

Hillsborough County Public Schools

Broward Elementary School



2021-22 Schoolwide Improvement Plan

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Broward Elementary School

400 W OSBORNE AVE, Tampa, FL 33603

[no web address on file]

Demographics

Principal: Angela Livingston

Start Date for this Principal: 4/22/2015

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 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: D (36%) 2017-18: C (41%) 2016-17: C (46%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Central |
| Regional Executive Director | Lucinda Thompson |
| 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 Hillsborough County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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Broward Elementary School

400 W OSBORNE AVE, Tampa, FL 33603

[no web address on file]

School Demographics

| | | |
|---|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p> | <p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p> | <p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">94%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="text-align: center;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">91%</p> |

School Grades History

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

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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.

The mission of Broward Elementary School is to use data to prepare every scholar for life by providing daily learning and leadership opportunities where they reach their academic and social goals.

21-22 School Theme: "Break Out Your Best"

Provide the school's vision statement.

Every Broward scholar will achieve academic success.

21-22 School Theme: "Break Out Your Best"

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 |
|--------------------|---------------------|---|
| Livingston, Angela | Principal | Duties and responsibilities includes building capacity in team members through support of their roles and responsibilities while also serving as an instructional facilitator to impact student achievement and teacher effectiveness. |
| Stewart, Sharon | Reading Coach | Provide coaching support to K-5 teachers to build teacher capacity and to improve reading instruction through facilitating planning PLCs and side-by-side coaching. Conducts walkthroughs and provides feedback to teachers. Provides small group instruction/intervention to Tier 2 & 3 students (gr. 3-5). Develops and conducts professional learning with teacher leaders to train K-5 and resource teachers. Conducts data conferences with teachers and a key member of the leadership team. Promotes reading outreach and schoolwide initiatives with literacy team members. |
| Negron, Leah | Science Coach | Provide coaching support to K-5 teachers to build teacher capacity and to improve science instruction through facilitating planning PLCs and side-by-side coaching. Conducts walkthroughs and provides feedback to teachers. Provides small group instruction/intervention to Tier 2 & 3 students (gr. 4 & 5). Assists teachers with implementation of district initiatives, STEM standards, and science best practices. Leads science team in increasing science achievement schoolwide and assists with school and district competitions. Develops and conducts professional learning with teacher leaders to train K-5 and resource teachers. Conducts data conferences with teachers and a key member of the leadership team. |
| Morgan, Emma | Assistant Principal | Duties and responsibilities includes building capacity in team members through support of their roles and responsibilities while also serving as an instructional facilitator to impact student achievement and teacher effectiveness. |
| Bishop, Mary | Math Coach | Provide coaching support to K-5 teachers to build teacher capacity and to improve math instruction through facilitating planning PLCs and side-by-side coaching. Conducts walkthroughs and provides feedback to teachers. Provides small group instruction/intervention to Tier 2 & 3 students (gr. 3-5). Assists teachers with implementation of district initiatives, STEM standards, and math best practices. Leads math team in increasing math achievement schoolwide and assists with school and district competitions. Develops and conducts professional learning with teacher leaders to train K-5 and resource teachers. Conducts data conferences with teachers and a key member of the leadership team. |

Demographic Information

Principal start date

Wednesday 4/22/2015, Angela Livingston

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.*

3

Total number of teacher positions allocated to the school

16

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.

5

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 | 46 | 52 | 41 | 45 | 27 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 252 |
| Attendance below 90 percent | 23 | 25 | 14 | 27 | 11 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 113 |
| One or more suspensions | 0 | 0 | 0 | 1 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Course failure in ELA | 0 | 0 | 0 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| 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 | 4 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 3 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Number of students with a substantial reading deficiency | 0 | 6 | 17 | 17 | 9 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 |

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 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

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 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Date this data was collected or last updated

Tuesday 6/22/2021

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 | 42 | 40 | 47 | 40 | 52 | 42 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 263 |
| Attendance below 90 percent | 14 | 7 | 16 | 12 | 17 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 78 |
| One or more suspensions | 0 | 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 | 0 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 4 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 3 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |

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 | 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 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | 42 | 40 | 47 | 40 | 52 | 42 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 263 |
| Attendance below 90 percent | 14 | 7 | 16 | 12 | 17 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 78 |
| One or more suspensions | 0 | 0 | 0 | 1 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 4 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 3 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |

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 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

