

Broward County Public Schools

Broward Estates Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Broward Estates Elementary School

441 NW 35TH AVE, Lauderhill, 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.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Freeman, Tarshe	Principal	<ul style="list-style-type: none"> - Promotes the district's strategic plan and ensures school operations are in alignment. - Establishes vision for academic achievement, instructional excellence and operational success. - Implements Instructional Plans for students which are carried out by instructional staff - Recruits, Hires, Coaches, Retains and Develops staff personnel - Manages fiscal resources - Establishes a core learning environment that is equitable and accessible for all students - Employs multi-tiered levels of decision making centered - Empowers multi-tiered levels of decision making centered on instructional and operational leadership - Empowers other key personnel with leadership duties for aspiring leaders - Maintains high visibility in the school and community - Exercises ethical and moral core values that align with Principles of Professional Conduct
Powell, Nelsha	Assistant Principal	<ul style="list-style-type: none"> - Executes the district's strategic plan and ensures school operations are in alignment. - Executes vision for academic achievement, instructional excellence and operational success. - Assists Principal in implementing Instructional Plans for students which are carried out by Instructional staff - Recruits, Hires, Coaches, Retains and Develops staff personnel - Ensures teachers create a learning environment that is equitable and accessible for all students - Employs multi-tiered levels of decision making centered on instructional and operational leadership - Empowers other key personnel with leadership duties for aspiring leaders - Maintains high visibility in the school and community - Exercises ethical and moral core values that align with Principles of Professional Conduct
Evans, Tracy	Reading Coach	<ul style="list-style-type: none"> - Provide advanced knowledge and skills to ensure the effective implementation of school's literacy program - Work with key school based and district personnel in effectively monitoring instructional implementation of literacy in classroom - Coach, Support and collaborate with instructional staff - Analyze data points and trends of grades k-5 students and teachers performance on a variety of formative and summative assessments. - Collaborate with key internal and external stakeholders to ensure reading program is understood by all parties - Participate in professional learning to stay apprised of new curricula
French, Jacqueline	Reading Coach	<ul style="list-style-type: none"> - Provide advanced knowledge and skills to ensure the effective implementation of school's literacy program

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Work with key school based and district personnel in effectively monitoring instructional implementation of literacy in classroom - Coach, Support and collaborate with instructional staff - Analyze data points and trends of grades k-5 students and teachers performance on a variety of formative and summative assessments. - Collaborate with key internal and external stakeholders to ensure reading program is understood by all parties - Participate in professional learning to stay apprised of new curricula
Williams, Aldene	Other	<ul style="list-style-type: none"> - Provide tiered academic support to Lowest 25%/High Needs students - Implement academic interventions for students with identified academic deficiencies - Collaborate with literacy coach and school administration in monitoring progress of high needs students - Communicate progress of students with key stakeholders - Analyze data points and trends of grades k-5 students and teachers' performance on a variety of formative and summative assessments. - Maintain records of students with key stakeholders
Reid, Rashawnette	Math Coach	<ul style="list-style-type: none"> - Provide advanced knowledge and skills to ensure the effective implementation of school's math program - Work with key school based and district personnel in effectively monitoring instructional implementation of high impact math instruction in classroom - Coach, Support and collaborate with instructional staff - Analyze data points and trends of grades k-5 students and teachers performance on a variety of formative and summative assessments. - Collaborate with key internal and external stakeholders to ensure reading program is understood by all parties - Participate in professional learning to stay apprised of new curricula

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.

All stakeholders are involved in the School Improvement Process. The school leadership team, teachers, and school staff review data throughout the year to make instructional decisions to meet the needs of all students. These stakeholders also meet to review AP1 to AP3 data as well as previous years data to discuss trends, set goals, and collaborate to create an action plan. Throughout the year the review of data, goals, the school's action plan, and progress is shared with parents, community members and/or business partners through SAC Meetings. During these meetings school faculty and staff, parents, community leaders and/ business partners are encouraged to ask questions and provide suggestions and feedback. Feedback and suggestions are used when creating the School Improvement Plan. Surveys from parents, staff, and students are also reviewed. The School Improvement Plan is readily available for all stakeholders to review as it is a working document.

