Broward Estates Elementary School

2022-23 Schoolwide Improvement Plan

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Broward Estates Elementary School

441 NW 35TH AVE, Lauderhill, FL 33311

[no web address on file]

Demographics

Principal: Tarshe Freeman

Start Date for this Principal: 7/1/2022

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* Economically Disadvantaged Students*
School Grades History	2021-22: D (38%) 2018-19: B (59%) 2017-18: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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	99%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

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
Freeman, Tarshe	Principal	- Promotes the district's strategic plan and ensures school operations are in alignment. - Establishes vision for academic achievement, instructional excellence and operational success. - Implements Instructional Plans for students which are carried out by instructional staff - Recruits, Hires, Coaches, Retains and Develops staff personnel - Manages fiscal resources - Establishes a core learning environment that is equitable and accessible for all students - Employs multi-tiered levels of decision making centered on instructional and operational leadership - Empowers other key personnel with leadership duties for aspiring leaders - Maintains high visibility in the school and community - Exercises ethical and moral core values that align with Principles of Professional Conduct
Peters, Kevin	Assistant Principal	- Executes the district's strategic plan and ensures school operations are in alignment. - Executes vision for academic achievement, instructional excellence and operational success. - Assists Principal in implementing Instructional Plans for students which are carried out by instructional staff - Recruits, Hires, Coaches, Retains and Develops staff personnel - Ensures teachers create a learning environment that is equitable and accessible for all students - Employs multi-tiered levels of decision making centered on instructional and operational leadership - Empowers other key personnel with leadership duties for aspiring leaders - Maintains high visibility in the school and community - Exercises ethical and moral core values that align with Principles of Professional Conduct
Evans, Tracy	Instructional Coach	- Provide advanced knowledge and skills to ensure the effective implementation of school's literacy program - Work with key school based and district personnel in effectively monitoring instructional implementation of literacy in classroom - Coach, Support and collaborate with instructional staff - Analyze data points and trends of grades k-5 students and teachers performance on a variety of formative and summative assessments. - Collaborate with key internal and external stakeholders to ensure reading program is understood by all parties

Name	Position Title	Job Duties and Responsibilities
		- Participate in professional learning to stay apprised of new curricula
Manden, Aisha	Math Coach	- Provide advanced knowledge and skills to ensure the effective implementation of school's math program - Work with key school based and district personnel in effectively monitoring instructional implementation of high impact math instruction in classroom - Coach, Support and collaborate with instructional staff - Analyze data points and trends of grades k-5 students and teachers performance on a variety of formative and summative assessments. - Collaborate with key internal and external stakeholders to ensure reading program is understood by all parties - Participate in professional learning to stay apprised of new curricula
French, Jacqueline	Instructional Coach	- Provide advanced knowledge and skills to ensure the effective implementation of school's literacy program - Work with key school based and district personnel in effectively monitoring instructional implementation of literacy in classroom - Coach, Support and collaborate with instructional staff - Analyze data points and trends of grades k-5 students and teachers performance on a variety of formative and summative assessments. - Collaborate with key internal and external stakeholders to ensure reading program is understood by all parties - Participate in professional learning to stay apprised of new curricula
Thompson, Selena	Other	- Provide tiered academic support to Lowest 25%/ High Needs students - Implement academic interventions for students with identified academic deficiencies - Collaborate with literacy coach and school administration in monitoring progress of high needs students - Communicate progress of students with key stakeholders - Maintain records of student academic progress

Demographic Information

Principal start date

Friday 7/1/2022, Tarshe Freeman

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.*

0

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.*

3

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

264

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

3

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

3

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	43	36	57	57	58	60	0	0	0	0	0	0	0	311
Attendance below 90 percent	22	17	24	20	24	20	0	0	0	0	0	0	0	127
One or more suspensions	0	1	3	3	9	11	0	0	0	0	0	0	0	27
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 2022 statewide FSA ELA assessment	0	0	0	25	28	22	0	0	0	0	0	0	0	75
Level 1 on 2022 statewide FSA Math assessment	0	0	0	25	37	28	0	0	0	0	0	0	0	90
Number of students with a substantial reading deficiency	0	1	2	0	2	3	0	0	0	0	0	0	0	8

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	1	3	5	25	28	27	0	0	0	0	0	0	0	89

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	1	5	2	24	3	0	0	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	4	3	14	0	0	0	0	0	0	0	22

