

Broward County Public Schools

Lloyd Estates Elementary School



2021-22 Schoolwide Improvement Plan

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Lloyd Estates Elementary School

750 NW 41ST ST, Oakland Park, FL 33309

[no web address on file]

Demographics

Principal: Shawn Allen

Start Date for this Principal: 10/3/2012

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* Hispanic Students* Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: C (49%) 2016-17: C (51%)
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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Lloyd Estates Elementary School

750 NW 41ST ST, Oakland Park, FL 33309

[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	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	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.

Our mission is to develop well-rounded creative thinkers and problem solvers with the strength of character to serve as productive members of society.

Provide the school's vision statement.

We are a STEM District Innovative Program School with a Digital 5 Program aiming to prepare our students for a rapidly changing world by equipping them with critical thinking skills, the ability to use resources and technology effectively while fostering a respect for common core values of honesty, loyalty, and compassion.

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
Allen, Shawn	Principal	The principal attends to students' academic and social-emotional well being; builds relationships with staff, students, parents, and the community; makes sound management decisions; evaluates staff; oversees the schools budget and ensures that district and school's policies and procedures are adhered to; tracks student and teacher's data and develops a plan and inservice (training) with stakeholders to ensure that the learning cycle is followed and all stakeholders receive proper training where needed.
Guirand, Marilyn	Assistant Principal	The Assistant Principal assists the Principal provides instructional leadership to staff including curriculum planning, review and implementation; and professional development. Assists in the day-to-day building administration and the safety and welfare of students, staff, volunteers, and activities Supports the Principal in setting the overall direction, coordination, and evaluation of the staff within the school. Carries out supervisory responsibilities in accordance with the districts' policies and applicable laws.
Reidy, Carolyn	Other	Works directly with teachers, administrators, and parents in coordinating the delivery of exceptional student programs. To provide technical assistance to ensure a continuum of service options as the designee of the Director of Exceptional Student Education.
Rowe, Vivian	School Counselor	Under the direction of the building principal the school counselor plans and provides appropriate services for students. Provides an atmosphere and environment conducive to the intellectual, physical, social, and emotional development of all students. Monitors and evaluates student outcomes. Communicates and interacts with students, parents, staff, and the community. Develops, selects, and modifies guidance lessons and materials to meet the needs of all students.
Gomez , Lillian	Instructional Coach	The Literacy Coach supports all K-6 staff in the implementation of the district's reading plan and program. The Coach works directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The Coach focuses on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Coach also works with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.

Demographic Information

Principal start date

Wednesday 10/3/2012, Shawn Allen

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.*

1

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.*

2

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

466

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.

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	68	69	82	82	86	89	0	0	0	0	0	0	0	476
Attendance below 90 percent	18	18	18	20	16	21	0	0	0	0	0	0	0	111
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
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	2	18	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	7	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	1	6	39	11	6	0	0	0	0	0	0	0	63

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	2	1	7	6	12	0	0	0	0	0	0	0	28

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	1	0	0	0	0	0	0	0	0	1
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

Friday 9/10/2021

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA 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	
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	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				45%	59%	57%	47%	56%	56%
ELA Learning Gains				50%	60%	58%	57%	57%	55%
ELA Lowest 25th Percentile				50%	54%	53%	48%	51%	48%
Math Achievement				59%	65%	63%	51%	62%	62%
Math Learning Gains				57%	66%	62%	50%	60%	59%
Math Lowest 25th Percentile				50%	53%	51%	50%	47%	47%
Science Achievement				38%	46%	53%	38%	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	51%	60%	-9%	58%	-7%
Cohort Comparison						
04	2021					
	2019	43%	62%	-19%	58%	-15%
Cohort Comparison		-51%				
05	2021					
	2019	32%	59%	-27%	56%	-24%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	65%	2%	62%	5%
Cohort Comparison						
04	2021					
	2019	54%	67%	-13%	64%	-10%
Cohort Comparison		-67%				
05	2021					
	2019	39%	64%	-25%	60%	-21%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	35%	49%	-14%	53%	-18%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

DWH School Improvement ESSA Subgroup Report 9/10/21 Data used.