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 School Improvement Plan will be monitored daily to ensure that implementation is done with fidelity to increase student achievement in meeting the State's academic standards. Walkthroughs will be conducted daily by administrators and instructional coaches and academic support will visit classrooms to support teachers and students focusing on goals and classroom look-fors. Feedback will be provided in a timely manner. The review of data will be ongoing and reviewed by administrators, the leadership team, teachers, and students through conferencing. Data chats will be conducted after assessments to discuss the action plan that will inform instruction with teachers and push-in and pull-out support.

The team will revise the plan as needed throughout the year as data and goals are reviewed to determine next steps. Supports that would be modified could include additional Professional Development, Coaching Cycle to support teachers, adjusting Professional Learning Communities focus, providing additional planning time, and selecting targeted students for Academic Camps. Stakeholders will be informed through SAC and Parent Meetings.

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	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: B 2018-19: B 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	19	22	13	30	15	24	0	0	0	123	
One or more suspensions	0	1	0	6	6	8	0	0	0	21	
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	10	14	6	23	18	27	0	0	0	98	
Level 1 on statewide Math assessment	0	12	9	18	27	33	0	0	0	99	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	4	4	12	8	8	0	0	0	37	

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	6	14	10	28	25	31	0	0	0	114

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	2	4	0	2	3	0	0	0	0	11
Students retained two or more times	0	1	0	1	2	0	0	0	0	4

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	22	17	24	20	24	20	0	0	0	127	
One or more suspensions	0	1	3	3	9	11	0	0	0	27	
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	25	28	22	0	0	0	75	
Level 1 on statewide Math assessment	0	0	0	25	37	28	0	0	0	90	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	2	0	2	3	0	0	0	8	

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	1	3	5	25	28	27	0	0	0	89

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	5	2	24	3	0	0	0	0	35
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	22	17	24	20	24	20	0	0	0	127	
One or more suspensions	0	1	3	3	9	11	0	0	0	27	
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	25	28	22	0	0	0	75	
Level 1 on statewide Math assessment	0	0	0	25	37	28	0	0	0	90	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	2	0	2	3	0	0	0	8	

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	1	3	5	25	28	27	0	0	0	89

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	5	2	24	3	0	0	0	0	35
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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*	30	56	53	32	58	56	31		
ELA Learning Gains				51			62		
ELA Lowest 25th Percentile				52			64		
Math Achievement*	27	62	59	31	54	50	18		
Math Learning Gains				59			21		
Math Lowest 25th Percentile				30			14		
Science Achievement*	12	48	54	14	59	59	18		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	44	59	59	77			25		

** 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)	CSI
OVERALL Federal Index – All Students	29
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	145
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	346
Total Components for the Federal Index	8
Percent Tested	99
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	8	Yes	2	2
ELL	34	Yes	1	
AMI				
ASN				
BLK	29	Yes	1	1
HSP				
MUL				
PAC				
WHT				
FRL	29	Yes	2	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	10	Yes	1	1
ELL	55			
AMI				
ASN				
BLK	43			
HSP				
MUL				
PAC				
WHT				
FRL	37	Yes	1	

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	30			27			12					44
SWD	8			8							2	
ELL	21			37							3	44
AMI												
ASN												
BLK	32			26			13				5	42
HSP												
MUL												
PAC												
WHT												
FRL	29			25			10				5	53

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	32	51	52	31	59	30	14					77
SWD	10			10								
ELL	32	64		32	69							77
AMI												
ASN												
BLK	31	50	55	29	57	32	13					80
HSP												
MUL												
PAC												
WHT												
FRL	32	51	52	30	58	26	12					

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	31	62	64	18	21	14	18					25
SWD	17			15								
ELL	55			36								25
AMI												
ASN												
BLK	32	62	60	17	19	9	17					
HSP												
MUL												
PAC												
WHT												
FRL	31	63	70	15	18	8	17					

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	27%	56%	-29%	54%	-27%
04	2023 - Spring	37%	61%	-24%	58%	-21%
03	2023 - Spring	30%	53%	-23%	50%	-20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	41%	62%	-21%	59%	-18%
04	2023 - Spring	30%	65%	-35%	61%	-31%
05	2023 - Spring	24%	58%	-34%	55%	-31%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	12%	46%	-34%	51%	-39%

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.