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	31	54	56	46	67	54	0	0	0	0	0	0	0	308
Attendance below 90 percent	17	28	25	21	37	23	0	0	0	0	0	0	0	151
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	16	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	10	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	0	1	1	6	3	2	0	0	0	0	0	0	0	13

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	4	3	14	0	0	0	0	0	0	0	22

The number of students identified as retainees:

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

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	32%	58%	56%				41%	59%	57%
ELA Learning Gains	51%						52%	60%	58%
ELA Lowest 25th Percentile	52%						69%	54%	53%
Math Achievement	31%	54%	50%				66%	65%	63%
Math Learning Gains	59%						82%	66%	62%
Math Lowest 25th Percentile	30%						72%	53%	51%
Science Achievement	14%	59%	59%				33%	46%	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	34%	60%	-26%	58%	-24%
Cohort Comparison		0%				
04	2022					
	2019	46%	62%	-16%	58%	-12%
Cohort Comparison		-34%				
05	2022					
	2019	41%	59%	-18%	56%	-15%
Cohort Comparison		-46%				

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	46%	65%	-19%	62%	-16%
Cohort Comparison		0%				
04	2022					
	2019	65%	67%	-2%	64%	1%
Cohort Comparison		-46%				
05	2022					
	2019	80%	64%	16%	60%	20%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	49%	-16%	53%	-20%
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	10			10							
ELL	32	64		32	69						
BLK	31	50	55	29	57	32	13				
FRL	32	51	52	30	58	26	12				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17			15							
ELL	55			36							
BLK	32	62	60	17	19	9	17				
FRL	31	63	70	15	18	8	17				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	53		52	80						
ELL	50	70		83	70						
BLK	41	53	72	65	81	72	32				
FRL	41	53	71	66	83	74	32				

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)	CSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	346
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	10
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

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	43
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

When analyzing the school wide performance of our students via the Florida State Assessments, there are notable trends. In English Language Arts, our 3rd -5th grade student groups performed at the same level (approximately 32% across all three grade levels). In math, there are notable variations. 4th grade achievement proficiency was 20% while 3rd grade and 5th grade each achieved 38%. As it pertains to our student subgroups, our SWD students performed exceptionally lower (10% proficiency) than English Language Learners (55%) and Economically Disadvantaged (37%).

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

Based on the results from the 2022 state assessments, ELA and Math proficiency are the two areas which need the greatest need for improvement (31% and 30% respectively). In addition, when analyzing the performance of our subgroups, Students With Disabilities (SWD) achieved 10% proficiency in both ELA and Math.

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 major contributing factors in need of improvement are the effective implementation of academic interventions and instructional strategies. Classroom Based Instructional Staff will need to be trained on how to effectively implement academic interventions. Support Facilitators will need to be provided training on how to effectively articulate to teachers how best to support students with varying disabilities.

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

As per the Florida Standards Assessment, Math Learning Gains showed the most improvement (21% to 59%).

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

Classes in grades 4 and 5 were departmentalized. Scholars in Grades 4 and 5 received instruction from an effective instructional practitioner. Instructional Coaches provided targeted push-in support. In addition, twice a week targeted scholars (bubble) participated in a math extended learning opportunity where they received instruction from designated instructional coaches and classroom teachers.

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

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

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

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

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

Academic Support Personnel will provide intensive intervention services to students who are struggling learners. These personnel are critical components of our instructional infrastructure as their role is intently focused on working closely with tier 2 and 3 students who have showcased difficulty in addressing grade-level standards and concepts. Additionally, our ESE support facilitator will work closely with our students with exceptionalities to ensure IEP goals are addressed while also employing specific instructional strategies that help to mitigate learning gaps and to continuously provide opportunities for students to interact with grade level content.

