Broward Elementary School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (43%) 2018-19: D (36%) 2017-18: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		D	D

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of 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.

22-23 School Theme: #AchievingTogether

Provide the school's vision statement.

Every Broward scholar will achieve academic success.

22-23 School Theme: #AchievingTogether

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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.
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 2022 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 2022 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

13

Total number of students enrolled at the school

230

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	51	40	42	26	41	0	0	0	0	0	0	0	246
Attendance below 90 percent	0	22	19	13	17	9	0	0	0	0	0	0	0	80
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	18	0	0	0	0	0	0	0	0	0	18
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	22	13	16	0	0	0	0	0	0	0	51
Level 1 on 2022 statewide FSA Math assessment	0	0	0	18	10	20	0	0	0	0	0	0	0	48
Number of students with a substantial reading deficiency	0	8	18	18	13	16	0	0	0	0	0	0	0	73

Using the table above, complete the table below with the number of students by current grade level who have 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	3	6	0	0	0	0	0	0	0	0	9

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	7	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 8/30/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	25%	53%	56%				23%	52%	57%
ELA Learning Gains	48%						42%	55%	58%
ELA Lowest 25th Percentile	60%						58%	50%	53%
Math Achievement	33%	50%	50%				25%	54%	63%
Math Learning Gains	62%						34%	57%	62%
Math Lowest 25th Percentile	53%						52%	46%	51%
Science Achievement	22%	59%	59%				21%	50%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	20%	52%	-32%	58%	-38%
Cohort Comparison		0%				
04	2022					
	2019	24%	55%	-31%	58%	-34%
Cohort Comparison		-20%				
05	2022					
	2019	28%	54%	-26%	56%	-28%
Cohort Comparison		-24%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	30%	54%	-24%	62%	-32%
Cohort Comparison		0%				
04	2022					
	2019	22%	57%	-35%	64%	-42%
Cohort Comparison		-30%				
05	2022					
	2019	16%	54%	-38%	60%	-44%
Cohort Comparison		-22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	21%	51%	-30%	53%	-32%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	23	54		31	78		17				
ELL	38	70		46	50						
BLK	17	48	67	27	65	67	16				
HSP	43	48		43	57		30				
FRL	25	47	60	29	61	53	18				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	373
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 percentage of scholars attaining proficiency in ELA, Math, & Science.
Scholars made learning gains in the 48% - 60% (including lowest quartile gains).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

FSA CONTENT AREAS:
ELA, Math, & Science Achievement components increased from 2021 to 2022 (ELA: 23% - 25%, Math: 29% - 33%, Science: 19% - 22%). Percentages of scholars making learning gains increased in Math from 33% - 62%

.
Our greatest need for improvement is percentage proficient in ELA, Math, and Science achievement. ELA components (proficiency and learning gains) have lowest performance (out of all the content areas) over the past three years. We also need to increase our percentage of scholars making learning gains to get above the current 48% - 60% range.

ATTENDANCE:
Daily average school attendance decreased from 94.9% in 19-20 to 89.4% in 20-21 to 87.2% in 21-22 school year. Daily average attendance has continued to decrease during the COVID years and we have an urgent need to increase scholar attendance. Our monthly daily average school attendance also continues to fall below our district and other elementary schools in our district.

Scholars with 10+ absences has also increased over the past few years which we need to decrease.

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 action steps for 22-23 include checking for understanding/aggressive monitoring, clarity of the learning intention and success criteria, alignment of tasks to the grade level benchmarks and collaborative structures to engage scholars in discussing and sharing their thinking and understanding.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math learning gains increased 29 points from 33% to 62% and math achievement increased from 29% to 33%.
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 ongoing progress monitoring of scholar data, teachers aggressive monitoring and clarifying misconceptions on the spot, targeted interventions and small group instruction for all learners, 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, checking for understanding/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, clarity of learning intention and success criteria, and daily opportunities for scholars to discuss and share their thinking and understanding.

