Davie Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Davie Elementary School

7025 SW 39TH ST, Davie, FL 33314

[no web address on file]

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

Provide the school's vision statement.

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

School Leadership Team, 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
Pruneda, Silvio	Principal	Lead learner responsible for improving academics in prek - 5th grade in a safe and secure environment.
Graber, Dawn	Assistant Principal	Assistant to the lead learner and is also responsible for improving academics in prek - 5th grade in a safe and secure environment.
Quintana , Theresa	SAC Member	SAC Chair; Collaborates on School Improvement Plan; initiates and coordinates SAC meetings

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.

The SAC Committee meets monthly to guide Davie Elementary toward continuous improvement through reviewing needs-assessment of the school. The stakeholders provide recommendations on specific components of the plan, such as the goals of the school, indicators of school and student progress,

strategies, and evaluation procedures to measure student performances. The stakeholders assist in making updates to the SIP throughout the school year to reflect current strategy practices, strategy fidelity checks, strategy data checks, student evaluation data, professional development delivered to date and budget updates.

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 is monitored monthly at SAC Committee Meetings and quarterly at faculty meetings. As the stakeholders regularly monitor the effective implementation of the plan, there is discussion and feedback to revises the plan to ensure continuous improvement. All stakeholder's voice is equally valued and shared to ensure the students with greatest achievement gap are improving achievement.

Demographic Data	
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	83%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	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	50	54	28	26	40	36	0	0	0	234
One or more suspensions	0	0	0	3	2	5	0	0	0	10
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	19	43	38	41	42	32	0	0	0	215
Level 1 on statewide Math assessment	0	33	40	21	36	23	0	0	0	153
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	46	51	57	38	41	0	0	0	242

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	12	50	51	48	46	39	0	0	0	246

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	17	9	18	13	8	1	0	0	0	66
Students retained two or more times	2	3	13	0	5	1	0	0	0	24

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	46	44	53	45	41	37	0	0	0	266
One or more suspensions	1	0	1	3	4	2	0	0	0	11
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	50	37	41	0	0	0	128
Level 1 on statewide Math assessment	0	0	0	59	39	46	0	0	0	144
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	16	19	37	39	38	0	0	0	152

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	2	15	17	48	54	50	0	0	0	186

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	11	9	24	3	1	0	0	0	49
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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	46	44	53	45	41	37	0	0	0	266
One or more suspensions	1	0	1	3	4	2	0	0	0	11
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	50	37	41	0	0	0	128
Level 1 on statewide Math assessment	0	0	0	59	39	46	0	0	0	144
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The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	11	9	24	3	1	0	0	0	49
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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	2022			2019		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement*	41	58	56	52	59	57
ELA Learning Gains	55	66	61	58	60	58
ELA Lowest 25th Percentile	40	56	52	48	54	53
Math Achievement*	39	59	60	56	65	63
Math Learning Gains	70	72	64	66	66	62
Math Lowest 25th Percentile	71	63	55	44	53	51
Science Achievement*	33	45	51	39	46	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	47			62		

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	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	396
Total Components for the Federal Index	8
Percent Tested	99

2021-22 ESSA Federal Index	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	40	Yes	3	
ELL	45			
AMI				
ASN				
BLK	45			
HSP	48			
MUL				
PAC				
WHT	52			
FRL	50			

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)

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	41	55	40	39	70	71	33					47
SWD	22	42	24	29	75	75	26					30
ELL	38	48	29	36	69	69	24					47
AMI												
ASN												
BLK	33	57		38	67		29					
HSP	39	53	32	35	72	73	33					46
MUL												
PAC												

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
WHT	55	60		50	68		25					
FRL	39	53	45	35	72	74	32					46

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	38	50	62	27	29	28	35					49
SWD	22	33		13	28		33					22
ELL	34	61	63	25	33	35	31					49
AMI												
ASN	73			73								
BLK	30	50		12	33		31					
HSP	38	54	63	29	29	35	31					51
MUL												
PAC												
WHT	42	43		24	27		50					
FRL	37	50	58	26	28	30	33					49

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	52	58	48	56	66	44	39					62
SWD	36	46	38	26	47	36	10					56
ELL	44	53	44	51	63	39	38					62
AMI												
ASN												
BLK	38	49		50	74	70	10					
HSP	50	55	47	56	62	34	42					63
MUL												
PAC												
WHT	64	72		57	67		59					58
FRL	49	58	49	54	65	45	36					65

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. <u>The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.</u>

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	46%	56%	-10%	54%	-8%
04	2023 - Spring	42%	61%	-19%	58%	-16%
03	2023 - Spring	31%	53%	-22%	50%	-19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	57%	62%	-5%	59%	-2%
04	2023 - Spring	43%	65%	-22%	61%	-18%
05	2023 - Spring	59%	58%	1%	55%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	40%	46%	-6%	51%	-11%

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.