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 Instructional Coaching/Professional Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	As evidenced via the Spring 2022 Florida Education Accountability Report, ELA proficiency is 32%, Math Proficiency is 31% and Science Proficiency is 30%. In addition, all Broward Estates instructional staff are second year, career changers or veteran educators who need extensive instructional support. Collectively, the data reflects they have a limited scope on analyzing student data and work samples for standards based planning and implementing high yield instructional strategies.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By December 2022, 100% of instructional staff will effectively demonstrate how to develop and plan rigorous standards-based lessons and activities, effectively analyze student data to guide instructional delivery, and employ a variety of high impact academic engagement strategies for increased student productivity. By May 2023, School Wide ELA proficiency will increase from 32% to 43%, math proficiency will increase from 31% to 50% and science proficiency will increase from 14% to 30%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Focused Classroom Walkthroughs with actionable feedback, Progress Monitoring/ Informal/Formative Assessments review via Data Huddles.
Person responsible for monitoring outcome:	Tarshe Freeman (tarshe.t.freeman@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Effective standards based planning, delivery of high quality tier I instruction, instructional coaching (Co-teaching, modeling, push in support), administrative walkthroughs with actionable feedback.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Current progress monitoring data suggests that a direct focus on effective standards-based planning, higher order questioning/effective use of high-yield strategies, and actionable results pertaining to student data analysis is needed to ensure students can effectively address grade-level content. This will be achieved by the abovementioned evidence-based strategies.
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.	

On a weekly basis, all school based instructional staff will participate in weekly professional learning facilitated by district personnel. These sessions will focus on high impact student engagement strategies, standards based planning and effective implementation of Tier 1 instruction.

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

#2. Transformational Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	As noted by the 2022 Florida Department of Education Accountability Report, Broward Estates has been assigned a letter grade of "D." To transform the pedagogical delivery of instructional practitioners, the school will leverage multiple leadership strategies to develop the instructional coaches, support participation in high quality leadership conferences by the instructional leadership team and purchase books centered on high quality leadership practices.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By attending the leadership conferences and allocating funds for the leadership books, 100% of instructional leadership team members will demonstrate evidence of high impact school based leadership by employing sound leadership practices: - Analyzing school wide data for sustained school wide improvement - Fostering and sustaining a climate committed to academic success - Coaching and developing classroom teachers by implementing high impact coaching cycles
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Instructional Leadership Team Meetings will incorporate book studies centered on the material included in the various leadership books.
Person responsible for monitoring outcome:	Tarshe Freeman (tarshe.t.freeman@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Instructional Leadership, Coaching, Staff Professional Learning
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	As noted by the 2022 Florida Department of Education Accountability Report, Broward Estates has been assigned a letter grade of "D." To transform the pedagogical delivery of instructional practitioners, the school will leverage multiple leadership strategies to develop the instructional coaches, support participation in high quality leadership conferences by the instructional leadership team and purchase books centered on high quality

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.

Members of the Instructional Leadership Team will participate in weekly book studies with a specific focus on instructional leadership, classroom teacher support and high quality classroom instruction.

Person Responsible   Tarshe Freeman (tarshe.t.freeman@browardschools.com)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	As evidenced via the Spring 2022 Florida Standards Assessments results, our students with disabilities, achieved 10% proficiency in ELA and Math. To aggressively mitigate the learning gaps and to help achieve our school wide goal of 20% proficiency, strategic and targeted instructional support is vital to improve their learning outcomes.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By providing a targeted extended learning opportunity and utilizing the Rally Education Florida B.E.S.T Math workbooks during these sessions, Broward Estates ES seeks to achieve schoolwide Math proficiency and increase from 30% to 50% by May 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Focused Classroom Walkthroughs, Progress Monitoring/Informal/Formative Assessments review via Data Huddles.
Person responsible for monitoring outcome:	Tarshe Freeman (tarshe.t.freeman@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Effective standards based planning, delivery of high quality tier I instruction, instructional coaching (Co-teaching, modeling, push in support), administrative walkthroughs with actionable feedback.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Current progress monitoring data suggests that a direct focus on effective standards-based planning, higher order questioning/effective use of high-yield strategies, and actionable results pertaining to student data analysis is needed to ensure students can effectively address grade-level content. This will be achieved by the abovementioned evidence-based strategies.

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.

All students with disabilities will be enrolled in an extended learning opportunity that specifically focuses on addressing skill gaps and learning deficiencies. The extended learning opportunity will commence in January 2023 and will run until April 2023.

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

#4. Positive Culture and Environment specifically relating to Student Success	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the most recent school wide discipline data, approximately 40% of discipline referrals were issued due to classroom disturbances. When students are not thoroughly engaged due to misbehaviors, the ability to effectively engage in the learning process is adversely impacted. To lessen the number of discipline referrals, students will be provided with a variety of incentives aimed at promoting positive behavior. In addition teachers will participate in book studies and attend a leadership conference centered on creating positive classroom environments.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, the percentage of discipline referrals issued for classroom disturbances will decrease from 40% to 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Focused Classroom Walkthroughs, School wide review of discipline data and implementation/continuation of appropriate interventions.
Person responsible for monitoring outcome:	Tarshe Freeman (tarshe.t.freeman@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Classroom Engagement Strategies, Positive Behavior Incentives, Student Rewards and Incentives.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for	To lessen the number of discipline referrals, students will be provided with a variety of incentives aimed at promoting positive behavior. In addition teachers will participate in book studies and attend a leadership conference centered on creating positive classroom environments.

selecting this strategy.

