outcome	Angela Livingston (angela.livingston@hcps.net)
Evidence-based Strategy	In ELA, Math, and Science, we will use the following strategies: Teachers fluent in clarity and teaching of the learning intention and success criteria Scholars know the daily learning intention and success criteria being taught Scholars work collaboratively on tasks and use academic vocabulary
Rationale for Evidence-based Strategy	Based on our 2018-2019 proficiency data, it was evident that our students lack clarity of grade level standards. As a result, teachers will participate in instructional planning and on-going site based PD with an implementation plan to grow current practices to align with the Visible Learning conceptual framework. Our aim is for teachers to ensure students retain newly acquired skills and have access to effective, rigorous learning that is built on a foundation of high impact practices that make learning visible for all.

Action Step	
Description	Weekly Collaborative Standards Based Planning PLCs in ELA, Math, and Science supported by content coaches (utilizing various resources/materials needed): 1. During weekly planning PLCs with all content area instructional coaches, teachers will define all learning intentions based on the grade level standards to ensure student clarity of their instructional tasks. 2. During weekly planning PLCs with all content area instructional coaches, teachers will identify all success criteria needed for individual learning intentions to ensure students know how to show mastery of the grade level standards. 3. During weekly planning PLCs with all content area instructional coaches, teachers will select precise, academic vocabulary to support student usage throughout instruction of the grade level standards. Instructional Walks and walkthroughs (with immediate feedback) in ELA, Math, and Science will be conducted to build teacher capacity and increase student achievement. Ongoing PLCs will be held to increase teacher effectiveness and student achievement. PLCs include: weekly and vertical planning (in all content areas), ILT, PSLT, content area instructional teams, and leadership team. Job Embedded Professional Development in ELA, Math, and Science: Provide mini PD opportunities and attend conferences on various learnings including

Visible Learning/Teacher Clarity, Utilizing Rigorous Classroom Libraries, Discovery Education STEM Connect, Origio Math Resource, Robotics and Stem Learning, EL Education, Science Active Thinking and LTI Investigations, Wonder Walls, STREAM Learning, and Integrating Flocabulary and other technology into lessons. The new information learned from the PD will be discussed and utilized during planning sessions to implement into instruction to increase teacher effectiveness and student achievement.

Provide book studies to expand teacher's knowledge in all content areas using various resources and books including: Nonfiction Notice and Note, Utilizing Texts that covers current events (Time for Kids Magazine), Science Vocabulary & Notebooking, and Reading across the Content Areas. The new information learned from the PD will be discussed and utilized during planning sessions to implement into instruction to increase teacher effectiveness and student achievement.

Ongoing progress monitoring of student and teacher data in all content areas through structures such as: Monthly data analysis (providing coverage by substitutes), student data chats, maintaining current data walls, and PSLT processes.

Person Responsible Angela Livingston (angela.livingston@hcps.net)

#2	
Title	Attendance/Culture
Rationale	Our 2018-19 attendance data shows while our daily average attendance increased, the number of students with 10 or more absences is 52% or 218/420 students. Absences are huge barriers to student achievement and require more strategic interventions for the 2019-20 school year. Our behavior specialist, Title I Assistant Teacher and/or Title I Aide, and entire social services team will be instrumental in the implementation and follow-through of the interventions.

State the measurable outcome the school plans to achieve	Attendance interventions will be provided to decrease the number of students (PreK-5th grade) with 10 or more absences by 5% to increase student achievement and enhance student culture.
Person responsible for monitoring outcome	Angela Livingston (angela.livingston@hcps.net)
Evidence-based Strategy	Ongoing collection and analysis of individual student attendance data, tiered interventions, parent conferences/home visits, and student incentive program.
Rationale for Evidence-based Strategy	Based on our 2018-2019 attendance data, over half of our students have 10 or more absences which is greatly impacting their academic performance. As a result, teachers will identify students based on Key Performance Indicators data to create intervention and success plans to increase individual student attendance. Our aim is for teachers and all stakeholders to motivate and engage students and parents to have a desire to attend school and impact our school culture and student achievement.

