

Broward County Public Schools

Dillard Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Dillard Elementary School

2330 NW 12TH CT, Fort Lauderdale, FL 33311

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Dillard Elementary is to provide quality education to all students, to collaboratively develop students and prepare them for the 21st century in a stimulating, safe and motivating learning environment. Dillard Elementary embodies its purpose through a variety of program offerings and high expectations that are embedded within the culture of the school. All students are provided with a stimulating learning environment that consists of reading, writing, language arts, mathematics, science, and social studies. Students' learning is enhanced through the use of multi-media such as I-pads, and laptops. Classrooms are also equipped with Smart Boards or Promethean Boards, projectors, document cameras, and Elmos. This year, we are focused on effective lesson planning using instructional elements from Teach Like A Champion 3.0 and also, the Science of Reading.

Provide the school's vision statement.

At Dillard Elementary, it is our belief that all students can learn if provided the opportunity. The vision of Dillard Elementary is to develop a healthy community of learners who are academically proficient, effective communicators, and responsible citizens. All stakeholders have high expectations for students and are dedicated to providing all students with a challenging and rewarding learning environment

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Robinson, Lavina	Principal	Ms. Lavina Robinson, the principal of Dillard Elementary School provides a clear vision for learning for all scholars ensures a safe, secure, and orderly learning environment, and cultivates strong relationships with and acts in service to diverse stakeholders including families, and community stakeholders.
Basden, Adrienne	Reading Coach	Mrs. Basden is the Literacy Coach at Dillard Elementary School. Her duties include leading professional development workshops, modeling high-yield instructional strategies and techniques for teachers in order to close the literacy achievement gap, fostering a love and appreciation of reading for scholars, and influence and advocate for the school-wide literacy program. She supports teachers in planning and implementing effective standards-based English Language Arts lessons. Ms. Basden also meets weekly with teachers to dig deep into the ELA data and use the data to inform instruction. In addition, Ms. Basden also creates and modifies the ELA Instructional Focus calendar as needed.
Waldorf, Kelly	Math Coach	Mrs. Waldorf is the Math Coach at Dillard Elementary School. She supports teachers in planning and implementing effective standards-based math lessons. Mrs. Waldorf also meets and collaborates with teachers weekly to dig deep into the Math data and use the data to inform instruction. In addition, Mrs. Waldorf also creates and modifies the Math Instructional Focus calendar as needed and leads Math Professional Learning Communities.
Chestnut, Kierra	School Counselor	Ms. Chestnut supports the social and emotional learning of the students at Dillard Elementary. She assists students and teachers with learning strategies, self-management and social skills, and promotes success for our diverse students. He implements a school counseling program to support students through this important developmental period. The program provides education, prevention, and intervention activities, which are integrated into all aspects of our students' lives. The program teaches knowledge, attitudes, and skills students need to acquire in academic, career, and social/emotional development, which serve as the foundation for future success.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders including the school leadership team, teachers, school staff, and parents are invited to attend and participate in monthly School Advisory Council (SAC meetings). SAC reviews and engages in the work of reviewing student achievement data school-wide, by grade level, and by subgroups. A needs assessment and fish-bone analysis are conducted and used to develop the school improvement plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored in several ways. First, it will be monitored at monthly SAC meetings with parents, business partners, and community stakeholders. Secondly, it will be monitored at monthly Literacy Leadership Team Meetings to ensure that students are making progress on SIP goals. Data from each Progress Monitoring Period will be used to determine if scholars are making adequate progress to meet goals on the SIP. The data from each assessment will determine revisions to the plan. Thirdly, data and progress toward SIP goals will also be monitored and shared at each faculty meeting (once per month).

