

Broward County Public Schools

# Dillard Elementary School



## 2021-22 Schoolwide Improvement Plan

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## Dillard Elementary School

2330 NW 12TH CT, Fort Lauderdale, FL 33311

[ no web address on file ]

### Demographics

**Principal: Lavina Robinson**

Start Date for this Principal: 3/12/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (50%) 2017-18: C (53%) 2016-17: D (38%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://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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## Dillard Elementary School

2330 NW 12TH CT, Fort Lauderdale, FL 33311

[ 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	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

### School Grades History

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

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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.**

The mission of Dillard Elementary is to provide quality education to all students, to collaboratively develop students and prepare them for the 21st century in a stimulating, safe and motivating learning environment. Dillard Elementary embodies its purpose through a variety of program offerings and high expectations that are embedded within the culture of the school. All students are provided with a stimulating learning environment that consists of reading, writing, language arts, mathematics, science, and social studies. Students' learning is enhanced through the use of multi-media such as I-pads, and laptops. Classrooms are also equipped with Smart Boards or Promethean Boards, projectors, document cameras, and Elmos.

This year we are placing an emphasis on increasing tier 1 teaching and learning and closing the achievement gap through studying and implementing Don Lemov's text: Teach Like A Champion.

#### **Provide the school's vision statement.**

At Dillard Elementary, it is our belief that all students can learn if provided the opportunity. The vision of Dillard Elementary is to develop a healthy community of learners who are academically proficient, effective communicators, and responsible citizens. All stakeholders have high expectations for students and are dedicated to providing all students with a challenging and rewarding learning environment

### 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
Atkins, Gretchen	Principal	<p>The primary leader in the school building. The principal is responsible for establishing a schoolwide vision of commitment to high standards and the success of all students. The principal ensures that the school allows both adults and children to put learning at the center of their daily activities by being the head of the school leadership team and monitoring the implementation of the school's vision. The principal also monitors school-wide data to assess student, class, grade and school-wide progress to ensure the school is achieving its goals and engages teachers in conversation regarding class, grade, and school-wide data, mentor teachers and facilitate reflective conversations.</p> <p>The principal also supports teachers and coaches to develop curriculum knowledge to maximize classroom instruction and student learning.</p>
Orr, Camille	Assistant Principal	<p>Supports teachers in developing their knowledge about the curriculum, promote teacher collaboration with a focus on effective classroom instruction. Monitors school-wide data to assess student, class, grade and school-wide progress to ensure the school is achieving its goals and engages teachers in conversation regarding class, grade, and school-wide data, mentor teachers and facilitate reflective conversations, supports teachers and coaches to develop curriculum knowledge to maximize classroom instruction and student learning.</p>
Basden, Adrienne	Instructional Coach	<p>Mrs. Basden is the Literacy Coach at Dillard Elementary School. She supports teachers in planning and implementing effective standards based English Language Arts lessons. Mrs. Ashley also creates standards based assessments for grades 2-5 and meets with teachers to dig deep into the data and use the data to inform instruction. Mrs. Ashley also creates and modifies the Math Instructional Focus calendar as needed. She also facilitates and leads Math Professional Learning Communities.</p>
Williams, Fitzroy	Math Coach	<p>Mrs. Ashley is the Math Coach at Dillard Elementary School. She supports teachers in planning and implementing effective standards based math lessons. Mrs. Ashley also creates standards based assessments for grades 2-5 and meets with teachers to dig deep into the data and use the data to inform instruction. Mrs. Ashley also creates and modifies the Math Instructional Focus calendar as needed. She also facilitates and leads Math Professional Learning Communities.</p>
Chestnut, Kierra	School Counselor	<p>Mr. Willimas supports the social and emotional learning of the students at Dillard Elementary. He assists students and teachers with learning strategies, self-management and social skills, and promotes success for our diverse students. He implements a school counseling program to support students through this important developmental period. The program provides education, prevention and intervention activities, which are integrated into all aspects of our students' lives. The program teaches knowledge, attitudes and</p>

Name	Position Title	Job Duties and Responsibilities
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skills students need to acquire in academic, career and social/emotional development, which serve as the foundation for future success.