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 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| 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 | | | | 23% | 52% | 57% | 28% | 52% | 56% |
| ELA Learning Gains | | | | 42% | 55% | 58% | 54% | 52% | 55% |
| ELA Lowest 25th Percentile | | | | 58% | 50% | 53% | 57% | 46% | 48% |
| Math Achievement | | | | 25% | 54% | 63% | 26% | 55% | 62% |
| Math Learning Gains | | | | 34% | 57% | 62% | 38% | 57% | 59% |
| Math Lowest 25th Percentile | | | | 52% | 46% | 51% | 52% | 44% | 47% |
| Science Achievement | | | | 21% | 50% | 53% | 33% | 51% | 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 | 20% | 52% | -32% | 58% | -38% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 24% | 55% | -31% | 58% | -34% |
| Cohort Comparison | | -20% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 28% | 54% | -26% | 56% | -28% |
| Cohort Comparison | | -24% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 30% | 54% | -24% | 62% | -32% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 22% | 57% | -35% | 64% | -42% |
| Cohort Comparison | | -30% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 16% | 54% | -38% | 60% | -44% |
| Cohort Comparison | | -22% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 21% | 51% | -30% | 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.

iReady

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 18 | 30% | 42% |
| | Economically Disadvantaged | 18 | 30 | 42 |
| | Students With Disabilities | 14 | 29 | 29 |
| | English Language Learners | 11 | 23 | 39 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 15% | 18% | 32% |
| | Economically Disadvantaged | 15 | 18 | 32 |
| | Students With Disabilities | 14 | 14 | 29 |
| | English Language Learners | 8 | 17 | 34 |

| Grade 2 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 11% | 16% | 31% |
| | Economically Disadvantaged | 11 | 16 | 33 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 8 | 20 | 34 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 0% | 21% | 27% |
| | Economically Disadvantaged | 0 | 19 | 26 |
| | Students With Disabilities | 0 | 29 | 14 |
| | English Language Learners | 5 | 14 | 31 |

| Grade 3 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 18% | 36% | 45% |
| | Economically Disadvantaged | 18 | 36 | 45 |
| | Students With Disabilities | 10 | 10 | 10 |
| | English Language Learners | 12 | 23 | 35 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 3% | 5% | 23% |
| | Economically Disadvantaged | 3 | 5 | 23 |
| | Students With Disabilities | 10 | 10 | 11 |
| | English Language Learners | 4 | 10 | 28 |

| Grade 4 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 8% | 10% | 22% |
| | Economically Disadvantaged | 6 | 8 | 20 |
| | Students With Disabilities | 10 | 11 | 15 |
| | English Language Learners | 5 | 9 | 16 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 6% | 8% | 31% |
| | Economically Disadvantaged | 4 | 6% | 30% |
| | Students With Disabilities | 5% | 11% | 25% |
| | English Language Learners | 6 | 11 | 29 |

| Grade 5 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 11% | 21% | 28% |
| | Economically Disadvantaged | 11 | 21 | 28 |
| | Students With Disabilities | 0 | 11 | 20 |
| | English Language Learners | 4 | 10 | 16 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 8% | 8% | 33% |
| | Economically Disadvantaged | 8% | 8% | 33% |
| | Students With Disabilities | 0% | 0% | 33% |
| | English Language Learners | 5 | 12 | 26 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 24 | 26 | |
| | Economically Disadvantaged | 24 | 26 | |
| | Students With Disabilities | 14 | 26 | |
| | English Language Learners | | | |
| | | | | |

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 | 7 | | | 14 | | | | | | | |
| ELL | 31 | | | 38 | | | | | | | |
| BLK | 14 | 44 | | 19 | 20 | | 8 | | | | |
| HSP | 36 | | | 40 | | | | | | | |
| FRL | 22 | 55 | | 28 | 33 | | 19 | | | | |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 15 | 42 | 55 | 21 | 54 | 62 | 10 | | | | |
| ELL | 22 | 57 | | 31 | 50 | | | | | | |
| BLK | 18 | 38 | 55 | 19 | 34 | 53 | 9 | | | | |
| HSP | 28 | 59 | | 33 | 33 | | 30 | | | | |
| FRL | 21 | 40 | 56 | 24 | 33 | 50 | 20 | | | | |

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 12 | 34 | 50 | 21 | 45 | 50 | 18 | | | | |
| ELL | 35 | 88 | | 45 | 71 | | | | | | |
| BLK | 19 | 43 | 42 | 17 | 34 | 63 | 17 | | | | |
| HSP | 33 | 66 | | 31 | 43 | | 38 | | | | |
| FRL | 27 | 53 | 56 | 25 | 39 | 54 | 29 | | | | |