Based on the FAST data from 2023 state assessments both ELA and Math proficiency demonstrated a need for improvement. ELA proficiency for grades 3-5 was 31% and Math was 32%. State-wide Science Assessment for grade 5 was 12%. Contributing factors are implementation of interventions and instructional strategies. The trends that were evident in English Language Arts for 3rd grade are 30% and 27% for 5th grade. 4th grade achievement proficiency was 37%. In math, there were notable trends from grades 3-5. 3rd grade proficiency was 41%, while 4th grade was 30% and 5th grade was 24%.

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

Based on the Florida State Assessments from 2022, ELA and Math proficiency for grades 3-5 was 31% and 30%. Based on the FAST Assessments from 2023, ELA was also 31% and Math proficiency was 32%. The overall percent for both years in ELA and Math were similar. There was a 2% decline for State-wide Science Assessment for grade 5 which went from 14% (2022) to 12% (2023). The major factor contributing to the decline is the lack of effective implementation of Tier 1 instruction for mastery.

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.

Based on the results from the 2023 state assessments, ELA and Math proficiency had a gap when compared to the state average for grades 3-5 (50%, 58%, and 54%) for ELA and (59%, 61%, and 55%) for Math. Grade 5 State Science average was 46%. The major contributing actions that led to this gap are the need to improve effective implementation of academic interventions and instructional strategies.

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

There was a slight increase from achievement level 3 from 2022 to 2023 of two percentage points in math based on the state assessment. Weekly planning sessions, coaching/modeling, and teacher support were the actions taken to support math. Walkthrough data with teacher effective feedback was beneficial.

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

An area of concern from the Early Warning System is students absent 10% or more days. The total number of students reflected are 123.

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

1. Assist faculty and staff with data analysis to inform instruction.
2. Ongoing Professional Learning and planning sessions geared towards effective teaching strategies.
3. Monitor implementation of high-quality instruction and provide feedback.
4. Academic Support Personnel will provide intensive intervention.
5. Coaching Cycle to support instructional staff

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 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.

As evidenced by the Spring Florida Assessment of Student Thinking (FAST), ELA proficiency is 31%. Additionally, Broward Estates instructional staff are third year, career changers or veteran educators who need strong instructional support. In addition, the data reflects they have a limited scope on analyzing student data and work samples for standards-based planning and implementing high yield instructional strategies. Through modeling, coaching, professional learning, and effective standards-based planning on a weekly basis, teachers will be able to differentiate their instruction that will have a positive impact on student achievement.

Measurable Outcome:

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

By December 2023, 100% of instructional staff will effectively demonstrate how to develop and plan rigorous standards-based lessons and activities, analyze student data to inform instruction and differentiate instruction based on students' needs, and use a variety of high impact academic engagement strategies to improve student achievement.

By May 2024, School-wide ELA Proficiency will increase from 31% to 43%.

Monitoring:

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

Daily focused Classroom Walkthroughs with actionable feedback, weekly and bi-weekly progress monitoring/informal/formative assessments review by Data Huddles.

Person responsible for monitoring outcome:

Tarshe Freeman (tarshe.t.freeman@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.)

Standards based planning, delivery of high-quality tier 1 instruction, instructional coaching (Co-teaching, modeling, push in support), professional learning, and administrative walkthroughs with actionable feedback.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on the most current progress monitoring data it is evidenced that a focus on efficient standards-based planning, higher order questioning/effective use of high-yield strategies, and actionable results pertaining to student data is needed to ensure students can effectively address grade-level content. Incorporating standards-based planning, professional learning, and support from using the coaching cycle, teachers will be able to effectively provide Tier 1 and 2 instruction which would lead to improvement of ELA results.

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 2 - Moderate 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.

On a weekly basis, all school based instructional staff will participate in weekly professional learning facilitated on Teach like a Champion 3.0. led by instructional coaches, academic support, and district instructional facilitators. These sessions will focus on high impact student engagement strategies, standards based planning, and effective implementation of Tier 1 instruction. Administration and the leadership team will monitor the implementation of effective teaching practices through classroom visits and the monitoring of data.