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	55	57	42	49	47	41	0	0	0	291	
One or more suspensions	0	2	0	2	22	13	0	0	0	39	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	18	47	32	56	47	45	0	0	0	245	
Level 1 on statewide Math assessment	0	29	37	40	37	45	0	0	0	188	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	4	7	15	6	3	0	0	0	40	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	15	42	38	52	52	49	0	0	0	248

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	13	13	22	49	40	30	0	0	0	167
Students retained two or more times	9	12	20	2	38	30	0	0	0	111

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	59	72	54	54	50	61	0	0	0	350	
One or more suspensions	0	0	2	8	9	17	0	0	0	36	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	43	41	57	0	0	0	141	
Level 1 on statewide Math assessment	0	0	0	34	39	62	0	0	0	135	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	5	14	12	31	0	0	0	65	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	10	5	36	45	71	0	0	0	173

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	9	3	17	0	0	0	0	0	35
Students retained two or more times	0	0	0	0	0	2	0	0	0	2

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	59	72	54	54	50	61	0	0	0	350
One or more suspensions	0	0	2	8	9	17	0	0	0	36
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	43	41	57	0	0	0	141
Level 1 on statewide Math assessment	0	0	0	34	39	62	0	0	0	135
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	5	14	12	31	0	0	0	65

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	10	5	36	45	71	0	0	0	173

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	9	3	17	0	0	0	0	0	35
Students retained two or more times	0	0	0	0	0	2	0	0	0	2

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	25	56	53	31	58	56	25		
ELA Learning Gains				53			31		
ELA Lowest 25th Percentile				46			35		
Math Achievement*	38	62	59	40	54	50	28		
Math Learning Gains				63			21		
Math Lowest 25th Percentile				53			26		
Science Achievement*	21	48	54	29	59	59	15		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	75	59	59	55			46		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	179
Total Components for the Federal Index	5

2021-22 ESSA Federal Index

Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	4	1
ELL	54			
AMI				
ASN				
BLK	26	Yes	1	1
HSP				
MUL				
PAC				
WHT				
FRL	35	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	3	
ELL	45			
AMI				
ASN				
BLK	44			
HSP	55			
MUL				
PAC				
WHT				
FRL	45			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	25			38			21					75
SWD	23			23			9				3	
ELL	31			55							3	75
AMI												
ASN												
BLK	25			37			20				4	
HSP												
MUL												
PAC												
WHT												
FRL	24			38			20				5	70

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	31	53	46	40	63	53	29					55
SWD	25	50		29	47		19					
ELL	29			50								55
AMI												
ASN												
BLK	30	52	46	39	62	51	27					
HSP	50			60								
MUL												
PAC												
WHT												
FRL	31	51	45	40	62	50	27					50

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	25	31	35	28	21	26	15					46
SWD	23			53								
ELL	0			17								46
AMI												
ASN												
BLK	25	32	36	28	20	27	14					42
HSP												
MUL												
PAC												
WHT												
FRL	26	33	38	29	21	25	16					42

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	22%	56%	-34%	54%	-32%
04	2023 - Spring	33%	61%	-28%	58%	-25%
03	2023 - Spring	17%	53%	-36%	50%	-33%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	39%	62%	-23%	59%	-20%
04	2023 - Spring	35%	65%	-30%	61%	-26%
05	2023 - Spring	37%	58%	-21%	55%	-18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	19%	46%	-27%	51%	-32%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science achievement data was the lowest performance for the 2022-23 school year. 19% of scholars in fifth grade demonstrated proficiency in Science.

ELA was the second lowest-performing area for the 2022-23 school year. 26% of scholars in the grades 3-5 demonstrated proficiency in ELA.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science showed the greatest decline from the prior (2021-22) school year. Factors that contributed to this decline are:

1. New teachers on staff not versed with the Science standards.
2. Sufficient coaching support for new Science teachers (lack of).
3. Sufficient time to teach Science standards (lack of).

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science data had the greatest gap when compared to the state average. Factors that contributed to this gap included the following:

1. New teachers who needed additional support in teaching and understanding the standards.
2. Adequate time to teach standards to mastery.
3. Student absenteeism

Which data component showed the most improvement? What new actions did your school take in this area?

Math proficiency showed the most improvement. New actions that were taken to improve math outcomes were:

1. Streamlining Math planning meetings to include planning with the Math Coach
2. Using the standards rather than the textbook to guide planning meetings
3. Revising the IFC as needed based on data.
4. Small group instruction

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The area of concern based on EWS data is student absenteeism. Student absenteeism directly impacts academic achievement. Regular attendance is crucial for students to master grade-level standards. When students are not present, they miss out on valuable learning opportunities, potentially leading to gaps in their learning. This can make it challenging for them to catch up with their peers and may result in lower academic performance.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. ELA Proficiency
2. Building Reading fluency
3. Building vocabulary
4. Improving Reading comprehension
5. Increasing teacher content knowledge and understanding of the Florida Standards

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Three-year data trend shows that Students with Disabilities (SWD) consistently perform lower than other ESSA subgroups in ELA. In addition, 2022-23 data indicates the federal percent index is below the 41% threshold.