*iReady Diagnostic 1 2021 was used as the monitoring tool to compile the data.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12.5	16.1	27.7
	Economically Disadvantaged	11.9	16.1	30.5
	Students With Disabilities	0	11.1	10
	English Language Learners	12.5	12.5	8.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9.4	12.7	4.1
	Economically Disadvantaged	8.5	14	13.8
	Students With Disabilities	0	11.1	0
	English Language Learners	16.7	8.7	16.7

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8.2	16.4	27.6
	Economically Disadvantaged	6.8	15.3	23
	Students With Disabilities	0	22.2	22.2
	English Language Learners	.1	14.6	22.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11.1	19.2	20.3
	Economically Disadvantaged	10.3	16.9	18.6
	Students With Disabilities	0	25	22.2
	English Language Learners	6.3	16.7	20.8
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25	32.4	48.1
	Economically Disadvantaged	23.4	30.2	48.4
	Students With Disabilities	7.1	0	28.6
	English Language Learners	11.1	14.7	29.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5.3	20	35.5
	Economically Disadvantaged	6.3	20.6	36.5
	Students With Disabilities	0	0	0
	English Language Learners	5.6	8.6	13.5

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15.9	17.9	30.6
	Economically Disadvantaged	17.8	18.9	33.3
	Students With Disabilities	0	0	10
	English Language Learners	2.3	8.7	13
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13.4	23.8	31.8
	Economically Disadvantaged	15.1	27	36
	Students With Disabilities	0	10	20
	English Language Learners	6.8	15.2	17.4
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18.8	32.2	48.2
	Economically Disadvantaged	17.6	27.5	44.1
	Students With Disabilities	7.7	0	23.1
	English Language Learners	3.4	13.8	24.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.6	36	54.1
	Economically Disadvantaged	26.1	37.7	56.5
	Students With Disabilities	15.4	15.4	25
	English Language Learners	6.9	20.7	41.4
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

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	3	33		6	8		8				
ELL	34	59	53	25	12	13	24				
BLK	29	40		30	10		19				
HSP	33	59	60	20	9	8	24				
FRL	32	52	50	26	10	13	24				
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	18	44	44	35	53	63	47				
ELL	44	46	45	57	55	46	33				
BLK	40	51	53	55	54	48	38				
HSP	45	47	46	59	58	50	39				
FRL	45	51	53	59	59	53	37				
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	26	59	47	33	48	40					
ELL	41	60	55	44	56	56	20				
BLK	40	55	40	44	48	52	33				
HSP	49	60	57	53	51	50	40				
WHT	73			73							
FRL	47	58	49	51	50	50	38				

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	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	251
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	15
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	33
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
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	29
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	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	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?

This school year (2021-2022) the number of students demonstrating proficiency based on iReady Diagnostic across grade levels is low for both ELA & Math. The school's grade is calculated based on student proficiency of level 3 or higher on ELA and Math. Reviewing the iReady data for the past three years, there has been inconsistent progress in proficiency in both subject areas. The proficiency data for ELA 2019 = 43%, 2020 = 31%, 2021 = 40%, and for Math 2019 = 48%, 2020 = 30%, 2021 = 36%.

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

ELA and Math show a great need for improvement. For the 2020-2021 FSA assessment the proficiency percentage in ELA was 33% and in Math was 27%.

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

Virtual learning during the pandemic was a great contributor to this need for improvement. It was difficult to do in-depth analysis of progress monitoring data as the students' learning environment was affected by many distractors while learning from home. Now that students have returned to face-to-face instruction, new actions taken to address this need for improvement include: Intervention block across all grade levels, ESSER personnel to provide Tier 3 instruction to selected students using curriculum according to the Decision Tree chart for literacy to improve areas of need. For Math, students are reviewing skills and strategies daily using Acaletics and practicing multiplication tables for weekly drills. Also, multiple learning camps and tutoring programs will be available for those students in need.