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 | 38 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 3 |
| Progress of English Language Learners in Achieving English Language Proficiency | 69 |
| Total Points Earned for the Federal Index | 228 |
| Total Components for the Federal Index | 6 |
| Percent Tested | 99% |

Subgroup Data

| Students With Disabilities | |
|---|-----|
| Federal Index - Students With Disabilities | 11 |
| 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 | 46 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |

| Native American Students | |
|---|-----|
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |

| Asian Students | |
|--|-----|
| Federal Index - Asian Students | |
| 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 | 21 |
| 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 | 50 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students 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 | 38 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

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

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

The trends include low percentages of scholars attaining proficiency in ELA, Math, & Science. Scholars are not making adequate learning gains in ELA, Math, & Science to attain proficiency.

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

ELA, Math, & Science Achievement components decreased in 2019 to 25% or lower (ELA-23%, Math-25%, Science-21%). Percentages of scholars making learning gains decreased (ELA-42%, Math-34%).

Our greatest need for improvement is in ELA achievement. ELA components (proficiency and learning gains) have lowest performance (out of all the content areas) over the past three years. Our lowest 25% ELA gains fluctuated between 48-71% over the past three years.

ATTENDANCE:

Daily average school attendance (PreK-5th) increased from 1.3% 90.9% (2017) to 92.2% (2018) to 94.9% (2019). Daily average attendance fluctuated between 90-94% over the past three years.

Monthly daily average school attendance fell between 1-3% below our district and all elementary schools.

Scholars with 10+ absences (2019): 32.5%, (51.9%-2018)

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 include lack of rigorous tasks, teacher understanding/application of standards, scholar understanding of tasks/standards, scholar application and ownership of their learning and standard mastery, consistent progress monitoring by all stakeholders, teacher vacancies, prior year standards not mastered, and scholar attendance.

Our new actions include aggressive monitoring of scholar understanding and mastery of standards with immediate instructional shifts (including targeted small group instruction) based on data results.

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

The lowest 25% subgroup in ELA increased 1% (57-58%) and in Math remained the same (52%). Progress monitoring (iReady) showed decreases in the number of scholars with two or more years of learning gains in ELA and Math (moving from Tier III to Tiers 1 and II).

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

Contributing factors included identifying the lowest 25% subgroup and progress monitoring their learning while providing ongoing interventions and supports, supporting teachers with standard knowledge and rigorous tasks during planning PLCs, and providing ongoing feedback to teachers in regards to teaching and learning.

Some new actions taken as a result included restructuring PLCs to focus on targeted intervention of reteaching skills, strengthening progress monitoring and next steps for scholar data, and aggressively monitoring scholars during the learning to clarify misconceptions and correct misunderstandings.

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

Continuing weekly planning PLCs with a focus on rigorous and aligned tasks in all content areas, aggressive monitoring of all standards taught to assess scholar understanding and make needed immediate instructional shifts, ongoing professional development for teachers to support instruction, and providing ongoing feedback to teachers which focuses the impact on scholar learning.

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 all content areas (PreK-5) during planning PLCs and workshops focusing on aggressive monitoring and scholar autonomy in their learning. PD opportunities will also include mindshifts in acceleration and our ILT will help to track the impact of our PD and gather evidence.

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

We will strengthen our progress monitoring processes, including aggressive monitoring, and systems to allow for more ownership of progress and needed acceleration by all stakeholders which will ensure sustainability by lessening the learning gaps. We will continue to provide small group instruction for all learners targeting their specific needs as a result of their data.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

