Broward Estates Elementary School

2021-22 Schoolwide Improvement Plan

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Broward Estates Elementary School

441 NW 35TH AVE, Lauderhill, FL 33311

[no web address on file]

Demographics

Principal: Tarshe Freeman   Start Date for this Principal: 7/1/2012

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* Economically Disadvantaged Students*
School Grades History	2018-19: B (59%) 2017-18: C (42%) 2016-17: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
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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441 NW 35TH AVE, Lauderhill, FL 33311

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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	86%

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		B	B	C

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Broward Estates ES is dedicated to delivering effective, innovative and interactive high quality instruction to all scholars in a safe and supportive environment.

Provide the school's vision statement.

Broward Estates ES believes in the pursuit of academic excellence for all scholars.

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
Augustin, Ducarmel	Principal Coach- Acting Principal	- Promotes the district's strategic plan and ensures school operations are in alignment. - Establishes vision for academic achievement, instructional excellence and operational success. - Implements Instructional Plans for students which are carried out by instructional staff - Recruits, Hires, Coaches, Retains and Develops staff personnel - Manages fiscal resources - Establishes a core learning environment that is equitable and accessible for all students - Employs multi-tiered levels of decision making centered on instructional and operational leadership - Empowers other key personnel with leadership duties for aspiring leaders - Maintains high visibility in the school and community - Exercises ethical and moral core values that align with Principles of Professional Conduct
Peters, Kevin		- Executes the district's strategic plan and ensures school operations are in alignment. - Executes vision for academic achievement, instructional excellence and operational success. - IAssists Principal in implementing Instructional Plans for students which are carried out by instructional staff - Recruits, Hires, Coaches, Retains and Develops staff personnel - Ensures teachers create a learning environment that is equitable and accessible for all students - Employs multi-tiered levels of decision making centered on instructional and operational leadership - Empowers other key personnel with leadership duties for aspiring leaders - Maintains high visibility in the school and community - Exercises ethical and moral core values that align with Principles of Professional Conduct
Decambre, Terry Ann		- Provides social and emotional support to all scholars - Serves as Student Assessment Coordinator - Serves as the MTSS/RtI Contact for school - Serves as liaison for school in ensuring all district and state mandates regarding Social and Emotional Learning are put into practice at school site. - Homeless Education School Contact - Child Abuse Designee - Foster Care Liaison - Suicide Liaison
Evans, Tracy		- Provides tiered academic support to Lowest 25%/ High Needs students - Implements academic interventions for students with identified

Name	Position Title	Job Duties and Responsibilities
		academic deficiencies - Collaborates with literacy coach and school administration in monitoring progress of high needs students - Communicate progress of students with key stakeholders - Maintain records of student academic progress
Goodison, Sherene		- Provide advanced knowledge and skills to ensure the effective implementation of school's literacy program - Work with key school based and district personnel in effectively monitoring instructional implementation of literacy in classroom - Coach, Support and collaborate with instructional staff - Analyze data points and trends of grades k-5 students and teachers performance on a variety of formative and summative assessments. - Collaborate with key internal and external stakeholders to ensure reading program is understood by all parties - Participate in professional learning to stay apprised of new curricula
Rodriguez, Ana		- Oversee the school's featured magnet program and activities. - Maintain consistent communication with district support and approved external agencies to support magnet initiatives. - Collaborate with activities classes teacher to develop curriculum and lessons plans - Recruit and Retain new students into the magnet program.
Marshall, Lotonia		- Oversees Exceptional Student Education program at school site. - Coordinates IEP/504/EP meetings - Coordinates with collaborative problem solving team in identifying students who may be eligible to enter ESE program - Guide and collaborates instructional staff/ parent guardians in developing IEP - Ensure district policies as well as state and federal laws, applicable to ESE students are followed at school site.
Young, Yolanda		- Provide advanced knowledge and skills to ensure the effective implementation of school's literacy program - Work with key school based and district personnel in effectively monitoring instructional implementation of literacy in classroom - Coach, Support and collaborate with instructional staff - Analyze data points and trends of grades k-5 students and teachers performance on a variety of formative and summative assessments. - Collaborate with key internal and external stakeholders to ensure reading program is understood by all parties - Participate in professional learning to stay apprised of new curricula

Demographic Information

Principal start date

Sunday 7/1/2012, Tarshe Freeman

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.*

9

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.*

18

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

285

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

7

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

11

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	31	54	56	46	67	54	0	0	0	0	0	0	0	308
Attendance below 90 percent	17	28	25	21	37	23	0	0	0	0	0	0	0	151
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 FSA ELA assessment	0	0	0	0	3	16	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	10	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	0	1	1	6	3	2	0	0	0	0	0	0	0	13

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	1	4	3	14	0	0	0	0	0	0	0	22

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	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/28/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	31	54	56	46	67	54	0	0	0	0	0	0	0	308
Attendance below 90 percent	17	28	25	21	37	23	0	0	0	0	0	0	0	151
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 FSA ELA assessment	0	0	0	0	3	16	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	10	0	0	0	0	0	0	0	13