Measurable Outcome:

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

By June 2024, 42% of SWD students will demonstrate proficiency (level 3 or higher) in ELA as measured by the FAST.

Monitoring:

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

Quarterly data huddles will be conducted with general education teachers and the ESE team to review student progress and barriers. Accommodations and modifications will be made to the student's IEP or 504 as needed.

Person responsible for monitoring outcome:

Lavina Robinson (lavina.robinson@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. ESE facilitators will utilize the Science of Reading approach with scholars who are receiving services in the area of Reading.
2. All teachers will be trained in the Science of Reading.
3. All teachers will be trained in the SIPPS reading program.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Progress monitoring data indicates a school-wide Tier I need for additional intensive phonics instruction.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 ESE Support Facilitators will attend Reading Horizons (supplemental reading program) training.

Person Responsible: Adrienne Basden (adrienne.smoot@browardschools.com)

By When: This action step will be completed by October 2023.

All ESE Facilitators will attend SIPPS training.

Person Responsible: Adrienne Basden (adrienne.smoot@browardschools.com)

By When: This action step will be completed by October 2023.

#2. Positive Culture and Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Research indicates that teachers impact a range of student outcomes including test scores, student absences, suspension rates, and non-cognitive skills. Teachers need to be physically present in the classroom to impact these outcomes to scholars. Last year, 11 teachers went into PLV status meaning, the number of days accrued in sick time was exhausted. Therefore this area of focus is teacher attendance.

Measurable Outcome:

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

By June 2023, the number of teachers using above the allotted number of sick days will decrease by 50%.

Monitoring:

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

Teacher attendance will be pulled monthly. Incentives with less than 2 absences will be recognized.

Person responsible for monitoring outcome:

Camille Orr (camille.orr@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Research demonstrates that teachers are motivated in their professional lives by certain factors, including money, recognition, power, passion, and meaning. These factors can have a major influence on productivity, and an employee might rely on one or more of these areas to foster a passion for their work. The evidence-based intervention that will be used is recognition.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research demonstrates that teachers' motivation is impacted by several factors. Recognition is one of the factors and something that building-level administrators can implement efficiently and effectively. Therefore, a monthly recognition program for attendance will be implemented for the 2023-24 school year.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will be recognized at monthly faculty meeting.

Person Responsible: Camille Orr (camille.orr@browardschools.com)

By When: Monthly

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

26% of scholars in grades 3-5 scored at or above proficiency on the 2023 F.A.S.T.

The area of focus will be professional development on research-based intervention programs in ELA.

Measurable Outcome:

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

By June 2024, 41% of scholars in grades 3-5 will score at or above proficiency on the 2023 FAST.

Monitoring:

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

Data chats will be conducted after each progress monitoring period with teachers and the Literacy Team to review the data and make adjustments to the instructional plan if needed.

Person responsible for monitoring outcome:

Lavina Robinson (lavina.robinson@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. School-wide reading intervention block utilizing a research-based program
2. PLC year-round focus on the Science of Reading

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In order for teachers to provide effective reading instruction, they must be knowledgeable in the Science of Reading therefore, there is a school-wide year-round PLC

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will attend quarterly professional development focused on the Science of Reading.

Person Responsible: [no one identified]

By When:

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

School improvement funding allocations will be reviewed monthly at the School Advisory Council meetings. During the first meeting of the school year, SAC will review the student data and determine which resources are needed to improve student outcomes and where and how funds should be allocated. Reports will be given at each meeting to ensure that the resources are meeting the needs of the scholars/school.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

58% of scholars in first grade and 54% of scholars in second grade are not on track to score Level 3 or above on the statewide, standardized ELA assessment. In order to increase ELA outcomes and decrease the percentage of students who are not on track, there will be a focus on the Science of Reading. All teachers will attend the Science of Reading district training as well as attend in-house professional development throughout the year centered around Reading Reconsidered strategies.