| | |
|---|--|
| Area of Focus Description and Rationale: | <p>Our FSA data continues to show an urgent need to increase the number of scholars who are proficient and making adequate learning gains in ELA, Math, and Science. We have used trend data to increase teacher clarity, scholar ownership, and our effectiveness in our standards-based planning PLCs. We enhanced our progress monitoring during the 2020-2021 school year using aggressive monitoring and will continue the process after successful outcomes.</p> <p>Our area of focus/instructional priority is all teachers will use aggressive monitoring strategies to document scholar progress during small and whole group instruction in ELA, Math, & Science with aligned tasks. Data will be used to inform scholar acceleration strategies.</p> |
| Measurable Outcome: | <p>By December 2021, 100% of our teachers will use aggressive monitoring strategies to document scholar progress during small and whole group instruction in ELA, Math, & Science with aligned tasks. Data will be used to inform scholar acceleration strategies.</p> |
| Monitoring: | <p>Monitoring will consist of creating task exemplars and creating and analyzing aggressive monitoring tracking tools during weekly common planning PLCs (including what will be observed during each lap), using a schoolwide aggressive monitoring coding system, analyzing scholar progress data and work samples during planning PLCs, designing aligned tasks during planning PLCs, and reviewing learning walk trend data of aggressive monitoring usage during small and whole group instruction collected during walkthroughs.</p> |
| Person responsible for monitoring outcome: | <p>Angela Livingston (angela.livingston@hcps.net)</p> |
| Evidence-based Strategy: | <p>We will continue to strengthen our strategies used during the 2020-21 school year including common standards-based planning PLCs with admin and coaches to strengthen teacher instructional practice with aligned tasks and success criteria; teacher clarity, and scholar authentic engagement and ownership in their learning.</p> <p>We will focus on enhancing our progress monitoring procedures to increase scholar mastery of standards using aggressive monitoring tracking tools to track and monitor scholar mastery during instruction and providing scholars with the exemplar as a resource for mastery. The tracking tool will include the standard and monitoring focus that will be monitored during the instruction. Teachers will create the tools and identify the laps around the room during planning PLCs. Scholar standard mastery data and tracking data will be analyzed during planning PLCs and ongoing data PLCs.</p> |
| Rationale for Evidence-based Strategy: | <p>Aggressive monitoring is when a teacher actively gathers real-time, objective-aligned data that will enable direct action when student misconceptions are identified. Aggressive monitoring, can be highly effective in catching student misunderstandings and ensuring student mastery prior to the actual assessment. An aggressive monitoring daily tracker tool is used to track student mastery during instruction, which includes the standard and monitoring focus that will be checked during the teacher laps around the room.</p> |

Action Steps to Implement

- Strengthen Teacher Instructional Practice and Accelerate Scholar Learning through Planning & Data PLCs
1. Embed common planning PLCs with admin and coaches/Rtl resource into master schedule for all K-5 teachers in ELA, Math, and Science.
 2. Identify and communicate structures for content planning and data analysis PLCs including protocols,

expectations, roles, and responsibilities to all staff during initial PLCs in August 2021.

3. Teachers and coaches/Rtl resource will use instructional resources to create aligned tasks and success criteria in ELA, Math, and Science for small and whole group instruction.

4. Teachers and coaches/Rtl resource will create task exemplars and aggressive monitoring tracking tools to monitor scholar mastery and analyze tracking data and scholar work/data during planning PLCs. A schoolwide aggressive monitoring coding tool will also be created and used by all staff.

Monitoring:

- Admin and coaches/Rtl resource will conduct learning walks to collect teacher and schoolwide aggressive monitoring data trends using look-for evidence and provide feedback to teachers and scholars.
- Admin and coaches/Rtl resource will attend weekly common planning PLCs to support teachers and monitor implementation of instructional planning.

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

Progress Monitor and Analyze Student Data to Strengthen Teacher Instructional Practice & Accelerate Scholar Learning

1. During planning PLCS, teachers and coaches/Rtl resource will develop aggressive monitoring tracking tools in ELA, Math, and Science that will be used during instruction to monitor scholar progress towards mastery of standards. Task exemplars will also be created to be used as a resource for scholars and when reviewing work samples to determine mastery.

2. Teachers will bring aggressive monitoring tracking tools and scholar work/data to planning (scholars will be monitored in subgroups focusing on those on track for proficiency, lowest 25%, and all ESSA subgroups (Students With Disabilities, Economically Disadvantaged, Black, and ELL) . Based on analysis of scholar work and trends, opportunities to adjust instructional practice will be identified, including support for teacher practice and acceleration for scholars.

3. All teachers and scholars will track and discuss scholar data using data folders/binders during data conferences held at least biweekly. Admin and coaches/Rtl resource will also have quarterly data conferences with all scholars.

Monitoring:

- Admin and coaches/Rtl resource will conduct learning walks to monitor implementation of aggressive monitoring and instructional adjustments to accelerate scholar learning, collect scholar work data, and provide feedback to teachers and scholars.
- Admin and coaches/Rtl resource will hold data conferences with scholars and teachers.

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

Provide Ongoing Professional Learning in ELA, Math & Science to Strengthen Teacher Instructional Practice & Accelerate Scholar Learning

1. Leadership team and staff leaders will develop criteria for look-for evidence (for both teachers and scholars) focused on aligned tasks with aggressive monitoring during small and whole group instruction in ELA, Math, and Science.

2. Leadership team will conduct learning walks to collect data and trends (schoolwide, content, and grade level) to be shared and discussed with teachers to assess ongoing PD needs and provide individual feedback and schoolwide data trends to teachers.