## Demographic Information

### Principal start date

Saturday 3/12/2016, Lavina Robinson

**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.*

3

**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.*

4

**Total number of teacher positions allocated to the school**

36

**Total number of students enrolled at the school**

682

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

2

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

1

### 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	92	116	110	96	125	130	0	0	0	0	0	0	0	669
Attendance below 90 percent	63	73	74	50	77	78	0	0	0	0	0	0	0	415
One or more suspensions	0	0	0	0	2	8	0	0	0	0	0	0	0	10
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	32	49	0	0	0	0	0	0	0	81
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	35	47	0	0	0	0	0	0	0	82
Number of students with a substantial reading deficiency	0	0	1	15	0	0	0	0	0	0	0	0	0	16

#### 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	24	27	0	0	0	0	0	0	0	51

#### 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	2	1	0	0	0	0	0	0	0	0	0	3
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

Thursday 9/30/2021

#### 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	79	105	108	96	120	127	0	0	0	0	0	0	0	635
Attendance below 90 percent	42	47	57	35	56	50	0	0	0	0	0	0	0	287
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	5	21	7	0	0	0	0	0	0	0	33
Course failure in Math	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	1	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	79	105	108	96	120	127	0	0	0	0	0	0	0	635
Attendance below 90 percent	42	47	57	35	56	50	0	0	0	0	0	0	0	287
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	5	21	7	0	0	0	0	0	0	0	33
Course failure in Math	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	1	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				34%	59%	57%	32%	56%	56%
ELA Learning Gains				58%	60%	58%	50%	57%	55%
ELA Lowest 25th Percentile				68%	54%	53%	60%	51%	48%
Math Achievement				59%	65%	63%	54%	62%	62%
Math Learning Gains				62%	66%	62%	65%	60%	59%
Math Lowest 25th Percentile				49%	53%	51%	50%	47%	47%
Science Achievement				22%	46%	53%	57%	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	36%	60%	-24%	58%	-22%
Cohort Comparison						
04	2021					
	2019	38%	62%	-24%	58%	-20%
Cohort Comparison		-36%				
05	2021					
	2019	23%	59%	-36%	56%	-33%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	61%	65%	-4%	62%	-1%
Cohort Comparison						
04	2021					
	2019	53%	67%	-14%	64%	-11%
Cohort Comparison		-61%				
05	2021					
	2019	60%	64%	-4%	60%	0%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	21%	49%	-28%	53%	-32%
Cohort Comparison						

## Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring data used to compile the information below is the iReady Diagnostic given during the Fall, Winter, and Spring.

Economically Disadvantaged is not a group that is reported therefore you will note NR.

Science data reported is derived from School City Science Assessments that is given to students in 5th grade only.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29%	26%	36%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	33%	0%	60%
	English Language Learners	25%	25%	40%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29%	19%	27%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	50%	0	20%
	English Language Learners	25%	40	60%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15%	31%	38%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	0	22%	11%
	English Language Learners	14%	14%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8%	13%	36%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	13%	0	25%
	English Language Learners	0	14%	14%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27%	33%	46%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	20%	30%	22%
	English Language Learners	0	20%	20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5%	17%	34%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	0	30%	26%
	English Language Learners	0	0	20%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14%	18%	25%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	0	6%	6%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	23%	33%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	0	6%	20%
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14%	16%	25%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	11	11	30%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11%	16%	29%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	0	10%	11%
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	19%	33%	35%
	Economically Disadvantaged	NR	NR	NR
	Students With Disabilities	NR	NR	NR
	English Language Learners	NR	NR	NR

## 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	23			53							
ELL				17							
BLK	25	32	36	28	20	27	14				
FRL	26	33	38	29	21	25	16				
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	23	57	56	33	47	33	20				
ELL											
BLK	34	58	68	59	62	49	22				
FRL	34	57	68	59	62	49	22				

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	14	50	50	42	45	21	50				
BLK	31	49	61	54	65	52	55				
FRL	32	50	60	54	65	50	57				

### 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	28
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	46
Total Points Earned for the Federal Index	227
Total Components for the Federal Index	8
Percent Tested	87%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	21
English Language Learners Subgroup Below 41% in the Current Year?	YES
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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	28
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	29
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?**

**ELA**

\*As students matriculate from 3rd grade to fourth and fifth reading proficiency decreases.

\*Students with disabilities and English Language Learners also see a decrease in proficiency in ELA and Math as they progress from primary to intermediate grade levels.

**Math**

There is a slight increase in Math proficiency from 1st to 4th grade however there is a slight drop in fifth grade.

While reviewing the iReady Diagnostic results, it was noted that English Language Learners (ELLs) made very little progress from fall to spring and in some cases no progress at all.

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

Although there has been an upward trend in ELA proficiency, when looking at 2019 ELA data; 50% of students tested in grades 3-5 are not proficient readers. There was a 16 point increase from 2019 to 2020 ELA FSA scores from 34% to 50% proficiency however this is still below the district and state average.

**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 for this need for improvement are evident in the checkpoint assessments that were given to students during the 2020-21 school year. Proficiency totals are significantly lower in years past for ELA and Math.