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

Based on 2019 iReady data and FSA results, Math showed the most improvement across all grade levels.

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

in 2019 teachers were able to keep students engaged and deliver more differentiated instruction inside the classroom, modeling lessons and being able to closely monitor students' understanding before giving them independent practice. Teachers were able to reteach/remediate during small group instruction targeting students' areas of need. Additionally, a number of school-wide initiatives were implemented in the area of Mathematics. The students were engaged in timed fluency drills, Acaletics Green Parties, and weekly math competitions in grades 3-5.

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

Target intervention with frequent progress monitoring to make decisions for increasing intensity of instruction or moving student to the next level ESSER teachers will provide push-in services in grades 3-5 for tier 3 students.

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 will have professional development opportunities for:

Benchmark Advance
Reading Horizons
LLI Training
BAS Training
iReady Training
PWS Training
Heggerty Training
Acaletics
Imagine Learning
JMJ Science Bootcamp

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

Instructional Focus Calendars aligned to the standards
Continuous progress monitoring
On-Going professional learning
Monitoring classroom instruction and providing coaching as needed
Scheduled data chats with teachers and students

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Lloyd Estates Elementary's FSA English Language Arts performance has been inconsistent for the past three years. This category has shown a major concern that needs to be addressed and monitored closely to increase the overall proficiency in ELA school-wide.
Measurable Outcome:	If all instructional staff embed Balance Literacy researched based strategies and interventions into their classroom instruction in all content areas, then by June 2022 our ELA proficiency will increase from 33% to 44% as measured by FSA English Language Arts state assessment.
Monitoring:	Progress monitoring will be through collection of BAS, i-Ready, and School City data along with resources used to support this strategy and lesson planning to implement these two components of Balanced Literacy with fidelity.
Person responsible for monitoring outcome:	Lillian Gomez (lillian.gomez@browardschools.com)
Evidence-based Strategy:	The instructional staff will participate in literacy trainings (Heggerty, F&P Phonics and Word Study, Benchmark Advance, LLI, Decision Tree Charts, i-Ready, Reading Horizons, Imagine Learning) and implement the strategies learned as demonstrated by explicitly instructing interactive read alouds and small group guided reading with fidelity.
Rationale for Evidence-based Strategy:	This evidence-based strategy was selected for this area of weakness because our data indicates inconsistent growth for the past three years. The levels of evidence will be defined by the differentiated literacy strategies used during the ELA block to meet the needs of all learners.

Action Steps to Implement

1. Instructional staff will attend district Literacy training to improve their teaching practice during the ELA block.
2. Teachers will implement interactive read alouds and small guided reading during the ELA block, and provide interventions during an additional block in addition to Tier 1 instruction.
3. Leadership team will collect and analyze student data to identify areas of weakness.
4. Based on areas of weakness, determined by analyzed data, the leadership team will collaborate with teachers to identify and implement researched based reading strategies and interventions needed to address area of weakness while continuing to develop strengths.
5. SWD students will receive additional support in the area of reading.
6. Extended Learning Opportunity Camps for Reading will be offered during the Fall and Spring.