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

81% of third-grade scholars, 65% of fourth-grade scholars, and 76% of 5th-grade scholars scored below a Level 3 on the 2023 statewide, standardized ELA assessment. In order to increase ELA outcomes and decrease the percentage of students who score below a Level 3, there will be a focus on the Science of Reading. All teachers will attend the Science of Reading district training as well as attend in-house professional development throughout the year centered around Reading Reconsidered strategies.

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 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 Measurable Outcomes

Prior Year Data: 58% of scholars in first grade and 54% of scholars in second grade are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

2023-2024 Goal:

1. 55% of scholars in grades one and two will be on track to score a Level 3 or above on the statewide, standardized ELA assessment.

Grades 3-5 Measurable Outcomes

Prior Year Data: 81% of third-grade scholars, 65% of fourth-grade scholars, and 76% of 5th-grade scholars scored below a Level 3 on the 2023 statewide, standardized ELA assessment.

2023-24 Goal: 52% of scholars in grades three through five will score a level 3 or above on the 2024 statewide, standardized ELA assessment.

Monitoring

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 impact student achievement outcomes.

Scholars will take the iReady Diagnostic in August 2023. An ELA pathway will be created based on the initial diagnostic. As student ELA skills are mastered, the pathway will adjust and provide more rigorous assignments. Students will take a second diagnostic in December and a third in May 2024. Data huddles will be conducted after each diagnostic period to track student achievement outcomes and adjustments will be made to ensure students are progressing towards proficiency.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Robinson, Lavina, lavina623@gmail.com

Evidence-based Practices/Programs

Description:

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 evidence-based programs that will be implemented to improve ELA achievement outcomes are:

1. iReady
2. Science of Reading
3. Reading Reconsidered

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The identified programs address the need for intensive instruction and practice in the 6 areas of reading. All three programs have a proven record of increasing ELA outcomes for scholars.

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
Professional Learning: All teachers will attend ongoing professional learning for the following programs: 1. iReady 2. The Science of Reading 3. Reading Reconsidered 4. Reading Horizon 5. SIPPS	Robinson, Lavina, lavina623@gmail.com
PLCs focused on the Science of Reading	Basden, Adrienne, adrienne.smoot@browardschools.com
Assessment: Scholars will take the iReady Diagnostic	Basden, Adrienne, adrienne.smoot@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The state SIP will be disseminated as a paper copy via the first quarter newsletter. In addition, hard copies will be made and distributed to parents who come into the front office for registration, conferences etc. Copies will also be available for parents and community partners at monthly SAC, SAF and PTO meetings. Parents, community, and business partners may also obtain the plan on the school's web page.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to build positive relationships with parents, families, and other community stakeholders by inviting them to participate in school-wide events such as Donuts with Dads, Muffins for Mom, Lawyers for Literacy, Read for the Record. The school will facilitate the following academic family nights:
1. Literacy 2. Math 3. Science. Families will receive incentives to attend each activity. In addition, parents are invited to attend monthly SAC/SAF/PTO, and report card night.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school plans to strengthen the academic program in the school specifically the ELA/Reading program by providing teachers with quality, research-based professional development in the Science of Reading. In addition, there will be a year-long PLC focused on the Reading Reconsidered framework. A school-wide additional reading intervention and/or enrichment block where scholars are given specific reading support based on their levels will be implemented this school year.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school has incorporated a school-wide mindfulness program facilitated by the school counselor. In addition, the school counselor and social worker provide mental health services to scholars in need. The school also has a partnership with Active Community Mental Health where an onsite counselor is available to provide counseling services as needed.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The school participates in an annual Career City event where local businesses, city officials, athletes, entertainers, and artists come to the school and speak with scholars about their careers and post-secondary educational programs.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The school implements a multidisciplinary tiered system of support (Response to Intervention/RTI) to prevent and address problem behavior and provide early intervention services. The RTI Team meets weekly to address and

1. Provide effective and high-quality instruction,
2. Monitor all students' progress to make sure they are progressing as expected, and
3. Provide additional support (intervention) to students who are struggling.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The professional learning teachers and paraprofessionals will take part in this school year to improve instruction and use of data from academic assessments in the target area of ELA are:

1. The Science of Reading
2. Reading Reconsidered

3. SIPPS

4. Reading Horizon

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The school hosts a Kindergarten Round-Up each May. The event brings families to school to see classrooms, meet teachers, learn about the Florida Standards and curriculum and experience a kindergarten day.