Lloyd Estates Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Lloyd Estates Elementary School

750 NW 41ST ST, Oakland Park, FL 33309

[no web address on file]

Demographics

Principal: Shawn Allen

Start Date for this Principal: 10/3/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
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 (46%) 2018-19: C (50%) 2017-18: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

Table of Contents

Lloyd Estates Elementary School

750 NW 41ST ST, Oakland Park, FL 33309

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**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	95%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Demographic Information

Principal start date

Wednesday 10/3/2012, Shawn Allen

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.*

1

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

424

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

2

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

6

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	67	70	73	86	82	85	0	0	0	0	0	0	0	463
Attendance below 90 percent	27	19	24	19	20	9	0	0	0	0	0	0	0	118
One or more suspensions	0	0	1	3	1	1	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 2022 statewide FSA ELA assessment	0	0	0	47	35	33	0	0	0	0	0	0	0	115
Level 1 on 2022 statewide FSA Math assessment	0	0	0	23	35	41	0	0	0	0	0	0	0	99
Number of students with a substantial reading deficiency	0	3	2	14	12	7	0	0	0	0	0	0	0	38

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
Students with two or more indicators	0	1	4	28	37	30	0	0	0	0	0	0	0	100

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
Retained Students: Current Year	1	1	4	20	11	3	0	0	0	0	0	0	0	40
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

Thursday 9/1/2022

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
Number of students enrolled	68	69	82	82	86	89	0	0	0	0	0	0	0	476
Attendance below 90 percent	18	18	18	20	16	21	0	0	0	0	0	0	0	111
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	18	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	7	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	1	6	39	11	6	0	0	0	0	0	0	0	63

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
Students with two or more indicators	0	2	1	7	6	12	0	0	0	0	0	0	0	28

The number of students identified as retainees:

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	1	7	6	12	0	0	0	0	0	0	0	28

The number of students identified as retainees:

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

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	31%	58%	56%				45%	59%	57%
ELA Learning Gains	56%						50%	60%	58%
ELA Lowest 25th Percentile	46%						50%	54%	53%
Math Achievement	39%	54%	50%				59%	65%	63%
Math Learning Gains	61%						57%	66%	62%
Math Lowest 25th Percentile	59%						50%	53%	51%
Science Achievement	30%	59%	59%				38%	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	51%	60%	-9%	58%	-7%
Cohort Comparison		0%				
04	2022					
	2019	43%	62%	-19%	58%	-15%
Cohort Comparison		-51%				
05	2022					
	2019	32%	59%	-27%	56%	-24%
Cohort Comparison		-43%				

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	67%	65%	2%	62%	5%
Cohort Comparison		0%				
04	2022					
	2019	54%	67%	-13%	64%	-10%
Cohort Comparison		-67%				
05	2022					
	2019	39%	64%	-25%	60%	-21%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	35%	49%	-14%	53%	-18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	3	29	20	19	43						
ELL	27	52	46	35	55	54	23				
BLK	29	60	62	38	61	73	17				
HSP	30	53	33	35	59	50	35				
FRL	27	58	52	37	57	56	30				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	3	33		6	8		8				
ELL	34	59	53	25	12	13	24				
BLK	29	40		30	10		19				
HSP	33	59	60	20	9	8	24				
FRL	32	52	50	26	10	13	24				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	44	44	35	53	63	47				
ELL	44	46	45	57	55	46	33				
BLK	40	51	53	55	54	48	38				
HSP	45	47	46	59	58	50	39				
FRL	45	51	53	59	59	53	37				

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)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	378

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	44
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	49
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	44
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

Multiracial Students	
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	47
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?

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

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

ELA and Science show a great need for improvement. For the 2021-2022 FSA assessment the proficiency percentage in ELA was 31% and in Science was 30%.

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

Factors- In ELA, we had a new curriculum which was a great contributor to this need for improvement. The teachers had to familiarize themselves with the new curriculum which was not aligned to the LAFs standards. Another contributing factor was due to the learning loss during the pandemic. Additionally, the lack of reading endorsed teachers on each grade level contributed to the need for improvement.

Actions- Intervention block across all grade levels, ESSER personnel to provide Tier 3 instruction to selected
students using curriculum according to the revised Decision Tree chart for literacy to improve areas of need.

Factors- In Science, the lack of science exposure in the prior grade levels and the ability to teach science in depth due to the absence of hands-on activities contributed to the need for improvement. Actions- We will administer the science beginning of the year assessment to all grade levels through mastery Connect to determine areas of needs. We will progress monitor the science benchmarks by having the students take the mini assessments in Mastery Connect after the teachers have taught each benchmark. Additionally, we hired an ESSER teacher that oversees the science and assist teachers as needed.