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

Based on 2019 state assessment data, ELA, Science, and the Lowest Quartile Learning Gains in Math showed the most improvement:

ELA- Increase of 16%

Science- Increase of 18%

LQMath- Increase of 21%

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

Contributing factors were:

1. Monitoring of Tier 1 instruction via classroom walkthroughs
2. Timely feedback
3. Teachers sharing best practices
4. Authentic and relevant PLC

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

Providing teachers with Professional Development on effective reading and math strategies, coaching support (modeling best practices, feedback), classroom walkthroughs, effective PLCs, sharing best practices, hosting Family Curriculum Nights

**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.**

Professional Development will be provided in the following areas:

1. Benchmark Universe (Reading Program)
2. Phonics Intervention programs

3. Small Group Math Instruction
4. Infusing manipulatives in math instruction

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

1. Teachers will be provided professional development prior to the start of the school year in ELA, math, and science strategies
2. Additional support personnel will provide students with small group instruction in the classroom.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to ELA

<b>Area of Focus Description and Rationale:</b>	Proficiency in ELA based on 2019-20 FSA is 50% which is below the state and district average. 2020-21 iReady Diagnostic and FSA data suggests that students are now significantly below 50% proficiency in ELA.
<b>Measurable Outcome:</b>	By June 2022, by providing high-quality rigorous standards-based tier 1 instruction, student learning will increase resulting in an increase in ELA proficiency on the FSA to 55%.
<b>Monitoring:</b>	The December iReady Diagnostic will serve as a checkpoint as well various School City interim and unit assessments that are administered biweekly and quarterly.
<b>Person responsible for monitoring outcome:</b>	Adrienne Basden (adrienne.smoot@browardschools.com)
<b>Evidence-based Strategy:</b>	Tier 1 instruction: incorporating standards-aligned instructional units, skill-based instruction, and Teach Like A Strategy Techniques.
<b>Rationale for Evidence-based Strategy:</b>	This year, we are focused on increasing the effectiveness of Tier 1 instruction and closing the achievement gap by studying the text and incorporating the techniques discussed in the text Teach Like a Champion. Through a partnership with the Teacher Professional and Leadership Growth department (TPLG), our coaches and administrators are learning more about implementing high-quality tier 1 instructional units.

#### Action Steps to Implement

1. Utilizing the Uncommon standards-aligned units.
2. Weekly teacher planning with instructional coaches on implementing standards-aligned units.
3. Tier-II and Tier III instruction provided to students in small groups and Power Hour.
4. Assessment data will inform individual student instruction.

**Person Responsible** Adrienne Basden (adrienne.smoot@browardschools.com)

**#2. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus</b>	Based on 2019 FSA data and 2020 iReady Diagnostic data, Proficiency in ELA for SWDs is at 23%. Providing high-quality, rigorous standards-based instruction will positively impact student learning resulting in an increase in literacy skills and ELA achievement.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	By June 2020, Students With Disabilities will score at or above 41% of the Federal Percent of Points Index (FPPI).
<b>Monitoring:</b>	SWD data from iReady winter diagnostic as well as additional interim and checkpoint assessments will be monitored and shared with the ESE and general education teachers. Updates will be made to instructional strategies and individual IEPs as needed.
<b>Person responsible for monitoring outcome:</b>	Camille Orr (camille.orr@browardschools.com)
<b>Evidence-based Strategy:</b>	Tier 1 instruction: incorporating standards-aligned instructional units, skill-based instruction, and Teach Like A Strategy Techniques.
<b>Rationale for Evidence-based Strategy:</b>	This year, the ESE Support Facilitator will participate in our school-wide focus on increasing the effectiveness of Tier 1 instruction and closing the achievement gap by studying the text and incorporating the techniques discussed in the text Teach Like a Champion. Through a partnership with the Teacher Professional and Leadership Growth department (TPLG), our coaches and administrators are learning more about implementing high-quality tier 1 instructional units.

**Action Steps to Implement**

1. Utilizing the Uncommon standards-aligned units.
2. Weekly teacher planning with instructional coaches on implementing standards-aligned units.
3. ESE facilitator planning weekly with classroom teachers. and instructional coaches
4. Tier-II and Tier III instruction provided to students in small groups and Power Hour.
5. Assessment data will inform individual student instruction.

**Person Responsible** Camille Orr (camille.orr@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.

**A Positive School-Wide Behavior Plan will be implemented. All staff, students, and parents will be trained and made aware of the plan as well as provide input.**

### 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.

Dillard Elementary will foster and build a positive school culture and environment by creating an environment where teachers, students, and parents feel genuinely supported. Some strategies that will be implemented are: respecting teacher's time by limiting the number of meetings that are held. This will leave more time for teachers to plan and collaborate with each other. Interruptions to the instructional day will be held to a minimum. Teachers will be provided with specific, timely, and relevant feedback and we will plan student and staff celebrations as well as implement a teacher recognition program.

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

The administration team will spearhead monthly staff celebrations.

The instructional leadership team will spearhead student celebrations as well as family nights.

### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA					\$5,493.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
		140-Substitute Teachers	0271 - Dillard Elementary School	Title, I Part A		\$5,493.00	
			Notes: Substitutes needed for ELA training				
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities					\$0.00
Total:							\$5,493.00