Person Responsible: Nelsha Powell (nelsha.powell@browardschools.com)

By When: August 14, 2023 - May 31, 2024

#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 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.

As noted by the 2023 Spring Florida Assessment of Student Thinking (FAST) results, our Students With Disabilities in grades 3-5 achieved 15% proficiency in ELA. To address the learning gaps and assist with our goal of 25% proficiency, strategic and targeted instructional support is essential to increase their learning results. Through modeling and providing push-in support to implement Tier 2 and 3 interventions students will receive instruction based on their areas of need which would lead to an increase in student achievement.

Measurable Outcome:

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

By May 2024, students ELA Proficiency will increase from 15% to 25% on the Spring Florida Assessment of Student Thinking (FAST).

Monitoring:

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

Daily Focused Classroom Walkthroughs, Weekly/Bi-weekly Progress Monitoring/Informal/Formative Assessments review via Data Huddles.

Person responsible for monitoring outcome:

Tarshe Freeman (tarshe.t.freeman@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.)

Progress monitoring data suggests that standards-based planning, higher order questioning/effective use of high-yield strategies, and actionable results pertaining to student data analysis is needed to ensure students can effectively address grade-level content and utilize district approved research-based interventions based on data to drive instruction and planning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The use of evidence -based strategies and interventions used with fidelity based on progress monitoring results will assist students in reaching their proficiency target. The intervention was selected to provide SWD students with daily interventions in the area(s) of reading that show areas of need with fidelity.

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 2 - Moderate 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.

Students with disabilities will be enrolled in an extended learning opportunity to decrease any gaps and learning deficiencies. The camp will be monitored by administration and the leadership team. The extended learning opportunity will start in January 2024 and will continue through April 2024. In addition,

administration and the leadership team will visit classrooms and engage in data huddles to ensure that the interventions are completed with fidelity.

Person Responsible: Nelsha Powell (nelsha.powell@browardschools.com)

By When: December 2023

#3. Positive Culture and Environment specifically relating to Early Warning System**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.

As evidenced by the most recent school wide discipline data, approximately 61% of discipline referrals were issued due to events disturbing the classroom learning environment. This misbehavior impacts learning and student engagement. By providing students with a variety of incentives to promote a positive learning environment, behavior disturbances should lessen. Additionally, teachers will have the opportunity to engage in professional readings and attend a leadership conference with a focus on fostering positive classroom environments.

Measurable Outcome:

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

By June 2024, the percentage of discipline referrals issued for classroom disturbances will decrease from 61% to 45%.

Monitoring:

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

Daily Focused Classroom Walkthroughs, Quarterly School-wide Positive Behavior Meetings, Quarterly School-wide review of discipline data and implementation/continuation of appropriate interventions.

Person responsible for monitoring outcome:

Nelsha Powell (nelsha.powell@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.)

Classroom Engagement Strategies, Positive Behavior Incentives, Student Rewards, Professional Learning -Teach Like a Champion 3.0.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By incorporating evidence-based interventions like "Teach Like a Champion 3.0", teachers will learn effective behavior management strategies resulting in a lower numbers of incidents and referrals. Additionally, the inclusion of a variety of incentives will aid in promoting positive behavior. Teachers will participate in professional readings.

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.

Dedicated professional learning hours for Teach Like a Champion 3.0 engagement strategies will be provided by the district and instructional coaches/academic support. This includes time for peer observation and feedback along with weekly data monitoring by principal and assistant principal to determine the effectiveness of implementation.

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

By When: August 14, 2023 - June 10, 2023

#4. Instructional Practice specifically relating to Math**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.

As evidenced by the Spring Florida Assessment of Student Thinking (FAST), grades 3-5 math proficiency is currently 32%. The data reflects a limited scope on analyzing student data and utilizing the data to drive instruction. Through modeling, coaching, professional learning, and effective standards-based planning on a weekly basis, teachers will be able to differentiate their instruction that will have an overall impact on math achievement.

Measurable Outcome:

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

By December 2023, 100% of instructional staff in grades 3-5 will demonstrate how to plan and implement effective standards-based instruction, disaggregate and analyze student data to drive instruction and be able to provide differentiated lessons and activities.

By May 2024, grades 3-5 Math Proficiency will increase from 32% to 43%.