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

Based on 2021 iReady data and FSA results, Math showed the most improvement across all grade levels.

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

In 2021 teachers were able to keep students engaged and deliver more differentiated instruction inside the classroom, modeling lessons and being able to closely monitor students' understanding before giving them independent practice. Teachers were able to reteach/remediate during small group instruction targeting students' areas of need. Additionally, a number of school-wide initiatives were implemented in the area of Mathematics. The students were engaged in timed fluency drills, Acaletics Green Parties, and weekly math competitions in grades 3-5.

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

Target intervention with frequent progress monitoring to make decisions for increasing intensity of instruction for individual students. ESSER teachers will provide push-in/ pull-out services in grades 3-5 for tier 3 students. Additionally, ESPs will provide support in the primary grades.

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

Teachers will continue professional development opportunities for:
Benchmark Advance
Reading Horizons
LLI Training
Heggerty Training
Imagine Learning
JMJ Science Bootcamp
New Math Curriculum (Envision)

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

Instructional Focus Calendars aligned to the standards
Continuous progress monitoring
On-Going professional learning

Monitoring classroom instruction and providing coaching as needed
Scheduled data chats with teachers and students

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

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for 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.

No action steps were entered for this area of focus

#2. -- Select below -- specifically relating to
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:	[no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for 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.

No action steps were entered for this area of focus

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:	[no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for 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.

No action steps were entered for this area of focus

#4. -- Select below -- specifically relating to

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for 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.

No action steps were entered for this area of focus

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for 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.

No action steps were entered for this area of focus

#6. -- Select below -- specifically relating to
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:	[no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for 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.

No action steps were entered for this area of focus

#7. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Lloyd Estates Elementary's FSA English Language Arts performance has been declining for the past four years. This category has shown a major concern that needs to be addressed and monitored closely to increase the overall proficiency in ELA schoolwide. We have a high population of ELLs that have shown an increase in learning gains but are not yet proficient.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Instructional staff will use Structured Literacy researched based strategies and interventions into their classroom instruction for ELA. By June 2023 our ELA proficiency will increase from 31% to 41% as measured by FAS English Language Arts state assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress monitoring will take place through the collection of data from Benchmark Advance Unit assessments, classwork, teacher observations, and data chats, along with differentiated instruction and lesson planning to support Structured Literacy with fidelity.
Person responsible for monitoring outcome:	Lillian Gomez (lillian.gomez@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Instructional Staff will continue to participate in professional developmental to implement strategies using Ellevation, Heggerty, Reading Horizons, and LLI, in addition to designing differentiated centers for students to practice skills independently.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	This evidence-based strategies were selected for this area as our percentage of proficiency has declined during the past four years. Using these evidence-based programs and strategies will ensure we meet students' needs using effective lesson planning, differentiated instruction, and continuous progress monitoring.

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.

1. Instructional Staff will continue to attend district Literacy trainings to improve their teaching practice during the ELA Block.
2. Teachers will implement evidence-based strategies during the ELA block and provide interventions during an additional block in addition to Tier 1 instruction.
3. Leadership team will collect and analyze student data to identify areas of remediation/enrichment.
4. Data Chats will take place to analyze data and the leadership team will collaborate with teachers to identify and implement researched based reading strategies and interventions needed to address areas of remediation while continuing to develop students' strengths.
5. SWD students will receive additional support in reading by the ESE support facilitator and assigned ESPs.
6. Extended Learning Opportunity Camps for Reading will be offered during the Fall and Spring semesters.

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

#8. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Lloyd Estates Elementary FSA Science performance has been slowly increasing. This category has shown to be an area of weakness that needs to be addressed and monitored closely to increase the science proficiency of our fifth grade students. Nature of Science is the area of weakness that most of our students struggle with.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Instructional staff in grades 3-5 will implement Science Bootcamp. This curriculum will provide rigorous instruction, remediation, and enrichment. Lloyd Estates Elementary's Science proficiency will increase form 30% to 40% by June 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Science proficiency will be monitored by assessing all science benchmarks through the use of School City, Mastery Connect, and STEM Scopes. Remediation and enrichment strategies will be implemented with fidelity in the area of science. Monthly data chats will be conducted with administration to review students' strengths and weaknesses.
Person responsible for monitoring outcome:	Marilyn Guirand (marilyn.guirand@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Explicit instruction, hands-on activities, spiral review of standards through the use of Science Bootcamp, and weekly science assessment through Mastery Connect.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Science Bootcamp will allow teachers to explicitly teach all standards through the use of visuals of each science benchmark. This will increase students' understanding and conceptual knowledge of science standards.