3. Professional Learning (schoolwide, content, and teacher specific) will be provided through ILT, PD PLCs, and planning PLCs differentiated for staff based on learning walk trends, teacher practice, and scholar data.

Monitoring:

- Admin and coaches/Rtl resource will create (with teacher leaders) and attend professional learning sessions to support and monitor implementation.

- Admin and coaches/Rtl resource will conduct learning walks on identified look-for evidence to collect individual and trend data for any additional supports/needs for teachers and/or scholars and to provide feedback.

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

The school will purchase classroom library books that will support small group lesson that are aligned to task. The books will also be used to develop lessons based on specific BEST standards. The classroom books will be used in grades K-5. We will purchase 9 K-2 sets at 205 per set and 8 3rd-5th sets at 124.

Person Responsible [no one identified]

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Our student attendance data continues to show a critical need to decrease the number of students with 10 or more absences. We increased our daily attendance average (PreK-5th) from 90.9% (2017-18) to 92.2% (2018-19) to 94.8% (2019-2020) with a 2.6% increase. Our school daily attendance average fluctuated between 90-94% over the past three years. We decreased the number of students with 10 or more absences by 19.4% from 51.9% (2018-2019) to 32.5% (2019-20).

During the pandemic in 2020-21 school year, our daily attendance average decreased from 94.8% to 89.1% (5.7%). There were 167/278 (60%) of our scholars who had 10 or more absences with an increase of 8.1%.

Our area of focus is to decrease the number of scholars with 10 or more absences to increase scholar achievement data and enhance scholar culture.

Measurable Outcome: Attendance interventions will be provided to decrease the number of students (PreK-5th grade) with 10 or more absences by 20% to increase student achievement and enhance student culture.

Monitoring: Ongoing collection and analysis of individual scholar attendance data, tiered interventions, parent conferences/ home visits, and student incentive programs including community sponsored programs.

Person responsible for monitoring outcome: Angela Livingston (angela.livingston@hcps.net)

Evidence-based Strategy: Current research shows positive and statistically significant relationships between student attendance and academic achievement. Research shows that missing 10 percent of the school year, or about 18 days (two days a month) in most school districts, negatively affects a student's academic performance. Research suggests the reasons for chronic absenteeism are as varied as the challenges our students and families face—including poor health, limited transportation, and a lack of safety — which can be particularly acute in disadvantaged communities and areas of poverty. The very students who tend to face significant challenges and need the most educational supports are often missing the most school.

Rationale for Evidence-based Strategy: Based on our 2020-21 attendance data, we increased the number of scholars with 10 or more absences by 8.1% (51.9% - 60%) which significantly impacts their academic performance. As a result, teachers will identify scholars based on our Early Warning Systems Key Performance Indicator data to create an intervention and success plan to increase individual scholar attendance. Our social worker will closely support teachers, students, and families and provide any additional tiers of support needed. Our aim is for teachers and all stakeholders to motivate and engage students and parents to have a desire to attend school to impact our school culture and student achievement.

Action Steps to Implement

- Collect, Track, Monitor, and Analyze Attendance Data to Decrease Scholar Absences
1. Refine structures and procedures for tracking and communicating of daily attendance data (schoolwide, homeroom, and student) by utilizing:
 - Scholar Success Binders/Folders, morning show announcements, student data conferences, award ceremonies, incentive room, and hallway/classroom data displays.
 2. Provide scholar incentives and celebrations to promote daily attendance, scholar engagement and overall scholar culture through:

- Attendance celebrations, attendance PAWS bucks, attendance House points, attendance prizes, and time in our new incentive room.
- 3.. The PSLT Team will identify and monitor fidelity of attendance data and interventions/supports during weekly meetings and teacher MTSS rotations.
- Interventions and supports can include classroom interventions, Tier 2 and Tier 3 interventions, parent conference, home visits, and utilizing community and agency supports by using Community Schools, Title I and district parent engagement initiatives to remove barriers impacting student attendance.

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

Professional Learning Opportunities to Decrease Scholar Absences

1. Provide job-embedded professional learning opportunities (PLCs, book studies, etc.) centered around issues impacting student attendance including:
 - Equity, poverty, culturally responsive teaching, and trauma
2. Strengthen professional learning centered around SEL strategies and relationships with scholars using models from our partners Frameworks of Tampa Bay and Restorative Practices initiatives from our district to connect better with scholars with chronic absences.
3. Offer workshops for staff and parents to equip them with strategies to decrease absences while providing Mindfulness resources and fun, engaging attendance challenges.

