

Broward County Public Schools

Davie Elementary School



2021-22 Schoolwide Improvement Plan

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Davie Elementary School

7025 SW 39TH ST, Davie, FL 33314

[no web address on file]

Demographics

Principal: Silvio Pruneda

Start Date for this Principal: 7/1/2019

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: C (52%) 2016-17: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 Broward 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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Davie Elementary School

7025 SW 39TH ST, Davie, FL 33314

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Davie Elementary School is to provide a strong, safe academic setting in which excellence is the standard for all students, through a combined partnership of home, school and the community.

We accomplish these goals by focusing on teacher/student relationships, demanding high performance, holding to high expectations through implementation and monitoring, and by providing opportunities for self-exploration and self-development. We also have a strong community support through our P.T.O. who provides excellent participation by volunteering, fund raising, and staff support.

Provide the school's vision statement.

At Davie Elementary, we pride ourselves on the wonderful opportunities provided to our students as well as the community. Davie Elementary strives to stay abreast of the current technological trends. We are committed to employing researched based educational strategies and techniques to promote higher order and critical thinking skills.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Anderson, Erik	Principal	Lead a pre-k through 5th grade elementary school insuring a safe and secure environment in which kindness and academic rigor are fostered.
Graber, Dawn	Assistant Principal	Assist lead learner in all functions of running the school with top priority on providing a safe and secure environment in which students are able to learn and grow.

Demographic Information

Principal start date

Monday 7/1/2019, Silvio Pruneda

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

656

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data**Early Warning Systems****2021-22****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	93	130	135	116	133	133	0	0	0	0	0	0	0	740
Attendance below 90 percent	31	41	42	23	35	18	0	0	0	0	0	0	0	190
One or more suspensions	0	0	0	3	1	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	28	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	21	0	0	0	0	0	0	0	26
Number of students with a substantial reading deficiency	2	11	8	30	36	24	0	0	0	0	0	0	0	111
	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	3	10	9	16	23	26	0	0	0	0	0	0	0	87

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	2	6	9	9	4	0	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 9/27/2021

2020-21 - 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	
Number of students enrolled	84	124	125	111	121	124	0	0	0	0	0	0	0	689
Attendance below 90 percent	2	3	6	0	1	0	0	0	0	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	33	29	33	0	0	0	0	0	0	0	95
Level 1 on 2019 statewide Math assessment	0	0	0	29	41	18	0	0	0	0	0	0	0	88

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	0	0	0	0	0	0	0	0	0	0	

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	1	4	2	9	0	1	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

2020-21 - 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	
Number of students enrolled	84	124	125	111	121	124	0	0	0	0	0	0	0	689
Attendance below 90 percent	2	3	6	0	1	0	0	0	0	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	33	29	33	0	0	0	0	0	0	0	95
Level 1 on 2019 statewide Math assessment	0	0	0	29	41	18	0	0	0	0	0	0	0	88