Person Responsible Shawn Allen (shawn.allen@browardschools.com)

#2. Other specifically relating to Science

Area of Focus Description and Rationale:	Lloyd Estates Elementary FSA Science performance has declined for the past three years. This category has shown to be an area of weakness that needs to be addressed and monitored closely to increase the science proficiency of our fifth grade students.
Measurable Outcome:	Instructional staff in grades 3-5 will implement Science Bootcamp. This curriculum will provide rigorous instruction, remediation, and enrichment. Lloyd Estates Elementary's Science proficiency will increase from 23% to 40% by June 2022.
Monitoring:	Science proficiency will be monitored by assessing all science benchmarks through the use of School City, Mastery Connect, and STEM Scopes. Remediation and enrichment strategies will be implemented with fidelity in the area of science.
Person responsible for monitoring outcome:	Marilyn Guirand (marilyn.guirand@browardschools.com)
Evidence-based Strategy:	Explicit instruction, hands-on activities, spiral review of standards through the use of Science Bootcamp.
Rationale for Evidence-based Strategy:	Science Bootcamp will allow teachers to explicitly teach all standards through the use of visuals of each science benchmark. This will increase students' understanding and conceptual knowledge of science standards.

Action Steps to Implement

1. Provide time for teachers to plan effective science lessons with district science personnel.
2. Following instructional focus calendar aligned to the science standards.
3. Implementing Science Bootcamp with fidelity.
4. Following science testing calendar to ensure students have a deep understanding of the science benchmarks.
5. Having the students engage in monthly science competitions to review science benchmarks.
6. Students will be invited to a science camp in order to reinforce and provide the students with a deeper understanding of the science concepts through the use of science experiments.

Person Responsible Marilyn Guirand (marilyn.guirand@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.floridacims.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.

Lloyd Estates Elementary reported .04 incidents per 100 students. Compared to all elementary schools statewide, it falls into the low category. The school has 13 suspensions, this area of concern will continue to be monitored by administration. Teachers will implement SEL lessons in the classroom targeting areas of concerns.

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.

Lloyd Estates Elementary will make use of multiple modalities to communicate with all of our stakeholders. In order to communicate with our parents we use the school's website, parent-links, flyers, Canvas, and personal phone calls. We conduct a recruitment at our School Advisory Council (SAC) meeting whereby parents are invited to become active members of SAC, School Advisory Forum (SAF), and active volunteers to our classroom. In our parent meetings, we share the School Improvement Plan (SIP) and they are encouraged to provide feedback. The customer survey results from all stakeholders are reviewed yearly and changes are made to correct the areas of concern.

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

The school's Leadership Team to include: Principal, Assistant Principal, Literacy Coach, Guidance Counselor, and the ESE Specialist.

All the members of the leadership team promote a positive culture and environment at the school.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$13,463.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	500-Materials and Supplies	1091 - Lloyd Estates Elementary Schl	Title, I Part A		\$4,308.00
			Notes: Rally's Education Revising and Editing Intermediate will allow students to read a variety of reading selections and answer questions on grammar, punctuation, and word usage. Instruction focuses on writing coherence and organization while students re-write essays with correct grammar and structure. Grammar concepts are reinforced with independent practice.			
	5100	369-Technology-Related Rentals	1091 - Lloyd Estates Elementary Schl	Title, I Part A		\$3,769.00
			Notes: School City site license (grades 1-5). Purchase software license, including online student assessment system and progress monitoring tool for illuminate Education (School			

			<i>City) program to support creation of assessments and assist in analyzing student data in grades 1-5.</i>			
	5100	369-Technology-Related Rentals	1091 - Lloyd Estates Elementary Schl	Title, I Part A		\$5,386.00
			<i>Notes: The rich data from i-Ready Assessment empowers teachers with a deeper knowledge of their students' needs. Based on industry-leading research into assessment design and backed by extensive validity evidence, sophisticated data is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers.</i>			
2	III.A.	Areas of Focus: Other: Science				\$12,243.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	500-Materials and Supplies	1091 - Lloyd Estates Elementary Schl	Title, I Part A		\$12,243.00
			<i>Notes: J & J Educational Boot Camp offers teacher resources, hands-on fun and games that are rigorous, yet fun to play, and develop the core science skills necessary for students to master the state assessment. The Educational Bootcamp products are an effective researched-based intervention for classrooms and/or small groups of students.</i>			
Total:						\$25,706.00