Davie Elementary School

2022-23 Schoolwide Improvement Plan

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Davie Elementary School

7025 SW 39TH ST, Davie, FL 33314

[no web address on file]

Demographics

Principal: Silvio Pruneda

Start Date for this Principal: 7/1/2019

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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: C (52%) 2017-18: C (52%)
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.

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7025 SW 39TH ST, Davie, FL 33314

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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	83%

School Grades History

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

School Board Approval

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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.

The Mission of Davie Elementary School is to provide a strong, safe academic setting in which excellence is the standard for all students, through a combined partnership of home, school and the community.
We accomplish these goals by focusing on teacher/student relationships, demanding high performance, holding to high expectations through implementation and monitoring, and by providing opportunities for self-exploration and self-development. We also have a strong community support through our P.T.O. who provides excellent participation by volunteering, fund raising, and staff support.

Provide the school's vision statement.

At Davie Elementary, we pride ourselves on the wonderful opportunities provided to our students as well as the community. Davie Elementary strives to stay abreast of the current technological trends. We are committed to employing researched based educational strategies and techniques to promote higher order and critical thinking skills.

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
Anderson, Erik	Principal	Lead learner responsible for improving academics in prek - 5th grade in a safe and secure environment.
Graber, Dawn	Assistant Principal	Assistant to the lead learner and is also responsible for improving academics in prek - 5th grade in a safe and secure environment.

Demographic Information

Principal start date
Monday 7/1/2019, Silvio Pruneda

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.*
2

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.*
10

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

674

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

10

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

5

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	109	108	121	127	120	128	0	0	0	0	0	0	0	713
Attendance below 90 percent	46	44	53	45	41	37	0	0	0	0	0	0	0	266
One or more suspensions	1	0	1	3	4	2	0	0	0	0	0	0	0	11
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	50	37	41	0	0	0	0	0	0	0	128
Level 1 on 2022 statewide FSA Math assessment	0	0	0	59	39	46	0	0	0	0	0	0	0	144
Number of students with a substantial reading deficiency	3	16	19	37	39	38	0	0	0	0	0	0	0	152

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	2	15	17	48	54	50	0	0	0	0	0	0	0	186

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	11	9	24	3	1	0	0	0	0	0	0	0	49
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	93	130	135	116	133	133	0	0	0	0	0	0	0	740
Attendance below 90 percent	31	41	42	23	35	18	0	0	0	0	0	0	0	190
One or more suspensions	0	0	0	3	1	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	28	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	21	0	0	0	0	0	0	0	26
Number of students with a substantial reading deficiency	2	11	8	30	36	24	0	0	0	0	0	0	0	111
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	10	9	16	23	26	0	0	0	0	0	0	0	87

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	2	6	9	9	4	0	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	93	130	135	116	133	133	0	0	0	0	0	0	0	740
Attendance below 90 percent	31	41	42	23	35	18	0	0	0	0	0	0	0	190
One or more suspensions	0	0	0	3	1	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	28	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	21	0	0	0	0	0	0	0	26
Number of students with a substantial reading deficiency	2	11	8	30	36	24	0	0	0	0	0	0	0	111
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	10	9	16	23	26	0	0	0	0	0	0	0	87

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	2	6	9	9	4	0	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	41%	58%	56%				52%	59%	57%
ELA Learning Gains	55%						58%	60%	58%
ELA Lowest 25th Percentile	40%						48%	54%	53%
Math Achievement	39%	54%	50%				56%	65%	63%
Math Learning Gains	70%						66%	66%	62%
Math Lowest 25th Percentile	71%						44%	53%	51%
Science Achievement	33%	59%	59%				39%	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	48%	60%	-12%	58%	-10%
Cohort Comparison		0%				
04	2022					
	2019	52%	62%	-10%	58%	-6%
Cohort Comparison		-48%				
05	2022					
	2019	50%	59%	-9%	56%	-6%
Cohort Comparison		-52%				

				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	50%	67%	-17%	64%	-14%
Cohort Comparison		-46%				
05	2022					
	2019	65%	64%	1%	60%	5%
Cohort Comparison		-50%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	38%	49%	-11%	53%	-15%

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	22	42	24	29	75	75	26				
ELL	38	48	29	36	69	69	24				
BLK	33	57		38	67		29				
HSP	39	53	32	35	72	73	33				
WHT	55	60		50	68		25				
FRL	39	53	45	35	72	74	32				

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	22	33		13	28		33				
ELL	34	61	63	25	33	35	31				
ASN	73			73							
BLK	30	50		12	33		31				
HSP	38	54	63	29	29	35	31				
WHT	42	43		24	27		50				
FRL	37	50	58	26	28	30	33				

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	36	46	38	26	47	36	10				
ELL	44	53	44	51	63	39	38				
BLK	38	49		50	74	70	10				
HSP	50	55	47	56	62	34	42				
WHT	64	72		57	67		59				
FRL	49	58	49	54	65	45	36				

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	50
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	396
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
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	45
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	48
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	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
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?