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

#3. Instructional Practice specifically relating to ELA

| | |
|---|---|
| Area of Focus Description and Rationale: | <p>Our FSA data continues to show an urgent need to increase the number of scholars who are proficient and making adequate learning gains in ELA. We have used trend data to increase teacher clarity, scholar ownership, and our effectiveness in our standards-based planning PLCs. We enhanced our progress monitoring during the 2020-2021 school year using aggressive monitoring and will continue the process after successful outcomes.</p> <p>Our area of focus/instructional priority is all teachers will use aggressive monitoring strategies to document scholar progress during small and whole group instruction in ELA with aligned tasks. Data will be used to inform scholar acceleration strategies.</p> |
| Measurable Outcome: | <p>By December 2021, 100% of our teachers will use aggressive monitoring strategies to document scholar progress during small and whole group instruction in ELA with aligned tasks. Data will be used to inform scholar acceleration strategies.</p> |
| Monitoring: | <p>Monitoring will consist of creating task exemplars and creating and analyzing aggressive monitoring tracking tools during weekly ELA common planning PLCs (including what will be observed during each lap), using a schoolwide aggressive monitoring coding system, analyzing scholar progress data and work samples during planning PLCs, designing aligned tasks during planning PLCs, and reviewing learning walk trend data of aggressive monitoring usage during small and whole group ELA instruction collected during walkthroughs.</p> |
| Person responsible for monitoring outcome: | <p>Angela Livingston (angela.livingston@hcps.net)</p> |
| Evidence-based Strategy: | <p>We will continue to strengthen our strategies used during the 2020-21 school year including common standards-based ELA planning PLCs with admin and coaches to strengthen teacher instructional practice in ELA with aligned tasks and success criteria; teacher clarity, and scholar authentic engagement and ownership in their learning.</p> <p>We will focus on enhancing our progress monitoring procedures to increase scholar mastery of standards using aggressive monitoring tracking tools to track and monitor scholar mastery during ELA instruction and providing scholars with the exemplar as a resource for mastery. The tracking tool will include the standard and monitoring focus that will be monitored during ELA instruction. Teachers will create the tools and identify the laps around the room during ELA planning PLCs. Scholar standard mastery data and tracking data will be analyzed during ELA planning PLCs and ongoing data PLCs.</p> |
| Rationale for Evidence-based Strategy: | <p>Aggressive monitoring is when a teacher actively gathers real-time, objective-aligned data that will enable direct action when student misconceptions are identified. Aggressive monitoring, can be highly effective in catching student misunderstandings and ensuring student mastery prior to the actual assessment. An aggressive monitoring daily tracker tool is used to track student mastery during instruction, which includes the standard and monitoring focus that will be checked during the teacher laps around the room.</p> |

Action Steps to Implement

- Strengthen Teacher Instructional Practice and Accelerate Scholar Learning through ELA Planning & Data PLCs
1. Embed common planning PLCs with admin and coaches/Rtl resource into master schedule for all K-5 teachers in ELA.
 2. Identify and communicate structures for ELA content planning and data analysis PLCs including protocols, expectations, roles, and responsibilities to all staff during initial PLCs in August 2021.

3. Teachers and coaches/Rtl resource will use instructional resources to create aligned tasks and success criteria in ELA for small and whole group instruction.
4. Teachers and coaches/Rtl resource will create task exemplars and aggressive monitoring tracking tools to monitor scholar mastery and analyze tracking data and scholar work/data during ELA planning PLCs. A schoolwide aggressive monitoring coding tool will also be created and used by all staff.

Monitoring:

- Admin and coaches/Rtl resource will conduct learning walks to collect teacher and schoolwide aggressive monitoring data trends using look-for evidence and provide feedback to teachers and scholars.
- Admin and coaches/Rtl resource will attend weekly common ELA planning PLCs to support teachers and monitor implementation of instructional planning.

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

Progress Monitor and Analyze Student Data to Strengthen Teacher Instructional Practice & Accelerate Scholar Learning

1. During ELA planning PLCS, teachers and coaches/Rtl resource will develop aggressive monitoring tracking tools in ELA that will be used during instruction to monitor scholar progress towards mastery of standards. Task exemplars will also be created to be used as a resource for scholars and when reviewing work samples to determine mastery.
2. Teachers will bring aggressive monitoring tracking tools and scholar work/data to planning (scholars will be monitored in subgroups focusing on those on track for proficiency, lowest 25%, and all ESSA subgroups (Students With Disabilities, Economically Disadvantaged, Black, and ELL) . Based on analysis of scholar work and trends, opportunities to adjust instructional practice will be identified, including support for teacher practice and acceleration for scholars.
3. All teachers and scholars will track and discuss scholar data using data folders/binders during data conferences held at least biweekly. Admin and coaches/Rtl resource will also have quarterly data conferences with all scholars.