Monitoring:

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

Daily focused Classroom Walkthroughs with actionable feedback, formative and summative assessments, i-Ready Diagnostic Assessments, and Data Huddles.

Person responsible for monitoring outcome:

Tarshe Freeman (tarshe.t.freeman@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.)

Standards based planning, delivery of effective tier 1 instruction aligned to Standard/Benchmark, instructional coaching (Co-teaching, modeling, push in support), and administrative walkthroughs with actionable feedback.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on our current proficiency level in math, it is evident that a focus on effective standards-based planning and implementation of Tier 1 instruction aligned to Standards/Benchmark is needed to ensure students can master grade level math concepts/skills. Incorporating standards-based planning and using data to drive instruction, as well as support through the use of the coaching cycle (co-teaching and modeling), teachers will be able to effectively provide Tier 1 and 2 instruction, leading to increase in math proficiency.

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 2 - Moderate 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 participate in weekly planning sessions focused on effective standards-based instruction and utilizing data to drive instruction and provide differentiation for all students. Teachers will also participate in professional learning facilitated by instructional coaches, academic support, and district instructional facilitators. These sessions will focus on effective implementation of Tier 1 instruction, utilization of manipulative, as well as small group instruction aligned to Standards/Benchmarks. Administration and the leadership team will monitor the implementation of effective teaching practices through classroom visits and the monitoring of data.

Person Responsible: Nelsha Powell (nelsha.powell@browardschools.com)

By When: August 14, 2023 - May 31, 2024

The math coach will support teachers through the use of the coaching cycle (co-teaching and modeling). With the math coach's support, teachers will be able to effectively provide Tier 1 and 2 instruction, leading to increase in math proficiency.

Person Responsible: Nelsha Powell (nelsha.powell@browardschools.com)

By When: August 14, 2023 - May 31, 2024

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).

The process for reviewing the school improvement funding allocations and resources based on needs involves the hiring of the Math-Science Coach at \$88,200.00. Also, ten percent (\$12,409.37) will be utilized for technology purchases to ensure teacher and student devices are in optimal condition to maximize time on task. The remaining funds will be utilized for professional learning for staff centered around Teach Like a Champion 3.0 strategies to promote positive and productive classroom environments.

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

Based on the Spring 2023 FAST K-2 Assessment (Renaissance's STAR Early Literacy and STAR Reading), ELA proficiency is as follows: (KG- 52%, 1st - 46%, 2nd - 54%,). The data indicated a need for High quality Tier 1 instruction, data-driven small group instruction to bridge the gap in learning and push in support.

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

Based on the Spring 2023 FAST 3-5 Assessment, ELA proficiency is as follows: (3rd- 15%, 4th- 21%, 5th- 30%-). The data indicated a need for High quality Tier 1 instruction, data-driven small group instruction to bridge the gap in learning, weekly planning sessions and push in support.

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

By May 2024, 43% of scholars in grades K-2 will be identified as meeting proficiency as evidenced by FAST progress monitoring Assessment 3.

Grades 3-5 Measurable Outcomes

By May 2024, 43% of students in grades 3-5 ELA will be identified as meeting proficiency as evidenced by FAST progress monitoring Assessment 3.

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.

Focused classroom walkthroughs with actionable feedback, progress monitoring/informal/formal assessments review via data huddles.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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

Evidence-based Practices/Programs

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 evidenced-based practices/programs being implemented to achieve the measurable outcomes to achieve the measurable outcomes are the district adopted curriculum resources:

Benchmark Advance
SIPPS

Instructional Practices

Standard-based planning, delivery of Tier 1 Instruction, data-driven small groups, targeted extended learning opportunities

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?

As evidenced via the Spring 2023 FAST results, ELA proficiency for grades K-2 is 51%.

As evidenced via the Spring 2023 FAST results for grades 3-5, ELA proficiency is 31%.

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
Instructional Coaches and teachers will plan weekly for data-driven small group instruction and engage in vertical planning to bridge the gap in learning.	Freeman, Tarshe, tarshe.t.freeman@browardschools.com
Provide targeted Professional Learning opportunities centered around Tier 1 Instruction.	Powell, Nelsha, nelsha.powell@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.