Approximately 45% of students in K-2 did not meet promotion criterion 1 requirements in ELA. This lack of foundational skills result in only 41% of students in Grades 3-5 proficient in ELA. Our Students With Disabilities (SWD) have failed to meet the ESSA threshold by 1%.

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

ELA Proficiency, ELA Learning Gains of the Lowest Quartile, Math Proficiency and Science
Primary grades have the greatest need for improvement in the area of Foundational Phonics skills
Intermediate grades have the greatest need for improvement in Key Ideas and Details and Writing to a prompt (16 students scored a 0)

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

COVID/pandemic leading to distance learning, lack of student and teacher attendance, high English Language Learner Population with high percentage of students speaking no English, lack of phonics

skills and science focus standards being fully taught at each grade level K-5 - New actions - strategic ELA intervention provided by ESSER teachers using Haggerty phonics and Math Intervention aligned to Envision Math series focused on small group instruction and the use of manipulatives

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

ELA 5% increase in Knowledge and Ideas
Math 6% increase in Number Sense and Algebraic Thinking
Math Learning Gains overall 41% improvement, Math Learning Gains of the Lowest Quartile overall 43% improvement

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

In person learning, ELA new Benchmark Advanced series with an increased integration of non-fiction passages the use of manipulatives in Math with an increased focus on 20-30 min whole group lesson and the remainder of the math block in centers and small group based on individual student needs.

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

Shift from Balanced Literacy to Structured Literacy - continue to provide tiered intervention and support targeted to individual student's learning gaps while providing strong Tier 1 instruction that includes teaching phonics whole group in K-2 and as needed in grades 3-5. In addition, moving away from a 60 minute whole group math lesson to a 20-30 minute whole group math lesson and then moving in to centers and small groups based on student's learning gaps.

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.

Continued Professional Development in The Science of Reading and Structured Literacy with a focus on small group instruction and intervention. For Math, Professional Development on How to Use Envision Math Assessments - how to administer, analyze and use to drive instruction. Science - provide professional development on administering assessments through Mastery Connect and using the data to drive instruction. Also, help teachers identify and understand the Science focus standards at each grade and build lessons with experiments around those standards.

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

Additionally, targeted students will be provided support by certified Reading endorsed/certified teachers via small group pull-out based on student need/learning gaps in foundational skills. Also students in greatest need will be provided 1 on 1 intervention through Innovations for Learning tutoring

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 ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Davie Elementary's recent history shows a short pattern of less than 50% of grade 3-5 students scoring at proficiency in ELA: 2022- 41% proficient, 2021 - 38% 2019-52%; therefore, putting us on a state school improvement plan.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By June 2023, at least 50% of students in grades 3-5 will score at proficiency in ELA as measured by the end-of-year FAST Progress Monitoring assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Classroom walkthroughs with feedback, every 6-8 week data chats by school, by grade level and by teacher, administrators actively participating in Response To Intervention meetings to clarify support being provided to students in most need, administrators actively attending monthly grade level PLCs to foster attention to studying student work to close learning gaps
Person responsible for monitoring outcome:	Erik Anderson (erik.anderson@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Feedback - administrators will provide timely feedback to teachers to enhance Tier 1 instruction as needed in ELA.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Research shows that providing constructive feedback in a timely manner has a high return rate on investment. John Hattie and his research on high yield strategies was used to select 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.

Establish grade level PLCs with goals aligned to overall goal of increasing ELA proficiency achievement to 50% or higher.
Attend PLCs to monitor attendance, PLC focus, outcomes and next steps
Administer Progress Monitoring/Assessments three times throughout the year.
Use the first and second administration's test data to drive instruction and fill learning gaps of foundational skills
Provide Professional Development as needed related to this Area of Focus.

Person Responsible	Dawn Graber (dawn.graber@browardschools.com)

#2. 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.**	Increasing academic progress of our subgroup: Students with Disabilities has been identified as a critical need because for three consecutive years our Students with Disabilities subgroup has been below 41% which is below the Federal Index.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023, Davie Elementary Students with Disabilities will increase achievement in ELA to reach the Federal Index of at least 41% of Students with Disabilities making adequate progress toward grade level proficiency as measured by end-of-year FAST promotion criteria testing.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Students with Disabilities subgroups' academic progress in ELA will be monitored through RtI meetings, quarterly data chats with teachers, interim and report card status checks and review of progress report notes that go home with the report cards. Additional intervention will be provided as needed.
Person responsible for monitoring outcome:	Erik Anderson (erik.anderson@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Visual organizers help readers improve comprehension by organizing new information and making meaningful connections between ideas in a text. Direct instruction through explicit teaching approach scaffolds lessons to help the student understand topic. Gradual release of responsibility to foster independence and students' take ownership of their learning. Choral reading to model and improve students' fluency. It gives students practice before reading text independently and students gain confidence. Different learning styles include multi-sensory opportunities for students to connect with content to best meet their needs to learn effectively and retain information.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria**	The rationale for selecting these specific strategies is to give students opportunities to improve learning outcomes. Students interact with content differently and these strategies will help them reach their IEP goals. The resources/criteria used for selecting these strategies give students with disabilities a strong foundational understanding of reading and/or math skills. In addition, the strategies engage students in participating in the classroom and allows the teacher to build a relationship with the students.