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.

- Students will have the opportunity to participate in an off campus educational science based experience to build content knowledge by exploring additional outlets to build their hands on knowledge of science concepts including earth, space, animal habitats and everglades wildlife.
- Allocate funding to provide incentives for students meeting or exceeding academic benchmarks. This will be achieved by purchasing items for our Positive Behavior Intervention Store.
- Purchase books for instructional staff that support and foster a positive culture for students.
- Purchase items to create a more cheerful learning environment.
- Select staff and administrators will attend the Ron Clark Academy Conference to acquire the skills to effectively create learning environments that are centered on academic excellence and authentic teacher/ student relationships.

Person Responsible   Tarshe Freeman (tarshe.t.freeman@browardschools.com)

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

As evidenced via the Spring 2022 i-Ready AP 3 diagnostic, ELA proficiency is as follows: (KG - 29%, 1st - 36%, 2nd - 22%). The data expressed above indicates a need for an extended learning opportunity (ELA Academy) in ELA. To aggressively mitigate the learning gaps and provide targeted instructional support, a strong focus on high quality Tier 1 instruction as well as tiered student support is needed to help achieve our school wide goal of 43% proficiency across all grade levels

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

As evidenced via the Spring 2022 Florida Standards Assessments results, ELA proficiency is 32% (3rd - 33%, 4th - 31%, 5th - 33%). The data expressed above indicates a need for an extended learning opportunity (ELA Academy) in ELA. To aggressively mitigate the learning gaps and provide targeted instructional support, a strong focus on high quality Tier 1 instruction as well as tiered student support is needed to help achieve our school wide goal of 43% proficiency.

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)

By May 2023, 43% of scholars in grades K, 1 and 2 will be identified as meeting proficiency as evidenced by FAST progress monitoring assessment # 3.

Grades 3-5: Measureable Outcome(s)

By May 2023, 43% of scholars in grades 3 - 5 will be identified as meeting proficiency as evidenced by FAST progress monitoring assessment # 3.

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.

Focused Classroom Walkthroughs with actionable feedback, Progress Monitoring/Informal/Formative Assessments review via Data Huddles.

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

Freeman, Tarshe, tarshe.t.freeman@browardschools.com

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?

The district adopted Curriculum Resources
Benchmark Advance, Leveled Literacy Intervention (LLI), Reading Horizons

Instructional Practices
Standards-Based Planning, Delivery of Tier 1 Instruction, Deliberate implementation of targeted intervention and support via analyzing student performance data, targeted extended learning opportunities.

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?

As evidenced via the Spring 2022 i-Ready AP 3 diagnostic, ELA proficiency is as follows: (KG - 29%, 1st - 36%, 2nd - 22%).
As evidenced via the Spring 2022 Florida Standards Assessments results, ELA proficiency is 32% (3rd - 33%, 4th - 31%, 5th - 33%).

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
Implement common instructional planning sessions for all literacy classroom teachers. Planning sessions will include classroom teachers and instructional coaches.	Freeman, Tarshe, tarshe.t.freeman@browardschools.com
Evaluate implementation of Tier 1 standards based instructional lessons and activities.	Freeman, Tarshe, tarshe.t.freeman@browardschools.com
Provide targeted professional learning opportunities centered on Tier 1 instruction and Tiered intervention support to bolster pedagogy relevant literacy instruction and increase percentage of student meeting or exceeding grade level benchmarks.	Freeman, Tarshe, tarshe.t.freeman@browardschools.com

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

Academic Excellence is expected and celebrated simultaneously. We believe in the pursuit of academic excellence via high quality instructional for all students. School Staff, Parents, Families, Community Members etc. are well aware of providing equitable educational opportunities for all students from various walks of life. This message is communicated once one arrives on campus, through e-mail or written correspondence or simply through the conversations students may have with one another. Because we all collectively believe in propelling our children to higher levels, this increases the level of positivity felt throughout the campus.

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

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

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

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

Student- Model Positive Behavior, Showcases a sound commitment to academic success.

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

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