Methods for disseminating the SIP, UniSIG budget and SWP to all stakeholders will include the school's website listed below.

<https://www.browardschools.com/domain/1729>

The Plan will be shared through newsletters with a link, SAC meetings and Parent Nights, and a binder will be available in the front office for all stakeholders to review.

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))

By sharing the school's plans through the school's website <https://www.browardschools.com/domain/1729> and through parent and SAC nights this will allow and encourage stakeholders' awareness and input. Information would also be available in the front office and via the newsletter to keep parents, guardians, and community stakeholders informed and encourage them to partner with the school as we move toward success.

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)

To strengthen the academic program in school, increase quality learning time and provide an enriched and accelerated curriculum Broward Estates will implement a variety of practices. Data analysis and progress monitoring will be ongoing. Administrators, teachers and staff will engage in weekly/monthly professional learning opportunities to build our knowledge and apply effective research-based practices

with fidelity in the classrooms as well a positive learning environment.

Administrators, teachers and staff will participate in professional learning sessions for The Science of Reading, iReady, Part 1 and 2 Instructional Materials Benchmark, New Math Implementation, B.E.S.T Standards, and Teach Like a Champion 3.0. facilitated by district and school personnel. These sessions will focus on high impact student engagement strategies, standards based planning and effective implementation of Tier 1 instruction.

Focused Classroom Walkthroughs monitoring implementation of high-quality instruction with timely feedback will continue. The Coaching cycle to support the instructional staff, targeted push-in groups for ELA and Math, and academic camps for ELA, Math and Science will assist in strengthening the academic program while accelerating learning. In addition to common planning for K-5, teachers will have the opportunity to engage in professional learning and planning for two hours each week.

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))

One school counselor and one social worker collaborate to provide mental health services in the form of individual or group sessions based on need. Furthermore, mentoring groups are formed to promote healthy peer interactions, conflict resolution, social skills, and coping skills.

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))

N/A

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).

Multi-Tiered Systems of Support are employed to identify those in need of Tier 2 or Tier 3 behavior, attendance, and academic interventions. The Collaborative Problem Solving Team is comprised of the parent/guardian, school counselor, social worker, administrator, classroom teacher, ESE Specialist, School Psychologist. Weekly review of referrals, whether initiated by CPST or parent determines what early interventions will be required and delivered. Team recommendations then guide the next steps based on the individual student's needs and whether or not they are responding to the prescribed intervention as determined by data collection cycles.

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))

Weekly professional learning sessions are designed to ensure that staff responsible for providing instruction are prepared to do so based on formative assessment data from curriculum resources within Benchmark Advance and Envision. This approach helps to deepen understanding for teachers of the BEST standards while improving instructional delivery to promote teacher retention efforts.

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))

As a summer school host site, we welcomed preschool children for six weeks of high-quality instruction during Countdown to Kindergarten. This social and academic preparation seeks to aid in the transition from early childhood programs to the public school setting.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA				\$15,015.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0501 - Broward Estates Elementary School	UniSIG		\$5,190.00
			<i>Notes: Curriculum Associates - Instructional Materials Instructional staff are developing their knowledge base for delivering high-impact strategies. The data also reflects instructional staff have limited scope of the following: Analyzing student data, student work samples and data driven standards-based planning. The Curriculum Associates resources will guide progress monitoring of tiered instruction models. These materials will be used during small group instruction in grades 3-5. - (43) Magnetic Reading Florida Student Book Grade 3 - (3) Magnetic Reading Florida Teacher Guide Grade 3 - (66) Magnetic Reading Florida Student Book Grade 4 - (4) Magnetic Reading Florida Teacher Guide Grade 4 - (56) Magnetic Reading Florida Student Book Grade 5 - (3) Magnetic Reading Florida Teacher Guide Grade 5 - (43) BEST Math Instruction Grade 3 Student Book - (3) BEST Math Instruction Grade 3 Teacher Resource Book - (66) BEST Math Instruction Grade 4 Student Book - (4) BEST Math Instruction Grade 4 Teacher Resource Book - (56) BEST Math Instruction Grade 5 Student Book - (3) BEST Math Instruction Grade 5 Teacher Resource Book - Shipping \$471.74</i>			
	6400	369	0501 - Broward Estates Elementary School	UniSIG		\$4,012.00
			<i>Notes: Curriculum Associates - Teacher Toolbox Purchase i-Ready Learning Teacher Toolbox Florida BEST Math and ELA (201-350 students) for tiered instructional purposes. During the school day, this resource will aid in providing teachers and relevant instructional support members with tiered lessons and activities to appropriately meet student academic needs. Site license term date will not extend pass July 31, 2024.</i>			
	6300	160	0501 - Broward Estates Elementary School	UniSIG		\$1,100.00
			<i>Notes: School Support - Provide supplemental oversight and direct support to designated UniSIG school to ensure proper FLDOE, UniSIG and/or District policies and procedures are being adhered to and implemented.</i>			
	6400	120	0501 - Broward Estates Elementary School	UniSIG		\$2,520.00