Action Step	
Description	1. Teacher, student, and schoolwide tracking and discussion of daily attendance utilizing student planners morning show, student conferences, award ceremonies, and student celebrations. 2. The PSLT team, supported by the Behavior Specialist, will identify, monitor, and follow-up on attendance interventions and supports during biweekly meetings. 3. Parent conferences and home visits will be conducted to support families to remove barriers that prevent students from attending school regularly. 4. Implementation of student incentives to promote daily attendance, student engagement, and overall student culture. 5. Teacher/staff participation in Ron Clark Academy 6. Aide to develop positive school/community relationships, assist with small group learning Provide mini PD opportunities and attend conferences to increase students' desire to attend school daily through opportunities such as: schoolwide incentives, celebrations, student enrichment club opportunities, student leadership opportunities, SEL groups, and other strategies implemented to enhance overall student culture and attendance.
Person Responsible	Angela Livingston (angela.livingston@hcps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We will continue to enhance our schoolwide behavior program utilizing our Ron Clark Academy inspired House System and engagement strategies, Foundations, AVID organizational strategies, and SEL (partnership with Frameworks). Through these programs and strategies we will provide effective procedures, student incentives, student celebrations, mental health preventive measures, and other resources that support schoolwide behavior.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Broward staff will take pride in showing genuine care for all stakeholders to promote positive relationships and open communication to ensure our scholars succeed. With our scholars being the priority, all learning, celebrations, and family events will be focused on meeting their needs and being sensitive to help remove barriers for them and their families. We will utilize all resources and supports onsite and through our community partnerships to enhance the quality of every scholars' overall success. We will utilize the strategies learned from participating in the Parent Teacher Home Visit Project Training (PTHVP) we are implementing in 2019-20 through our Office of Parent & Family Engagement.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Social and Emotional Learning (SEL) Program
Students are engaged in SEL programs based on their needs and within the HCPS "Building Strong School Culture" framework. This framework includes: Mission and Vision; Procedures & Routines; Promoting & Modeling Great Character; Service Learning; Student Leadership; Conflict Resolution; Mentoring; and Behavior Management Plan. In this way, SEL becomes a part of the fabric of a school's culture. Hillsborough County Public Schools has partnered with Frameworks of Tampa Bay to integrate SEL into all middle schools. Students will be engaged with LifeSkills training, an evidence-based program that is designed to improve social, emotional, and academic skills and strengthen relationships between students and teachers..

Behavior Management Plan
Included in the HCPS "Building Strong School Culture" framework is the need for a behavior management plan. A comprehensive behavior management plan is an important part of the social/emotional framework. It is expected that all settings will be structured for success, expectations for student behavior will be explicitly taught, students will be consistently supervised, teachers will build positive relationships with students, and that students will be
corrected fluently, calmly, consistently, respectfully, briefly, and immediately. Comprehensive behaviors plans should address a behavior support team, faculty/stakeholder commitment, school-wide

expectations with a plan for teaching those expectations, effective processes for tracking and documenting behavior incidents and
interventions, plan progress monitoring, location-based rules, effective reward/recognition program that includes restorative practices, and a focus on data-based decision making. It is an expectation that behavior management plans for all DA and Achievement Schools include the 10 Critical Elements for Effective School Wide Management Plans, Restorative Practices, the use of Behavior Tracker to track minor incidences (in classroom), and a separate tool to track ALL interventions (admin/ student services). There may additionally be a need for a Behavior Intervention Team (may choose to use PSLT).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

Bring 6th/9th graders back early for orientation
Train a cadre of student ambassadors to help orient other students
Parent information and/or education opportunities
Hold articulation meetings between 5th and 6th grade teachers
Campus visits
Shadow days
Middle school students visit, tutor and or perform at elementary schools
High school students visit, tutor, or perform at middle schools.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Fieldtrip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Broward is a new AVID Elementary site for the 2019-20 school year to promote college readiness utilizing AVID organizational strategies, student responsibility, and increasing academic rigor in all content areas. We have a partnership with USF SCATTER Program to provide our scholars with opportunities to engage in activities on their campus. We continuously seek additional partnerships to provide more real-world learning experiences.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA, Mathematics, and Science				$330,334.21
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2000	120-Classroom Teachers	0441 - Broward Elementary School	Title, I Part A	1.0	$41,875.87
			Notes: Math Resource			
	5100	210-Retirement	0441 - Broward Elementary School	Title, I Part A		$3,546.89
			Notes: 8.47% Math Resource			
	5100	220-Social Security	0441 - Broward Elementary School	Title, I Part A		$2,596.30
			Notes: 6.2% Math Resource FICA			
	5100	230-Group Insurance	0441 - Broward Elementary School	Title, I Part A		$7,412.03
			Notes: 17.7% Math Resource			
	5100	240-Workers Compensation	0441 - Broward Elementary School	Title, I Part A		$213.57
			Notes: .51% Math Resource			
	6400	120-Classroom Teachers	0441 - Broward Elementary School	UniSIG	1.0	$61,929.83
			Notes: Reading Coach			