Action Steps to Implement
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.

No action steps were entered for this area of focus

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

* Teachers use Heggerty as a supplemental resource for Phonemic Awareness daily for 5 minutes..
* Benchmark Advance intervention resources will be used to provide remediation to Tier 1 instruction as needed during small group instruction.
* Differentiated Literacy Centers will be used to provide practice on Word Work for phonics, vocabulary, sight words, and writing. Students will rotate daily during small group intruction (two rotations of 15-20 minutes each).
* Evidence based programs Reading Horizons and LLI will be implemented to address interventions for Tier 2 and Tier 3 instruction (during intervention block - 30 minutes per day).
* Writing will be taught through the Benchmark Advance curriculum. Interventions will be provided as needed.
* Teachers will use prior data to formed flexible groups. FAST results, classroom anecdotes, observations, other informal assessments and Benchmark Advance Unit tests will be used for progress monitoring and guide classroom instruction.
* ELlevation lessons to address needs of our ELL population.

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

* Benchmark Advance intervention resources will be used to provide remediation to Tier 1 instruction as needed during small group instruction.
* Differentiated Literacy Centers will be used to provide practice on Word Work for phonics, vocabulary, sight words, and writing. Students will rotate daily during small group intruction (two rotations of 15-20 minutes each).
* Evidence based programs Reading Horizons and LLI will be implemented to address interventions for Tier 2 and Tier 3 instruction (during intervention block - 30 minutes per day).
* Reading comprehension strategies are delivered using the Text for Close Reading from Benchmark Advance.
* Writing will be taught through the Benchmark Advance curriculum. Interventions will be provided as needed.
* Teachers will use prior data to formed flexible groups. FAST results, classroom anecdotes, observations, other informal assessments and Benchamrk Advance Unit tests will be used for progress monitoring and guide classroom instruction.
* ELlevation lessons to address needs of our ELL population.

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)

Instructional staff will use Structured Literacy researched based strategies and interventions into their classroom instruction for ELA. By June 2023 our K-1 students will increase proficiency from 17% to 35% and 2nd grade students will increase proficiency from 14% to 40% as shown by the FAST assessment.

Grades 3-5: Measureable Outcome(s)

Instructional staff will use Structured Literacy researched based strategies and interventions into their classroom instruction for ELA. By June 2023 our ELA proficiency will increase from 31% to 41% as measured by FAST English Language Arts state assessment.

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.

FAST PM1 and PM2 data will be used to progress monitor students throughout the year. Benchmark Advance Unit assessments and other formative assessments as well as Scholastic programs (Scholastic FIRST, Literacy Pro, and Short Reads Digital). Data Chats with Leadership Team will be held to discuss data and collaborate in the guidance of classroom instruction and interventions.

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

Allen, Shawn, shawn.allen@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 following evidence-based programs are being implemented as instructed in the District Approved K-12 Comprehensive Evidence-based Reading Plan:
Benchmark Advance Assessments K-5
Letter Names, Letter Sounds, and Concepts of Print
Reading Horizons (Discovery & Elevate)
Leveled Literacy Intervention

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?

* Benchmark Advance shows a strong evidence in ESSA and was adopted by the District to target Tier 1 core instruction.
* Reading Horizons - IES Practice Guide Recommendations support the program: Assisting Students Struggling
with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades - Recommendation 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening
* LLI - Strong evidence according to ESSA. Duration 12 to 18 weeks in primary grades; 18-24 weeks in intermediate grades based on progress monitoring data.

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
Leadership Team meets weekly to discuss progress monitoring data and take necessary steps to adjust instruction to meet students' needs.	Guirand, Marilyn, marilyn.guirand@browardschools.com
Literacy Coach conducts classroom visits to determine teachers' needs and provide guidance for effective classroom environment and instruction. Model lesson planning and instruction delivery as needed and provide constructive feedback towards the implementation of evidence-based practices.	Gomez , Lillian, lillian.gomez@browardschools.com
Teachers will use informal and formal assessment to guide classroom instruction. FAST Assessments will be administered three times per year to track student progress.	Gomez , Lillian, lillian.gomez@browardschools.com
Provide professional development opportunities for teachers to learn how to use core curriculum and intervention programs.	Allen, Shawn, shawn.allen@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.

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

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

The school's Leadership Team to include: Principal, Assistant Principal, Literacy Coach, Guidance Counselor, and the ESE Specialist.
All the members of the leadership team promote a positive culture and environment at the school.