The ELA data component that showed the lowest performance is the proficiency rate of 3rd grade students based on the FAST PM 3 ELA. The students in grade 3 scored at a 30% proficiency rate.

Our Students with Disabilities (SWD) have failed to meet the ESSA threshold of 41%.

The contributing factor to last year's performance high are the English Language Learner Population with high percentage of students speaking no English, lack of phonics skills and phonemic awareness instruction to close the gap at the primary grades.

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

Our greatest decline was noticed in ELA proficiency with a 1% decrease. Davie Elementary increased in all other school grade components. Factors that contributed to the decline is a pattern of poor attendance and an increase in A1 ESOL students

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.

The greatest gap appeared in our Level 1 students (35%) compared to the State (25%). The major factor that contributed is our high population of A1 ESOL students that enrolled before testing - they did not have benefit of a full year's worth of instruction.

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

The area that showed the most improvement is Grades 3-5 Math based on the FAST PM3. The students made the greatest gains. The Math Coach collaborated with grade levels to align their instruction with the standards while using Envision Math. The Math Coach pulled small groups to build on student's foundational skills.
The area that showed the most improvement in Reading is Grade 4 based on the FAST PM - 43% of students in grade 4 were proficient. The teachers in 4th grade were supported by a resource teacher who pulled tier 2 and tier 3 small groups focusing on the area of their greatest need.

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

266 students were absent more than 10% of the school year.
186 students have 2 or more EWS.

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

1. Implementing the Science of Reading and Structured Literacy throughout reading instruction
2. Supporting the SWD population
3. Implementing math interventions in general education classrooms
4. Science curriculum is online- navigating teachers to instruct science with fidelity.
5. Writing FSA for 4th and 5th grade using Benchmark Advance curriculum

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.

Davie Elementary's recent history shows a short pattern of less than 50% of grade 3-5 students scoring at proficiency in ELA: 2023 40%; 2022 -41% proficient, 2021 - 38% 2019-52%; therefore, putting us on a state school improvement plan.

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

By June 2024, at least 55% of students in grades 3-5 will score at proficiency in ELA as measured by the end-of-year FAST Progress Monitoring assessment.

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

Classroom walkthroughs with feedback, every 6–8-week data chats by school, by grade level and by teacher, administrators actively participating in Response to Intervention meetings to clarify support being provided to students in most need, administrator and support staff actively attending monthly grade level PLCs to foster attention to studying student work to close learning gaps.

Person responsible for monitoring outcome:

Dawn Graber (dawn.graber@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.)

Feedback - administrators will provide timely feedback to teachers to enhance Tier 1 instruction as needed in ELA.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research shows that providing constructive feedback in a timely manner has a high return rate on investment. John Hattie and his research on high yield strategies was used to select this strategy.

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.

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

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

By When: By September (after AP 1), the team will disaggregate the data from FAST and STAR assessments to create a plan of action to drive instruction and fill learning gaps of foundational skills.

#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.

Increasing academic progress of our subgroup: Students with Disabilities has been identified as a critical need because for four consecutive years our Students with Disabilities subgroup 40% which is below the Federal Index.

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

By May 2024, Davie Elementary Students with Disabilities will increase achievement in ELA to reach the Federal Index of at least 41% of Students with Disabilities making adequate progress toward grade level proficiency as measured by end-of-year FAST promotion criteria testing.

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

The Students with Disabilities subgroups' academic progress in ELA will be monitored through RtI meetings, quarterly data chats with teachers, interim and report card status checks and review of progress report notes that go home with the report cards. Additional intervention will be provided as needed.

Person responsible for monitoring outcome:

Dawn Graber (dawn.graber@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.)

Visual organizers help readers improve comprehension by organizing new information and making meaningful connections between ideas in a text.
Direct instruction through explicit teaching approach scaffolds lessons to help the student understand topic.
Gradual release of responsibility to foster independence and students' take ownership of their learning.
Choral reading to model and improve students' fluency. It gives students practice before reading text independently and students gain confidence.
Different learning styles include multi-sensory opportunities for students to connect with content to best meet their needs to learn effectively and retain information.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting these specific strategies is to give students opportunities to improve learning outcomes. Students interact with content differently and these strategies will help them reach their IEP goals. The resources/criteria used for selecting these strategies give students with disabilities a strong foundational understanding of reading and/or math skills. In addition, the strategies engage students in participating in the classroom and allows the teacher to build a relationship with the students.

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.

1)Analyze individual student data

2) Develop lesson plans using data to drive instruction

3)Provide remediation where and when needed

4)Progress Monitor/Assess

5)Repeat steps 1-4

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

By When: End of First Quarter

#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.

The 2022-2023 data showed that 234 students were absent 10% or more days. Students with excessive absences negatively impacts their test scores, performance in class, and well-being outcome.

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

By June 2024, the students absent 10% or more days will decrease from 234 to 134 as per the Early Warning Indicator System last year.