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 with B.E.S.T standards and task alignment to the benchmarks during planning PLCs and workshops focusing on Checking for understanding/aggressive monitoring, collaborative structures and routines, teacher clarity, and scholar autonomy in their learning. 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 checks for understanding/aggressive monitoring, and collaborative systems to allow for more ownership of their understanding and progress. We will continue to provide small group instruction for all learners targeting their specific needs as a result of their data and ensure tasks are aligned to grade level benchmarks in all content areas.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our FSA data continues to show an urgent need to increase the number of scholars who are proficient in ELA, Math, and Science and making adequate learning gains (above 70%) in ELA and Math. We have trend data to increase teacher clarity, scholar ownership, aggressive monitoring, and our effectiveness in our standards-based planning PLCs which supports our critical need. We enhanced our progress monitoring during the past two school years using aggressive monitoring and will continue the process after seeing successful outcomes. Our area of focus/instructional priority is: The lesson will employ instructional practices that allow all scholars to learn the content of the lesson.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By January 2023, 100% of our teachers will ensure clarity of the learning intention and success criteria for scholars, check for understanding throughout the lesson, use tasks that are aligned to the grade-level benchmarks, and daily lessons will use collaborative practices where scholars discuss, question, and share their thinking and understanding. Ongoing progress monitoring date will be used to target and adjust instructional practices.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Ongoing progress monitoring date will be used to target and adjust instructional practices. Monitoring will consist of creating aligned task exemplars and tools to check for understanding/aggressive monitoring during weekly common planning PLCs, analyzing scholar progress data and work samples during planning PLCs, designing aligned tasks during planning PLCs, and reviewing learning walk trend data during small and whole group instruction collected during walkthroughs to make needed adjustments in our instructional practices.
Person responsible for monitoring outcome:	Angela Livingston (angela.livingston@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will focus on progress monitoring procedures to increase scholar mastery of standards using checks for understanding/aggressive monitoring tracking tools to track and monitor scholar mastery during instruction and providing scholars with the exemplar as a resource for mastery. Teachers will create the tools and ensure clarity of the learning intention and success criteria to ensure scholars learn the content of the lesson during planning PLCs. Collaborative structures for academic teaming will be embedded into the lessons during planning PLCs to ensure daily opportunities for scholars to discuss and share their thinking and understanding. Scholar standard/benchmark mastery data and tracking data will be analyzed during planning PLCs and ongoing data PLCs.
Rationale for Evidence-based	Checks for understanding/aggressive monitoring is when a teacher actively gathers real-time, objective-aligned data that will enable direct action when student misconceptions are identified. Checks for understanding/aggressive monitoring, can be highly effective

Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	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/ benchmark and monitoring focus that will be checked during the teacher laps around the room. Academic teaming is a daily instructional process where students collaborate, peer coach, and peer teach while engaged in rigorous, standards-based tasks. It goes beyond the familiar grouping strategies of the past and is backed by neuroscience and other scientific research. Academic teaming/collaborative structures empower students to take ownership of their own learning and behavior. It has the power to improve academic achievement and SEL simultaneously, while also closing gaps and promoting equity and access.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Clarity is provided in the lesson as scholars understand what they are learning, why they are learning it, and how they will demonstrate their understanding. Our goal is by January 2023, the majority of scholars will be able to explain what, how, and why they are learning as a result of teacher explanation to provide clarity.

The learning intention and success criteria will be identified during common planning PLCs with teacher, admin, and coaches (where available).

Monitoring:
• Admin and coaches/RtI resource will conduct learning walks to collect teacher and schoolwide trends using look-for evidence and provide feedback to teachers and scholars.
• Admin will do feedback cycles with teachers with specific action steps to support teacher instructional practice and our instructional priority.
• Admin and coaches/RtI resource will attend weekly common planning PLCs to support teachers and monitor implementation of instructional planning.

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

Tasks and activities are aligned to the rigor of the grade level benchmarks providing scholars opportunities to be engaged. Our goal is by January 2023, tasks/activities will be aligned to the grade level benchmark being taught and scholars will be working at the appropriate rigor level.

Teachers and coaches/RtI resource will use instructional resources to create aligned tasks and success criteria in ELA, Math, and Science for small and whole group instruction. Teachers and coaches/RtI resource will create task exemplars to monitor scholar mastery and scholar work/data during planning PLCs.

Monitoring:
• Admin and coaches/RtI resource will conduct learning walks to collect teacher and schoolwide trends using look-for evidence and provide feedback to teachers and scholars.
• Admin will do feedback cycles with teachers with specific action steps to support teacher instructional practice and our instructional priority.
• Admin and coaches/RtI resource will attend weekly common planning PLCs to support teachers and monitor implementation of instructional planning.

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

Checks for understanding occur throughout the lesson with the teacher deliberately checking and aggressive monitoring scholar learning. Our goal is by January 2023, the majority of teachers will rotates to check for understanding throughout the lesson using laps and shares lap look-fors with scholars, records data, and shares feedback to scholars.

Teachers and coaches/RtI resource will create task exemplars and checks for understanding/aggressive monitoring tracking tools to monitor scholar mastery, analyze progress data, and review scholar work/data during planning PLCs.

Monitoring:
• Admin and coaches/RtI resource will conduct learning walks to collect teacher and schoolwide trends using look-for evidence and provide feedback to teachers and scholars.
• Admin will do feedback cycles with teachers with specific action steps to support teacher instructional practice and our instructional priority.
• Admin and coaches/RtI resource will attend weekly common planning PLCs to support teachers and monitor implementation of instructional planning.

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

Collaborative structures/academic teaming is evident as scholars actively learn from one another by sharing their thinking and asking each other questions about their learning/understanding. Our goal is by January 2023, the majority of scholars will be actively engaged in collaborative tasks by discussing, questioning, and sharing using collaborative structures without the support of the teacher to demonstrate their learning and understanding.