	6400	210-Retirement	0441 - Broward Elementary School	UniSIG		$5,245.46
		Notes: 8.47% Reading Coach				
	6400	220-Social Security	0441 - Broward Elementary School	UniSIG		$3,839.65
		Notes: 6.2% Reading Coach FICA				
	6400	240-Workers Compensation	0441 - Broward Elementary School	UniSIG		$315.84
		Notes: .51% Reading Coach				
	6400	230-Group Insurance	0441 - Broward Elementary School	UniSIG		$10,961.58
		Notes: 17.70% Reading Coach				
	6400	130-Other Certified Instructional Personnel	0441 - Broward Elementary School	UniSIG	1.0	$880.00
		Notes: Reading Coach Supplement $880				
	6400	220-Social Security	0441 - Broward Elementary School	UniSIG		$54.56
		Notes: 6.2% Supplement FICA				
	6400	240-Workers Compensation	0441 - Broward Elementary School	UniSIG		$4.49
		Notes: .51% Supplement				
	5100	220-Social Security	0441 - Broward Elementary School	UniSIG		$607.20
		Notes: 1.45% Math Resource Medicare				
	6400	220-Social Security	0441 - Broward Elementary School	UniSIG		$897.98
		Notes: 1.45% Reading Coach Medicare				
	6400	220-Social Security	0441 - Broward Elementary School	UniSIG		$12.76
		Notes: 1.45% Supplement Medicare				
			0441 - Broward Elementary School			$500.00
		Notes: 4th & 5th Grade Science Active Thinking & 1st-3rd Grade Vocabulary Science Projects to increase student achievement in science (supplies needed-lanyards and cardstock paper)				
			0441 - Broward Elementary School			$5,967.00
		Notes: Basic Classroom Supplies needed for daily instruction to meet student needs and provide for more rigorous instruction (including copy paper, chart paper, post-it notes, markers, pencils, binders, etc.) Students will will have the needed materials to complete assigned tasks. Supplies will include: Pencils, paper, Chart paper, binders, pencil pouches, porfolios, dividers,etc.				
			0441 - Broward Elementary School			$1,000.00
		Notes: 4 - WEDO Robotics 2.0 Kit ($250. each) - to enhance our STEM program and increase student achievement in 5th grade science				

			0441 - Broward Elementary School			$1,500.00
			Notes: Technology supplies needed to support instruction through electronic data walls for progress monitoring, i-ready usage,content area support needs, etc. (toner, headphones, ink, etc.) (Shopping Cart available)			
			0441 - Broward Elementary School			$926.10
			Notes: National Geographic Yearly Digital Subscription ($3.25 x 285 students in 2nd - 5th grade)			
			0441 - Broward Elementary School			$3,780.00
			Notes: 10 Epson Powerlight SAM 39 Projectors ($378.00 each) to update older projectors to enhance and support teaching and learning in classrooms			
			0441 - Broward Elementary School			$2,020.00
			Notes: 10 Lumens DC125 Document Camera ($202.00 each) to update older projectors to enhance and support teaching and learning in classrooms			
			0441 - Broward Elementary School			$47,236.56
			Notes: 2 - Probook Laptop Cart with 30 laptops to allow for increase i-Ready usage to improve student achievement, rigorous learning opportunities, and increase student engagement ($23,618.28 each)			
			0441 - Broward Elementary School			$4,500.00
			Notes: Add CASA (60 laptops x $75. each)			
			0441 - Broward Elementary School			$9,450.00
			Notes: Training Pay for staff for book studies ($15 per hr for total of 18 hours per 35 staff)			
			0441 - Broward Elementary School			$12,250.00
			Notes: PLC Planning ($35 x 10 hours for 35 staff) - weekly planning sessions facilitated by resource staff using visible learning, EL, and other resources to plan rigorous standards-based lessons.			
			0441 - Broward Elementary School			$3,600.00
			Notes: Substitutes for Data Chats -36 Total @ $100. per day (2 for two days each month from September 2019-May 2020) for coverage for data analysis PLC with K-5 staff			
			0441 - Broward Elementary School			$7,100.00
			Notes: Get Your Teach On Student Engagement Conference in Orlando in June 2020 for 5 Teachers ($550. registration fee, $600 hotel fee, Meals Allowance - $30 per day x 4 days, Travel - carpool $150. estimate - Total per teacher for 4 day conference-$1,420)			
			0441 - Broward Elementary School			$500.00
			Notes: Job-Embedded Monthly PD Materials for all content areas- August 2019-May 2020 (Includes basic supplies needed - paper, chart paper, highlighters, sticky notes, markes, pens, colored paper, folders)			
			0441 - Broward Elementary School			$7,000.00