Monitoring:

- Admin and coaches/Rtl resource will conduct learning walks during ELA instruction to monitor implementation of aggressive monitoring and instructional adjustments to accelerate scholar learning, collect scholar work data, and provide feedback to teachers and scholars.
- Admin and coaches/Rtl resource will hold data conferences with scholars and teachers.

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

Provide Ongoing Professional Learning in ELA to Strengthen Teacher Instructional Practice & Accelerate Scholar Learning

1. Leadership team and staff leaders will develop criteria for look-for evidence (for both teachers and scholars) focused on aligned tasks with aggressive monitoring during small and whole group instruction in ELA.
2. Leadership team will conduct learning walks to collect data and trends (schoolwide, content, and grade level) to be shared and discussed with teachers to assess ongoing PD needs and provide individual feedback and schoolwide data trends to teachers.
3. Professional Learning (schoolwide, content, and teacher specific) will be provided through ILT, PD PLCs, and planning PLCs differentiated for staff based on learning walk trends, teacher practice, and scholar data.

Monitoring:

- Admin and coaches/Rtl resource will create (with teacher leaders) and attend professional learning sessions to support and monitor implementation.
- Admin and coaches/Rtl resource will conduct learning walks on identified look-for evidence to collect

individual and trend data for any additional supports/needs for teachers and/or scholars and to provide feedback.

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

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.

In comparison to the SafeSchoolsforAlex.org discipline data, we are considerably lower in our number of scholars suspended (3 out of 278 or 1.1% of scholars were suspended at Broward compared to 10.2 per every 100 scholars in the state-wide comparison data). Our total number of incidents decreased from 31 (2019-20) to 18 (2020-21).

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

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 staff takes pride in showing genuine care for all stakeholders to promote positive relationships and open communication to ensure our scholars succeed. With our scholars being the priority, all learning, celebrations, and family events are focused on meeting their needs and being sensitive to help remove barriers for them. We utilize all resources and supports onsite and through our community partnerships to enhance the quality of every scholars' overall success. We utilize the strategies learned from being a Community School, participating in the Parent Teacher Home Visit Project Training (PTHVP) implemented through our Office of Parent & Family Engagement. Students are engaged in SEL programs based on their needs and through our partnership with

Frameworks of Tampa Bay, SEL has become a part of the fabric of our school’s culture. We utilize Restorative Practices and Mindfulness activities to help strengthen our mental and social needs.

Our House System is a fun, exciting, and proven way to create a positive climate and culture for students and staff. It has helped us to build character, relationships, and school spirit which makes Broward a great place to learn and belong. We have support from many of our community agencies, business partners, and faith-based

organizations which engages all stakeholders effectively in our school events and daily learning. We reflect and get feedback from stakeholders to keep the pulse of our school culture. Our staff engage in many activities and support each other which helps to create a family-like atmosphere and strong staff culture.

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

All of our stakeholders play a crucial role in supporting and promoting a positive culture and environment at the school including all of our staff, parents, district staff, and community and faith-based partners we continue to foster. We reflect and get feedback from all stakeholders to keep the pulse of the our school culture. Our staff engage in many activities and support each other which helps to create a family-like atmosphere and strong staff culture.

Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: Small Group Instruction | | | | \$120,173.10 |
|---|----------|---|---|----------------|-----|--------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5100 | 120-Classroom Teachers | 0441 - Broward Elementary School | UniSIG | 1.0 | \$71,350.03 |
| | | | Notes: *RTI Resource Teacher will assist in attendance, behavioral and academic performance. The Rtl teacher will assist teachers in developing individual class and school-wide interventions, including data collection, analysis planning and interventions. The Rtl teacher will also oversee and provide individual and small group support to approximately 50 students in 2nd-5th. | | | |
| | 5100 | 210-Retirement | 0441 - Broward Elementary School | UniSIG | | \$7,720.07 |
| | | | Notes: *RTI Resource Teacher Retirement (10.82%) | | | |
| | 5100 | 220-Social Security | 0441 - Broward Elementary School | UniSIG | | \$4,423.70 |
| | | | Notes: *RTI Resource Teacher FICA (6.2%) | | | |
| | 5100 | 220-Social Security | 0441 - Broward Elementary School | UniSIG | | \$1,034.58 |
| | | | Notes: *RTI Resource Teacher Medicare (1.45%) | | | |
| | 5100 | 230-Group Insurance | 0441 - Broward Elementary School | UniSIG | | \$13,366.51 |
| | | | Notes: *RTI Resource Teacher Health and Life Insurance (19%) | | | |
| | 5100 | 240-Workers Compensation | 0441 - Broward Elementary School | UniSIG | | \$363.89 |
| | | | Notes: *RTI Resource Teacher Workers Comp (.51%) | | | |