**used for selecting
this strategy.**

1)Analyze individual student data
2) Develop lesson plans using data to drive instruction
3)Provide remediation where and when needed
4)Progress Monitor/Assess
5)Repeat steps 1-4

**Person
Responsible**   Dawn Graber (dawn.graber@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

Shifting from knowing letters to knowing letter sounds via whole group phonemic awareness lessons to small group mini phonics lessons with the teacher and individualized center work in addition to Response to Intervention through a Multi Tiered System of support using research based programs: LLI, Haggerty and Reading Horizons
K=63% not on track based on Benchmark Assessment System (BAS)/Running Record Data, 1=45% not on track based on End of Year Grade Level Assessment, 2=35% not on track based on End of Year Grade Level Assessment

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

Whole group comprehension and vocabulary practice, small group instruction, continued phonics instruction and a focus on decoding unfamiliar multi-syllabic words in grades 3-5 as needed.
Grade 3 = 65% not at proficiency, Grade 4 = 63% not at proficiency, Grade 5 = 56% not at 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, at least 50% of students enrolled at Davie Elementary will score at proficiency for their grade level as measured by end-of-year FAST progress monitoring/promotion criteria assessments in ELA.

Grades 3-5: Measureable Outcome(s)

By May 2023, at least 50% of the students enrolled at Davie Elementary will score at proficiency for their grade level as measured by the end-of-year FAST progress monitoring/promotion criteria in ELA.

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.

Common assessments with data analysis from them used to drive instruction, authentic grade level PLCs designed to work on the work of closing learning gaps for students, data chats by grade level, by teacher and with students

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

Anderson, Erik, erik.anderson@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?

First grade is using Reading Horizons, an intensive phonics intervention program, with our students in most need of academic intervention(Tier 3)
Second and Third grade is using Haggerty, a 5-7 minute lesson focused on phonemic awareness and Leveled Literacy Intervention (LLI) 30 minute direct instruction focused on phonics and comprehension
Fourth and Fifth grade is using Leveled Literacy Intervention (LLI) 30 minute direct instruction focused on phonics and comprehension

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?

These evidenced based programs address the targeted learning gaps of our students in most need. These programs have a proven record of effectiveness and are a part of our K-12 Comprehensive Reading Plan in Broward County.

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 - Grade Level leaders will Lead PLCs and share facilitation amongst grade level teachers to analyze student work and implement adjustments to Tier 1 instruction Literacy Coaching - Conduct non-evaluative classroom walkthroughs, provide immediate feedback and revisit Assessment - Plan for and administer common formative and summative assessment across grade levels Professional Learning - Assess the need for Professional Learning	Graber, Dawn, dawn.graber@browardschools.com
Literacy Leadership - Develop and implement action steps from PLC Literacy Coaching - Provide Professional Development based on need Assessment - Analyze results from common formative and summative assessments and identify and plan for areas that need additional reteach Professional Learning - Plan Professional Learning based on need	Graber, Dawn, dawn.graber@browardschools.com
Literacy Leadership - Request Professional Development as needed Literacy Coaching - Deliver Professional Development collaboratively with teachers Assessment - Use formative and summative common formative assessment results to drive instruction - informing whole group and small group instruction Professional Learning - Conduct School based monthly in-house Professional Learning	Graber, Dawn, dawn.graber@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.

Davie Elementary strives to build a positive school culture and environment lead by administrators that value trust, respect and high expectations. We aim to provide a safe and nurturing environment for students to learn and grow. We do this by serving as a resource for teachers, staff and parents by being good listeners and proactively addressing necessary work as it comes. We offer trainings to provide support in identifying and implementing research based strategies to help stakeholders and their child/ren succeed academically, socially and emotionally. We conduct monthly School Advisory Council and School Advisory Forum meetings in which parents, community members and business partners have an opportunity to provide input into the success of Davie Elementary. We strive to treat each stakeholder with respect, dignity and grace. We work in support of our early childhood providers by collaborating with them as students transition into our prek or headstart programs. We work diligently with the local community colleges and universities to advertise admissions information in addition to hosting students for Field Experience,

Practicum and Student Teaching experiences. In addition we partner with them to support our families in most need with school supplies and food when available. Davie Elementary has a wealth of social services available for our families with a Guidance Counselor onsite daily that has access to these resources and a social worker 3 days each week. We welcome business partnerships. We are currently partnered with Gloria Dei Lutheran Church to provide Blessing in a Backpack - food for out students in most need, on a weekly basis. In addition, Fresh Kitchen of Davie supports our Teacher and Staff Appreciation lunches yearly.

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

Teachers - facilitating highly effective classroom instruction including time for social emotional learning
Students - learning and being productive members of society
Families of Students - working with the school in support of their child/rens education
Volunteers - providing additional support where needed to help students reach success
School Board Members - advocating for the school and it'sneeds