			Notes: Book Study Materials to support instructional focus around learning intentions include studies with Visible Learning/Marzano Scales, & Making Meaning of Math Word Problems (books ($1,000 for books per title/content focus = $3,000 books total plus Visible Learning conference for 5 staff- $4,000)			
			0441 - Broward Elementary School	Title, I Part A		$1,574.67
			Notes: Indirect Math Resource			
	5100	644-Computer Hardware Non-Capitalized	0441 - Broward Elementary School	UniSIG		$16,974.00
			Notes: 23 Probook LapTops with Microsoft Campus Agreement 23 HP Elite Computers @663.00 ea.plus the $75.00 per unit = 16,974.00 These computers will support the targeted intervention tiers with iReady, and other computerized programs.			
	5100	510-Supplies	0441 - Broward Elementary School	UniSIG		$2,631.00
			Notes: 20 Multi-use Learning Easels for Primary Classrooms 20 @131.55. The benefits of these easels for primary teachers and students is for them to be interactive. They serve as a white board, magnetic board hook and loop pocket chart holder or a large tablet. Teachers will utilize to present lessons in a multiple of ways with this one teaching tool. " •Dry-erase board is magnetic •Hook and loop-receptive panel •2 book/marker/eraser stands •Rings for hanging pocket charts or large tablets			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0441 - Broward Elementary School	UniSIG		$3,780.00
			Notes: 10 Powerlite S39 Digital Projectors @378.00 ea = $3780 These will be used to support classrooms where the lessons will be more beneficial if they are projected for students to see projected on the white board.			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0441 - Broward Elementary School	UniSIG		$1,790.00
			Notes: 10 Epson Document Cameras @179.00 ea= $1790 Cameras are needed to put in classroom where instruction will be enhanced if students can visually see the lesson on a larger visible format.			
	5100	120-Classroom Teachers	0441 - Broward Elementary School			$16,981.09
			Notes: Tutorials - ELP hours throughout the school year 15 teachers @ 42hrs x $27hr			
	5100	210-Retirement	0441 - Broward Elementary School			$1,438.30
			Notes: Tutorials - ELP hours throughout the school year 15 teachers @ 42hrs x $27hr			
	5100	220-Social Security	0441 - Broward Elementary School			$1,052.83
			Notes: FICA - Tutorials - ELP hours throughout the school year 15 teachers @ 42hrs x $27hr			
	5100	220-Social Security	0441 - Broward Elementary School			$246.23
			Notes: Medicare - Tutorials - ELP hours throughout the school year 15 teachers @ 42hrs x $27hr			
	5100	240-Workers Compensation	0441 - Broward Elementary School			$86.60
			Notes: Tutorials - ELP hours throughout the school year 15 teachers @ 42hrs x $27hr			
	7200	790-Miscellaneous Expenses	0441 - Broward Elementary School			$556.52

			Notes: Indirect Cost Tutorials - ELP hours throughout the school year 15 teachers @ 42hrs x $27hr			
	6300	120-Classroom Teachers	0441 - Broward Elementary School			$16,981.09
			Notes: (T-payroll) PLCs and planning with coaches to provide content training to teachers, standards-based, content-focused and grade level-specific training that prepares teachers with the content knowledge and lesson ideas needed prior to beginning a unit. 485 hours x $35hr = $16981.09			
	6300	210-Retirement	0441 - Broward Elementary School			$1,438.30
			Notes: (T-payroll) PLCs and planning with coaches to provide content training to teachers, standards-based, content-focused and grade level-specific training that prepares teachers with the content knowledge and lesson ideas needed prior to beginning a unit. 485 hours x $35hr = $16981.09			
	6300	220-Social Security	0441 - Broward Elementary School			$1,052.83
			Notes: FICA- (T-payroll) PLCs and planning with coaches to provide content training to teachers, standards-based, content-focused and grade level-specific training that prepares teachers with the content knowledge and lesson ideas needed prior to beginning a unit. 485 hours x $35hr = $16981.09			
	6300	220-Social Security	0441 - Broward Elementary School			$246.23
			Notes: Medicare - (T-payroll) PLCs and planning with coaches to provide content training to teachers, standards-based, content-focused and grade level-specific training that prepares teachers with the content knowledge and lesson ideas needed prior to beginning a unit. 485 hours x $35hr = $16981.09			
	6300	240-Workers Compensation	0441 - Broward Elementary School			$86.60
			Notes: (T-payroll) PLCs and planning with coaches to provide content training to teachers, standards-based, content-focused and grade level-specific training that prepares teachers with the content knowledge and lesson ideas needed prior to beginning a unit. 485 hours x $35hr = $16981.09			
	7200	790-Miscellaneous Expenses	0441 - Broward Elementary School			$556.52
			Notes: Indirect Cost (T-payroll) PLCs and planning with coaches to provide content training to teachers, standards-based, content-focused and grade level-specific training that prepares teachers with the content knowledge and lesson ideas needed prior to beginning a unit. 485 hours x $35hr = $16981.09			
	5100	510-Supplies	0441 - Broward Elementary School	UniSIG		$7,581.70
			Notes: Per 5% ofc supply cap: Class supplies			
	5100	510-Supplies	0441 - Broward Elementary School	UniSIG		$1,039.96
			Notes: We Do Robotics Kit (Lego Education) 4 @ $259.99ea = $1039.96			
	5100	730-Dues and Fees	0441 - Broward Elementary School	UniSIG		$630.00
			Notes: 5th Grade JA Biztown Field Trip 42 students @ $15ea (transportation included)			
	5100	390-Other Purchased Services	0441 - Broward Elementary School	UniSIG		$1,071.00
			Notes: EL Student Workbooks (Central Printing) 4th Grade for Modules 2, 3, & 4: $3.50 x 58 = $609.00 5th Grade for Modules 2, 3, & 4: $3.50 x 42 = $462.00			