| | | | | | |
|------|---------------------------------|---|--------|--|------------|
| 5100 | 510-Supplies | 0441 - Broward Elementary School | UniSIG | | \$5,317.50 |
| | | <i>Notes: Instructional supplies for students and teachers (Paper, pens, construction paper)</i> | | | |
| 5100 | 519-Technology-Related Supplies | 0441 - Broward Elementary School | UniSIG | | \$1,000.00 |
| | | <i>Notes: Technology related supplies for teachers (Ink, Toner)</i> | | | |
| 6400 | 120-Classroom Teachers | 0441 - Broward Elementary School | UniSIG | | \$3,151.79 |
| | | <i>Notes: The instructional staff will participate in two (2) professional development trainings that will focus on small and whole group instruction with aligned task. The resource teachers and/or district coaches will conduct specific ELA, Math and Science trainings to focus on specific standards the students are lacking. During the PD, the teachers will develop strategies and task that are aligned to accelerate their students. The afterschool/Saturday trainings will have 25 staff for 2 (5 hour trainings) to be paid at \$15 per hour. The first training will focus on ELA including the updated BEST standards and the second PD will focus on Math and Science.</i> | | | |
| 6400 | 210-Retirement | 0441 - Broward Elementary School | UniSIG | | \$341.02 |
| | | <i>Notes: Professional Development Retirement (10.82%)</i> | | | |
| 6400 | 220-Social Security | 0441 - Broward Elementary School | UniSIG | | \$195.41 |
| | | <i>Notes: Professional Development FICA (6.2%)</i> | | | |
| 6400 | 220-Social Security | 0441 - Broward Elementary School | UniSIG | | \$45.70 |
| | | <i>Notes: Professional Development Medicare (1.45%)</i> | | | |
| 6400 | 240-Workers Compensation | 0441 - Broward Elementary School | UniSIG | | \$16.07 |
| | | <i>Notes: Professional Development Workers Comp (.51%)</i> | | | |
| 6300 | 120-Classroom Teachers | 0441 - Broward Elementary School | UniSIG | | \$7,564.30 |
| | | <i>Notes: The school will provide additional planning time to staff to allow resource teachers to support teachers in developing aligned task for small and whole group instruction. The planning will take place 1 hour each week after school for 10 weeks at an estimate rate of \$36 per hour.</i> | | | |
| 6300 | 210-Retirement | 0441 - Broward Elementary School | UniSIG | | \$818.46 |
| | | <i>Notes: Instructional Duties Added Retirement (10.82%)</i> | | | |
| 6300 | 220-Social Security | 0441 - Broward Elementary School | UniSIG | | \$468.99 |
| | | <i>Notes: Instructional Duties Added FICA (6.2%)</i> | | | |
| 6300 | 220-Social Security | 0441 - Broward Elementary School | UniSIG | | \$109.68 |
| | | <i>Notes: Instructional Duties Added Medicare (1.45%)</i> | | | |
| 6300 | 240-Workers Compensation | 0441 - Broward Elementary School | UniSIG | | \$38.58 |
| | | <i>Notes: Instructional Duties Added Workers Comp (.51%)</i> | | | |

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|---|--------|--|--|--------|---------------|---------------------|
| | 5100 | 520-Textbooks | 0441 - Broward Elementary School | UniSIG | | \$2,846.82 |
| | | | <i>Notes: The school will purchase classroom library books that will support small group lesson that are aligned to task. The books will also be used to develop lessons based on specific BEST standards. The classroom books will be used in grades K-5. We will purchase 9 K-2 sets at 205 per set and 8 3rd-5th sets at 124.</i> | | | |
| 2 | III.A. | Areas of Focus: Culture & Environment: Student Attendance | | | | \$0.00 |
| 3 | III.A. | Areas of Focus: Instructional Practice: ELA | | | | \$0.00 |
| | | | | | Total: | \$126,350.00 |