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	0	0	0	0	0	0	0	0	0	0	

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	1	4	2	9	0	1	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				52%	59%	57%	51%	56%	56%
ELA Learning Gains				58%	60%	58%	54%	57%	55%
ELA Lowest 25th Percentile				48%	54%	53%	44%	51%	48%
Math Achievement				56%	65%	63%	60%	62%	62%
Math Learning Gains				66%	66%	62%	60%	60%	59%
Math Lowest 25th Percentile				44%	53%	51%	43%	47%	47%
Science Achievement				39%	46%	53%	49%	49%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	48%	60%	-12%	58%	-10%
Cohort Comparison						
04	2021					
	2019	52%	62%	-10%	58%	-6%
Cohort Comparison		-48%				
05	2021					
	2019	50%	59%	-9%	56%	-6%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	65%	-19%	62%	-16%
Cohort Comparison						
04	2021					
	2019	50%	67%	-17%	64%	-14%
Cohort Comparison		-46%				
05	2021					
	2019	65%	64%	1%	60%	5%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	38%	49%	-11%	53%	-15%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady beginning (Fall), mid-year (Winter), and end of year (Spring) diagnostic.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37/32.5%	41/36.3%	57/48.3%
	Economically Disadvantaged	24/27%	28/31.8%	40/43.5%
	Students With Disabilities	4/17.4%	5/22.7%	5/21.7%
	English Language Learners	13/30.2%	12/27.9%	16/35.6%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27/23.7%	27/26.1%	43/36.4%
	Economically Disadvantaged	19/21.3%	21/23.3%	34/37%
	Students With Disabilities	2/8.7%	5/21.7%	7/30.4%
	English Language Learners	9/20.9%	12/27.3%	17/37.8%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20/32.5%	40/33.1%	52/41.3%
	Economically Disadvantaged	15/15.6%	35/35.7%	40/39.6%
	Students With Disabilities	1/4.2%	7/29.2%	7/28%
	English Language Learners	1/2%	9/16.7%	19/24.1%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19/16.2%	22/18%	30/24%
	Economically Disadvantaged	15/15.8%	15/15%	20/20%
	Students With Disabilities	2/8.3%	2/8.3%	5/20.8%
	English Language Learners	4/8%	5/9.3%	5/8.8%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38/35.5%	52/47.3%	66/59.5%
	Economically Disadvantaged	31/36%	41/46.6%	53/59.6%
	Students With Disabilities	6/26.1%	9/39.1%	11/50%
	English Language Learners	3/7.7%	9/22.5%	13/32.5%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10/9.3%	21/19.4%	15/50%
	Economically Disadvantaged	8/9.2%	16/18.6%	13/52%
	Students With Disabilities	2/8.7%	4/18.2%	2/33.3%
	English Language Learners	1/2.6%	2/5%	7/53.8%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20/17.4%	35/30.2%	3/21.4%
	Economically Disadvantaged	18/17.5%	32/31.1%	2/22.2%
	Students With Disabilities	3/11.1%	6/22.2%	0/0%
	English Language Learners	2/4.7%	5/11.4%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8/6.9%	18/15.9%	2/28.6%
	Economically Disadvantaged	7/6.8%	16/15.8%	2/40%
	Students With Disabilities	0/0%	2/7.4%	1/100%
	English Language Learners	2/4.7%	3/6.8%	1/33.3%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30.2%	40.8%	0%
	Economically Disadvantaged	25.5%	39.2%	0%
	Students With Disabilities	18.8%	26.7%	0%
	English Language Learners	3.7%	10.7%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35/24.1%	49/32.1%	0/0%
	Economically Disadvantaged	24/21.3%	38/29.2%	0/0%
	Students With Disabilities	3/13.3%	4/7.1%	0/0%
	English Language Learners	1/3.7%	3/19.2%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	22	33		13	28		33				
ELL	34	61	63	25	33	35	31				
ASN	73			73							
BLK	30	50		12	33		31				
HSP	38	54	63	29	29	35	31				
WHT	42	43		24	27		50				
FRL	37	50	58	26	28	30	33				
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	36	46	38	26	47	36	10				
ELL	44	53	44	51	63	39	38				
BLK	38	49		50	74	70	10				
HSP	50	55	47	56	62	34	42				
WHT	64	72		57	67		59				
FRL	49	58	49	54	65	45	36				
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	29	41	36	38	45	18	43				
ELL	40	51	50	48	44	36	39				
BLK	40	34	25	45	46	27	45				
HSP	51	56	50	60	59	46	41				
WHT	56	64	50	70	73		71				
FRL	48	52	45	57	58	43	43				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	40
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	49
Total Points Earned for the Federal Index	318
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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
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	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	31
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	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	
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	37
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The noticeable trends that emerge across the grade levels, subgroups, and core content areas include a need for increased ELA interventions in order to assist in bridging the learning gap that many students have acquired throughout the years. Another noticeable trend across grade levels is a need for remediation in mathematics.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and 2019 state assessments, the greatest need for improvement can be seen with our Students with Disabilities and grade 3-5 students reaching proficiency.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors to this need for improvement include gaps in foundational skills, language acquisition, and a need for research based interventions. The new actions that need to be taken to address this need for improvement would be professional development in research based interventions for all teachers as well as further training in tier 2 and 3 strategies.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data components that showed the most improvement based off progress monitoring and 2019 state assessments were the ELA scores for our general education population.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors and new actions that helped in assisting this improvement would be before/ after school tutoring with a focus on student weaknesses, as well as more focused, standard-based lessons.

What strategies will need to be implemented in order to accelerate learning?

A few of the strategies that will need to be implemented to accelerate learning are:

Scaffolding the curriculum intentionally

Building Knowledge and Vocabulary

Prioritizing the Standards

Modifying Guided Reading

Diagnosing and focusing on essential missed learning (the "gaps" in learning)

Utilizing academic teams (student teams)

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers and leaders will be supported by being provided with professional development opportunities in:

RTI and research-based interventions

Response to Literacy professional development.