			<i>Notes: Teachers - ELA Training Stipends Provide stipends for fourteen instructional staff to engage in four and a half hours of professional learning. Per the most recent State Summative Assessment Data, ELA proficiency is 31%. To enhance the educational experience of teachers and students, targeted professional development is needed to ensure that we improve student outcomes. Professional development will be centered on planning and implementing content specific high quality lessons and activities, effectively utilizing student data to provide tiered instruction, high impact student engagement strategies via Teach Like A Champion 3.0. School Based Instructional Coaches will facilitate the training sessions. Given the most recent state assessment data, an aggressive focus on improving teachers' pedagogical delivery is highly needed. By providing high quality professional learning sessions, teachers will be receiving the skills and knowledge necessary to provide high impact Tier 1 classroom instruction. The training sessions will take place weekly after school from October 2023 to April 2024; schedule to be determined. Stipends will be paid at \$40/hour. - Professional Development Stipends: 14 instructional staff X 4.5 hours X \$40/hour = \$2,520</i>			
	6400	220	0501 - Broward Estates Elementary School	UniSIG		\$215.00
			<i>Notes: FICA (Social Security): Training ELA</i>			
	6400	240	0501 - Broward Estates Elementary School	UniSIG		\$31.00
			<i>Notes: Workers Compensation: Training ELA</i>			
	6400	250	0501 - Broward Estates Elementary School	UniSIG		\$5.00
			<i>Notes: Unemployment: Training ELA</i>			
	6400	130	0501 - Broward Estates Elementary School	UniSIG		\$1,760.00
			<i>Notes: Coaches - ELA Training Stipends Stipends for four instructional coaches to provide direct assistance to monitor implementation of new learning. This supports new educator effectiveness and retention. - Facilitator stipends: 4 coaches x 11 hours x \$40/hour = \$1,760</i>			
	6400	220	0501 - Broward Estates Elementary School	UniSIG		\$154.00
			<i>Notes: FICA (Social Security): Training ELA (Coaches)</i>			
	6400	240	0501 - Broward Estates Elementary School	UniSIG		\$23.00
			<i>Notes: Workers Compensation: Training ELA (Coaches)</i>			
	6400	250	0501 - Broward Estates Elementary School	UniSIG		\$5.00
			<i>Notes: Unemployment: Training ELA (Coaches)</i>			
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$12,278.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	644	0501 - Broward Estates Elementary School	UniSIG		\$8,715.00
			<i>Notes: Teacher Laptops Purchase 14 Lenovo ThinkPad L13 i5 - Gen 3 laptops @ \$622.50 for teachers in Grades K-5, with accessories to promote timely, effective use of educational apps that aid in differentiating tiered instruction for reading, math, and science. New technology devices are critical to teachers and students maximizing time on task. -Teacher Laptops: \$622.50 x 14 = \$8,715</i>			
	5100	644	0501 - Broward Estates Elementary School	UniSIG		\$3,563.00
			<i>Notes: Student Laptops Purchase 15 Lenovo 500w student laptops @ \$237.50 for grades 3-5 (3rd-5, 4th-5, 5th-5) to infuse technology into daily student instruction. Including this</i>			