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	1	4	3	14	0	0	0	0	0	0	0	22

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	0	0	0	0	0	0	0	0	0	

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				41%	59%	57%	36%	56%	56%
ELA Learning Gains				52%	60%	58%	50%	57%	55%
ELA Lowest 25th Percentile				69%	54%	53%	42%	51%	48%
Math Achievement				66%	65%	63%	53%	62%	62%
Math Learning Gains				82%	66%	62%	55%	60%	59%
Math Lowest 25th Percentile				72%	53%	51%	31%	47%	47%
Science Achievement				33%	46%	53%	28%	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	34%	60%	-26%	58%	-24%
Cohort Comparison						
04	2021					
	2019	46%	62%	-16%	58%	-12%
Cohort Comparison		-34%				
05	2021					
	2019	41%	59%	-18%	56%	-15%
Cohort Comparison		-46%				

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	65%	67%	-2%	64%	1%
Cohort Comparison		-46%				
05	2021					
	2019	80%	64%	16%	60%	20%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	49%	-16%	53%	-20%
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 following progress monitoring tools are used by the respective grade levels:
K- i-Ready, ORR, LNSCP, FLKRS, Benchmark Advance Assessments
1- i-Ready, ORR, Benchmark Advance Assessments
2- i-Ready, ORR, Benchmark Advance Assessments
3- i-Ready, ORR, Common Formative Assessments, Benchmark Advance Assessments
4- i-Ready, ORR, Common Formative Assessments, Benchmark Advance Assessments
5- i-Ready, ORR, Common Formative Assessments, Benchmark Advance Assessments

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	60	50
	Economically Disadvantaged	40.9	56.5	48
	Students With Disabilities	0	50	50
	English Language Learners	0	N/A	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36	23.1	29.6
	Economically Disadvantaged	36.4	26.1	29.2
	Students With Disabilities	50	0	0
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21.2	34.5	35.2
	Economically Disadvantaged	17	32	32.7
	Students With Disabilities	50	33.3	33.3
	English Language Learners	0	14.3	14.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9.6	14.5	18.2
	Economically Disadvantaged	4.3	12	16
	Students With Disabilities	0	0	0
	English Language Learners	0	0	14.3

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34.9	48.8	41.9
	Economically Disadvantaged	33.3	46.2	38.5
	Students With Disabilities	0	50	50
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.3	27.9	40.5
	Economically Disadvantaged	15.4	25.6	39.5
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12.9	20.3	19
	Economically Disadvantaged	14	20.3	19
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21.9	27	24.2
	Economically Disadvantaged	20.3	24.1	21.1
	Students With Disabilities	0	0	0
	English Language Learners	33.3	33.3	66.7

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.2	33.3	42
	Economically Disadvantaged	29.4	32.7	41.7
	Students With Disabilities	0	11.1	11.1
	English Language Learners	33.3	66.7	66.7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21.2	27.5	42.3
	Economically Disadvantaged	20	26.5	42
	Students With Disabilities	0	0	22.2
	English Language Learners	66.7	66.7	100
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			17
	Economically Disadvantaged			17
	Students With Disabilities			0
	English Language Learners			2

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	17			15							
ELL	55			36							
BLK	32	62	60	17	19	9	17				
FRL	31	63	70	15	18	8	17				
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	21	53		52	80						
ELL	50	70		83	70						
BLK	41	53	72	65	81	72	32				
FRL	41	53	71	66	83	74	32				

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	22	35		35	59						
BLK	35	49	42	52	54	31	27				
FRL	36	50	42	53	55	31	28				

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	32
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	25
Total Points Earned for the Federal Index	253
Total Components for the Federal Index	8
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
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	39
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	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	
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	32
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?

When compared with the other subgroups, our students with disabilities underperformed. This can be addressed by ensuring students receive the appropriate interventions based on their academic needs. In grade 1, only during the winter assessment did any SED students achieve proficiency. Grade 2, there was 17 percentage point decrease from the Fall to Spring Assessment. In grade 3, proficiency for SWD students was at 50%. In grade 4, no SWD students demonstrated proficiency and grade 5 SWD students proficiency was maintained at 11 percentage. Given this set of data, it is evident that our SWD students need more impactful academic supports necessary to compete at the same level as the other subgroups.

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

SWD performance is the area that needs the most improvement.

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

Classroom Based Instructional Staff will need to be trained on how to effectively implement academic interventions. Support Facilitators will need to be provided training on how to effectively articulate to teachers on how best to support students with varying disabilities.

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

Overall, ELA Proficiency across all grade level with all students showed the most improvement. As evidenced by the i-Ready progress monitoring assessment, there was evidence of growth. Grade 1 saw a +10 percentage point increase in ELA, Grade 2 +14, Grade 3 +7, Grade 4 +6.1 and Grade 5 +3.

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

Academic push in support from instructional coaches and administration aided in seeing slight increases in the ELA content area.