Teachers and coaches/RtI resource will embed collaborative structures into lessons during planning PLCs. PD will be provided on structures before scholars begin to use them.

Monitoring:
• Admin and coaches/RtI resource will conduct learning walks to collect teacher and schoolwide trends using look-for evidence and provide feedback to teachers and scholars.
• Admin will do feedback cycles with teachers with specific action steps to support teacher instructional practice and our instructional priority.
• Admin and coaches/RtI resource will attend weekly common planning PLCs to support teachers and monitor implementation of instructional planning.

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

#2. Positive Culture and Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our student attendance data continues to show a critical need to decrease the number of students with 10 or more absences, especially as our daily attendance average has decreased. During the pandemic years from the 20-21 to the present school year, our daily attendance average continues to decrease. 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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: Describe how this Area of Focus will be monitored for the desired outcome.	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: Describe the evidence-based strategy being implemented for this Area of Focus.	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 on our 2021-22 attendance data, we increased the number of scholars with 10 or more absences, which significantly impacts their academic performance. As a result,

based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	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 and Community Resource Teacher 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Collect, Track, Monitor, and Analyze Attendance Data to Decrease Scholar Absences

1. Refine structures and procedures for tracking and communicating daily attendance data (schoolwide, homeroom, and student) by utilizing:
• Scholar Communication Folder and PAWS Tracker, morning show, student data conferences, award ceremonies, incentive room, hallway/classroom data displays, and school created incentives.

2. Provide scholar incentives and celebrations to promote attendance and overall scholar culture through:
• Attendance celebrations, attendance PAWS bucks, attendance House points, attendance prizes, weekly Attendance Praise Referrals, NBA (Never Been Absent) incentive, and time in Den incentive room.

3.. The PSLT Team will identify and monitor fidelity of attendance data and interventions/supports during weekly PSLT PLCs.
• Interventions and supports can include classroom interventions, Tier 2/Tier 3 interventions, parent conference, home visits, and utilizing community agency supports using our Community Schools model, FACE Title I Parent Involvement and other initiatives to remove barriers impacting 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)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Increase the percentage of scholars in Kindergarten through 2nd grade, based on 21-22 end of year diagnostic screening data and progress monitoring data who are not on track to score Level 3 or above on the FSA ELA Assessment (now FAST Progress Monitoring).

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Increase the percentage of scholars performing at proficiency on the new FAST Progress Monitoring Assessments.

Our 2022 FSA Assessment data identified 19% of 3rd grade scholars performing at Level 3 or higher and 81% performing below Level 3.
Our 2022 FSA Assessment data identified 25% of 4th grade scholars performing at Level 3 or higher and 75% performing below Level 3.
Our 2022 FSA Assessment data identified 31% of 5th grade scholars performing at Level 3 or higher and 69% performing below Level 3.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Increase the percentage of scholars performing on track for performing at Level 3 or above during PM3 on the new FAST Progress Monitoring Assessments.

Grades 3-5: Measureable Outcome(s)

Increase the percentage of scholars performing at proficiency during PM3 on the new FAST Progress Monitoring Assessments:
50% of 3rd, 4th, and 5th grade scholars will perform at Level 3 or higher

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring will consist of using a progress monitoring tool to track scholar progress ongoing, analyze data and scholar work during common planning PLCs, and provide targeted small group instruction and interventions to teach needed skills/strategies.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Livingston, Angela, angela.livingston@hcps.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Progress monitoring of scholar data and using the data to provide targeted interventions is evidence-based and aligns. It is an instructional practice that yields success for students.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

Progress monitoring will help to identify instructional shifts and next steps needed to clarify misunderstanding and help scholars to learn content at the appropriate level needed to perform at proficient levels.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Literacy leadership - Teachers, admin, and literacy coaches will create aligned tasks and plan for needed interventions and reteaching to address individual scholar academic needs during weekly common planning PLCs. Data and student work will also be analyzed weekly to make the best instructional decisions.	Livingston, Angela, angela.livingston@hcps.net
Literacy Coaching/Professional Development: Teachers will work with coaches in the moment to help clarify scholar misunderstandings, enhance teacher practice, build teacher capacity, and support scholar learning. Coaching supports will be calendared and supports and next steps will be discussed ongoing with the teacher and during weekly leadership PLCs. Individualized PD will be provided to support teacher practice and scholar understanding as needed.	Livingston, Angela, angela.livingston@hcps.net
Assessment: Progress monitoring will be done to assess and support scholar mastery of benchmarks throughout the school year. Progress monitoring will be done by admin, coaches, teachers, and scholars to ensure ownership. Progress monitoring data will be reviewed during weekly common planning PLCs, during data PLCs, during scholar data conferences and parent conferences. Data collected will inform instructional next steps to help scholars to master benchmarks.	Livingston, Angela, angela.livingston@hcps.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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.

Scholars 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 school culture and environment.

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. Our Community Resource Teacher continues to work with our community to grow our partners and supports for our school.