Small Group Instruction professional development.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

1. Provide access to professional development learning opportunities to increase attendance for Response to Literacy training which will in turn increase achievement of Students with Disabilities
2. Increase small group instruction to encourage higher order of thinking of all students
3. Increase the use of accountable talk in Math, Science and reading to increase achievement
4. Improve data collection practices to target data driven instructional needs in Math, Science and Reading

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Davie Elementary's ESSA subgroup: Students with Disabilities (SWD) have failed to reach the federal threshold of 41%. Last data available yielded 36%.
Measurable Outcome:	By May 2022, 41% of SWD will make gains on the FSA as measured by ESSA.
Monitoring:	Iready beginning of year, mid year and end of year assessments will be administered in Reading and Math and analyzed to provide intervention where needed. Mock FSSA will be conducted in 5th grade at beginning and middle of year to provide necessary intervention in Science
Person responsible for monitoring outcome:	Dawn Graber (dawn.graber@browardschools.com)
Evidence-based Strategy:	Rigorous Tier I instruction using Benchmark Advanced for ELA, Go Math for Mathematics and Stemsopes for Science is provided daily by certified instructors that nurture and develop students by providing feedback and support through the learning process. Intervention is provided for students in need of Tier 2 two-to three times a week and five days a week to those students that need a Tier 3 intervention.
Rationale for Evidence-based Strategy:	Their is a high yield of effectiveness when teachers build a connection with students through focused teaching.
Action Steps to Implement	
Follow individual student's IEP goals	
Person Responsible	Erik Anderson (erik.anderson@browardschools.com)
Provide training and support to teachers of Students with Disabilities	
Person Responsible	Erik Anderson (erik.anderson@browardschools.com)
Provide Tier 2 and Tier 3 interventions using research based programs to SWDs in the Lowest Quartile	
Person Responsible	Erik Anderson (erik.anderson@browardschools.com)
Monitor Students with Disabilities' academic progress using the iReady beginning, middle, and end of year Diagnostic	
Person Responsible	Erik Anderson (erik.anderson@browardschools.com)
Conduct data chats/conferences involving the students and families in formulating individual student goals in Reading, Math and Science	
Person Responsible	Erik Anderson (erik.anderson@browardschools.com)

Provide tutoring before/after school to our Students with Disabilities with a focus on making academic growth in areas of weakness

Person Responsible Erik Anderson (erik.anderson@browardschools.com)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: As a RAISE school, our goal is that at least 50% of our grade 3-5 students will score 3 or above on the ELA portion of the FSA

Measurable Outcome: By May 2022, at least 50% of our grade 3-5 students will score 3 or above on the ELA portion of the FSA.

Monitoring: This area of focus will be monitored through ongoing Benchmark Advance assessments, iReady Reading Diagnostics and BAS data collections.

Person responsible for monitoring outcome: Dawn Graber (dawn.graber@browardschools.com)

Evidence-based Strategy: Rigorous Tier I instruction using Benchmark Advanced for ELA as well as assigned iReady lessons in areas of weakness. Intervention is provided for students in need of Tier 2 two-to three times a week and five days a week to those students that need a Tier 3 intervention.

Rationale for Evidence-based Strategy: Their is a high yield of effectiveness when teachers build a connection with students through focused teaching.

Action Steps to Implement

Provide tutoring before/after school to our struggling students with a focus on making academic growth in ELA areas of weakness

Person Responsible Erik Anderson (erik.anderson@browardschools.com)

Provide training and support in researched ELA intervention programs

Person Responsible Dawn Graber (dawn.graber@browardschools.com)

Monitor struggling student's academic progress using the iReady beginning, middle, and end of year Diagnostic

Person Responsible Erik Anderson (erik.anderson@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When comparing the Discipline Data of Davie to Discipline Data across the state our primary concern is behavior management within the classroom and the secondary concern relates to behavior when in common areas such as the playground or the cafeteria. CHAMPS has been adopted and is being monitored through the monthly analysis of discipline referrals.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Davie Elementary will promote a positive culture by communicating the vision of the school with stakeholders. Building trust through community involvement, listening with empathy to the needs of parents, openly communicating goals, and promoting parent involvement are contributing factors to improving relationships with parents, families, and community stakeholders.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration, Teachers, Support Staff, ESPs, students, and parents will all play a role in promoting a positive culture and environment by maintaining open lines of communication throughout the school year. Families will be involved in their children's education and will have the opportunity to be an active member of the school by participating in School Advisory Council and Forum meetings, as well as Family Engagement Nights.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$70,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	5200		2801 - Davie Elementary School	General Fund	100.0	\$70,000.00
			<i>Notes: ESE Support Facilitator services students in accordance with the IEP goals</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$70,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			2801 - Davie Elementary School	Title, I Part A	100.0	\$70,000.00
			<i>Notes: Title I Resource Teacher providing intervention to students to support proficiency on FSA</i>			
Total:						\$140,000.00