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

In order to accelerate learning, classroom teachers must provide high quality lessons that ensure rigorous lessons address all elements of the standard of focus. For this to take place, professional learning, classroom walkthroughs, actionable feedback, co-teaching and modeling sessions with instructional coaches are highly important to make this goal attainabale.

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.

District and School Based Professional Learning sessions will be provided to all classroom teachers and instructional support. Teachers will receive training on planning for rigorous standards based instruction, learn about high impact instructional strategies to utilize for students of varying exceptionalities. In addition, teachers will receive training on progress monitoring tools (i.e. Oral Reading Records) to appropriately diagnose student areas of weakness and identify prescriptions to utilize to build foundational skills as well as eliminating skill gaps.

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

Academic Support Personnel will provide intensive intervention services to students who are struggling readers/learners. These personnel are critical components of our instructional infrastructure as their role is intently focused on working closely with tier 3 students who have showcased difficulty in addressing grade level standards and concepts. Additionally, our ESE support facilitator will work closely with our students with exceptionalities to ensure IEP goals are addressed while also employing specific instructional strategies that help to mitigate learning gaps and to continuously provide opportunities for students to interact with grade level content.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	As a result of current ELA formative and summative assessment data, it is necessary to increase teacher knowledge on how to employ rigorous questioning techniques to ensure students are continuously exposed to FSA style questions.
Measurable Outcome:	As a result of high quality professional learning, 100 percent of instructional staff will acquire the skills necessary to expose all students to rigorous questioning techniques to fundamentally address grade level concepts.
Monitoring:	Classroom Walkthroughs, Coaching and Feedback Sessions, Data Huddles
Person responsible for monitoring outcome:	Sherene Goodison (sherene.goodison@browardschools.com)
Evidence-based Strategy:	Professional Learning centered on understanding how to incorporate higher order thinking questions into lessons
Rationale for Evidence-based Strategy:	Current progress monitoring data suggest that a direct focus higher order questioning is needed to ensure students can effectively address grade level content.

Action Steps to Implement

1. Provide Professional Learning to Staff on deconstructing academic standards for rigorous instruction.

Person Responsible	Sherene Goodison (sherene.goodison@browardschools.com)

Monitor Effectiveness of Teacher Implementation of Standards Based Instruction

Person Responsible	Kevin Peters (kevin.peters@browardschools.com)

Execute Follow up Professional Learning Sessions to Coach, Develop and Guide Teachers to acquire the skills necessary to implement standards based instruction.

Person Responsible	Sherene Goodison (sherene.goodison@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the 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.

Based on data collected, approximately 25% of student referrals at Broward Estates were submitted due to disruptive/unruly behavior. This is a result of students not adhering to classroom teacher's expectations. If teachers receive guidance and implement the classroom management system, CHAMPS, student disruptions in the classroom will decrease significantly.

Additionally, To circumvent the likelihood of classroom disruptions increasing, our school wide focus includes the following: Students will earn points in classroom to earn a variety of treats as outlined by classroom teacher/ staff member.

Administration will conduct walkthroughs and conference with teachers on the successes/ limitations of reward system.

Administration will determine the impact of the program based on the decrease of student referrals. The goal is to achieve at least a 10% decrease in unruly/disruptive student behavioral referrals.

Core Effectiveness Action Steps:
1. Implementation of Tier 1 Classroom Management System
2. RtI Behavior Referrals
3. One to One Counseling with Guidance Counselor/SPARKS Social Worker

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.

Broward Estates ES is committed to ensuring students, staff, parents, families and community members are fundamentally incorporated into all aspects of the organization. With the direct focus on student achievement, it is essential to ensure that all stakeholders embrace this mindset.

Academic Excellence is expected and celebrated simultaneously. We believe in the pursuit of academic excellence via high quality instructional for all students. School Staff, Parents, Families, Community Members etc. are well aware of providing equitable educational opportunities for all students from various walks of life. This message is communicated once one arrives on campus, through e-mail or written

correspondence or simply through the conversations students may have with one another. Because we all collectively believe in propelling our children to higher levels, this increases the level of positivity felt throughout the campus.

Through parent and family engagement activities such as Open House and advisory meetings, stakeholders are given the opportunity to provide critical input as it pertains to our school's academic infrastructure, student engagement, behavioral incentives as well as how the allocation of funds should be spent. Leading with collaboration is mind is strategic; our parent, families and community at large are equitable members in the decision making process.

Implementing positive student behavioral rewards is a focus at Broward Estates. Classroom and School Wide Incentives highlight academic performance, positive behavior and attendance. Quarterly Honor Roll Assemblies are conducted to celebrate the achievements of top students.

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

School Staff- Outlines a vision for academic success, provided high quality instructional opportunities for students, Collaborates with various stakeholders for the sake of school wide success.

Parents- Coordinate and collaborate with school staff in extending the educational experience beyond the classroom.

Community- Support the mission and vision of the school. partners with school in providing various resources to enhance the school's infrastructure.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3376	100-Salaries	0501 - Broward Estates Elementary School	Title, I Part A	290.0	$1,500.00
			Notes: Funds will be utilized to assist teachers with professional learning.			
					Total:	$1,500.00