			technology for use in more classrooms will assist teachers in planning for and implementing more interactive lessons to support struggling learners. New technology devices are critical to teachers and students maximizing time on task. - Student Laptops: $\$237.50 \times 15 = \$3,562.50$			
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$4,995.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	120	0501 - Broward Estates Elementary School	UniSIG		\$4,560.00
			Notes: Training Stipends - Teach Like a Champion (TLAC) Provide stipends for nineteen instructional staff to engage in six hours of TLAC professional learning. - Training Stipends: 19 instructional staff X 6 hours X \$40/hour = \$4,560			
	6400	220	0501 - Broward Estates Elementary School	UniSIG		\$378.00
			Notes: FICA (Social Security): TLAC Training			
	6400	240	0501 - Broward Estates Elementary School	UniSIG		\$50.00
			Notes: Workers Compensation: TLAC Training			
	6400	250	0501 - Broward Estates Elementary School	UniSIG		\$7.00
			Notes: Unemployment: TLAC Training			
4	III.B.	Area of Focus: Instructional Practice: Math				\$91,805.75
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0501 - Broward Estates Elementary School	UniSIG	1.0	\$62,451.75
			Notes: Math Coach Hire one instructional coach to support effective implementation of math and science curriculum in Grades 3-5.			
	5100	210	0501 - Broward Estates Elementary School	UniSIG		\$8,523.00
			Notes: Retirement: Math Coach			
	5100	220	0501 - Broward Estates Elementary School	UniSIG		\$4,805.00
			Notes: FICA (Social Security): Math Coach			
	5100	230	0501 - Broward Estates Elementary School	UniSIG		\$10,633.00
			Notes: Health Insurance: Math Coach			
	5100	240	0501 - Broward Estates Elementary School	UniSIG		\$629.00
			Notes: Workers Compensation: Math Coach			
	5100	250	0501 - Broward Estates Elementary School	UniSIG		\$51.00
			Notes: Unemployment: Math Coach			
	6400	120	0501 - Broward Estates Elementary School	UniSIG		\$2,520.00
			Notes: Teachers - Math Training Stipends Provide stipends for fourteen instructional staff to engage in four and a half hours of professional learning. Per the most recent State			

			<i>Summative Assessment Data, Math proficiency is 32%. To enhance the educational experience of teachers and students, targeted professional development is needed to ensure that we improve student outcomes. Professional development will be centered on planning and implementing content specific high quality lessons and activities, effectively utilizing student data to provide tiered instruction, high impact student engagement strategies via Teach Like A Champion 3.0. School Based Instructional Coaches will facilitate the training sessions. Given the most recent state assessment data, an aggressive focus on improving teachers' pedagogical delivery is highly needed. By providing high quality professional learning sessions, teachers will be receiving the skills and knowledge necessary to provide high impact Tier 1 classroom instruction. The training sessions will take place weekly after school from October 2023 to April 2024; schedule to be determined. Stipends will be paid at \$40/hour. - Professional Development Stipends: 14 instructional staff X 4.5 hours X \$40/hour = \$2,520</i>			
	6400	220	0501 - Broward Estates Elementary School	UniSIG		\$215.00
			<i>Notes: FICA (Social Security): Training Math</i>			
	6400	240	0501 - Broward Estates Elementary School	UniSIG		\$31.00
			<i>Notes: Workers Compensation: Training Math</i>			
	6400	250	0501 - Broward Estates Elementary School	UniSIG		\$5.00
			<i>Notes: Unemployment: Training Math</i>			
	6400	130	0501 - Broward Estates Elementary School	UniSIG		\$1,760.00
			<i>Notes: Coaches - Math Training Stipends Stipends for four instructional coaches to provide direct assistance to monitor implementation of new learning. This supports new educator effectiveness and retention. - Facilitator stipends: 4 coaches x 11 hours x \$40/hour = \$1,760</i>			
	6400	220	0501 - Broward Estates Elementary School	UniSIG		\$154.00
			<i>Notes: FICA (Social Security): Training Math (Coaches)</i>			
	6400	240	0501 - Broward Estates Elementary School	UniSIG		\$23.00
			<i>Notes: Workers Compensation: Training Math (Coaches)</i>			
	6400	250	0501 - Broward Estates Elementary School	UniSIG		\$5.00
			<i>Notes: Unemployment: Training Math (Coaches)</i>			
					Total:	\$124,093.75

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No