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	519-Technology-Related Supplies	0441 - Broward Elementary School	UniSIG		$216.00
			Notes: 100 Headphones @ $2.16 ea = $216.00			
	5100	519-Technology-Related Supplies	0441 - Broward Elementary School	UniSIG		$69.76
			Notes: Microsoft Mobile 1850 Wireless Mouse 8 x $8.72 = $69.76			
	5100	520-Textbooks	0441 - Broward Elementary School	UniSIG		$2,657.37
			Notes: 4th – 5th Classroom Libraries (Scholastic) Class sets of Promise to Keep Book: $5.24 x 44 = $251.31 Divided Loyalties Book: $27.95 x 58 = $1,621.10 Animal Behavior Book: $17.84 x 44 = $784.96			
	6400	510-Supplies	0441 - Broward Elementary School	UniSIG		$1,871.94
			Notes: PD materials, supplies, resources and books			
2	**III.A.**	**Areas of Focus: Attendance/Culture**				**$99,310.74**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0441 - Broward Elementary School	UniSIG	1.0	$56,378.26
			Notes: Behavior Specialist			
	5100	210-Retirement	0441 - Broward Elementary School	UniSIG		$4,775.24
			Notes: 8.47% of Behavior Specialist			
	5100	220-Social Security	0441 - Broward Elementary School	UniSIG		$3,495.45
			Notes: 6.2% of Behavior Specialist FICA			
	5100	240-Workers Compensation	0441 - Broward Elementary School	UniSIG		$817.48
			Notes: .51% of Behavior Specialist			
	5100	230-Group Insurance	0441 - Broward Elementary School	UniSIG		$9,978.95
			Notes: 17.70% of Behavior Specialist			
	5100	150-Aides	0441 - Broward Elementary School		0.5	$12,875.00
			Notes: Parent Liaison			
	5100	210-Retirement	0441 - Broward Elementary School			$1,090.51
			Notes: 8.47% of .5 aide			
	5100	220-Social Security	0441 - Broward Elementary School			$798.25
			Notes: 6.2% of .5 aide FICA			
	5100	240-Workers Compensation	0441 - Broward Elementary School			$65.66
			Notes: .51% of .5 aide			

	5100	230-Group Insurance	0441 - Broward Elementary School			$2,278.88
			Notes: 17.70% of .5 aide			
	5100	220-Social Security	0441 - Broward Elementary School			$817.48
			Notes: 1.45% of .88 Behavior Specialist Medicare			
	5100	220-Social Security	0441 - Broward Elementary School			$186.69
			Notes: 1.45% of .5 Aide Medicare			
			0441 - Broward Elementary School			$1,800.00
			Notes: Ron Clark App to support our House System, Student Incentive, Daily Attendance, & Parent Involvement to strengthen school culture ($150.00 per month)			
			0441 - Broward Elementary School			$2,000.00
			Notes: 5th Grade JA BizTown Fees ($15.00 per student x 65 students- total $975.00) to enhance student achievement and ensure accessibility for all students to participate along with other onsite and offsite field trips (including STEM) to increase academic achievement and student experiences.			
	5100	220-Social Security	0441 - Broward Elementary School			$408.74
			Notes: 1.45% of .5 Behavior Specialist			
			0441 - Broward Elementary School			$1,060.01
			Notes: Indirect on .5 Behavior Specialist			
			0441 - Broward Elementary School			$484.14
			Notes: Indirect on .5 Aide			
					Total:	$434,636.74