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

Monthly Attendance Team meetings focusing on chronic absenteeism through person meetings, phone calls, and attendance agreement. The Attendance Team follows up with personal contact and continue to monitor for improvement of absences.

Person responsible for monitoring outcome:

Dawn Graber (dawn.graber@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.)

As the Attendance Team monitors attendance and identifies students with three unexcused absences, the team will make personal contact with the family and review the attendance agreement to avoid the Broward Truancy Intervention meeting which occur if unexcused absences continue. Chronic absentee students are mentored by the Attendance Team through weekkly check ins providing encouragement and incentives to be at school.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting this strategy is to work with families to ensure students are present in school. The Attendance Team will identify the root cause of chronic absenteeism and provide resources to families. At Davie Elementary, we feel collaborated with parents to support their children will increase attendance in order to increase overall student performance.

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.

1. The teacher, guidance counselor and social worker will identify students who have three unexcused absences.
2. The Attendance Team will contact the family.
3. Attendance Agreement will be reviewed and signed by family

4. Attendance will be monitored weekly by attendance clerk and shared with team.

5. The Attendance Team will follow up with family and discuss barriers on why the child is having chronic absenteeism.

6. Social Worker will follow up with family to discuss Broward Truancy Intervention program.

7. Team will provide encouragement and incentives at school

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

By When: Mrs. Graber will follow-up with attendance clerk weekly to identify students with 3 or more unexcused absences. Attendance team will me as needed to address chronic absences.

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).

Stakeholders at Davie Elementary reviewed academic, behavioral and attendance data, both from EOY 2022 and 2023 and ongoing progress monitoring using BASIS data.

Stakeholders determined areas of needed improvement for the current school year as well as trends that have developed over the past three to five years in specific grade levels, content areas and underperforming subgroups.

As the school improvement goals were established, the team determined - within the comprehensive needs assessment - how Title I dollars should be spent to best support the indicated areas of concern.

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

Shifting from knowing letters to knowing letter sounds via whole group phonemic awareness lessons to small group mini phonics lessons with the teacher and individualized center work in addition to Response to Intervention through a Multi-Tiered System of support using research-based programs: SIPPS, Heggerty and Reading Horizons programs.

Based on AP 3 data from last year 1=45% 22% is in Urgent Intervention and 2=26% is in Urgent Intervention,

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

Whole group comprehension and vocabulary practice, small group instruction, continued phonics instruction and a focus on decoding unfamiliar multi-syllabic words in grades 3-5 as needed.
Based on AP 3 data, Grade 3 = 69% not at proficiency, Grade 4 = 48% not at proficiency, Grade 5 = 54% not at proficiency,

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the 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, students in grade 1will increase ELA proficiency from 47%to 58% per the Early Literacy or STAR Reading Assessment.
By May 2024, students in grade 2 will increase ELA proficiency from 47% to 53% as per the Early Literacy or STAR Reading assessment

Grades 3-5 Measurable Outcomes

By May 2024, students in grade 3 will increase in ELA proficiency from 30% to 53% as per the F.A.S.T. assessment.
By May 2024, students in grade 4 will increase in ELA proficiency from 46% to 53% as per the F.A.S.T assessment.
By May 2024, students in grade 5 will increase in ELA proficiency from 46% to 53% as per the F.A.S.T 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.

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

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Pruneda, Silvio, silvio.pruneda@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?

Grades K-5 will use Benchmark Advance Phonemic Awareness Intervention and/or Phonics/Word Study Intervention with our students in most need of academic support in foundational skills. Some students in tier 3 RTI will us Heggerty's Phonemic Awareness program and SIPPS Phonics program.
Students who have priority need to improve fluency will use Benchmark Advance Fluency Intervention during small group instruction.
Students will Vocabulary/Comprehension needs will use Benchmark Advance Comprehension Interventions and/or Wordly Wise.

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 programs selected are available to all teachers with support from the Reading Resource teachers and Literacy Coach. The programs are listed on Broward County's K-12 Comprehensive Evidence-based Reading Plan. The team will target the priority need of the student using the Decision Tree and provide appropriate, targeted and intentional support for our population of readers needing extra support.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

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

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 school improvement plan is highlighted for all stakeholders during Davie Elementary's annual Title I meeting in English and with Spanish translation. It is also available online and in print for those who wish to access the information digitially.

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))

Davie Elementary uses a variety of means to support strong communications with stakeholders. A weekly
message in both English and Spanish is share audibly and in text, the website has updated events and calendars, surveys are used regularly for stakeholder input, classroom newsletters, flyers and group messages are ongoing, and parent engagement events are planned quarterly.

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))

Given student need across grade-levels, our staff will consistently implement differentiated instruction by using supplemental units, technology, instructional materials, and professional development to increase reading proficiency and learning gains, math proficiency, and learning gains
and science proficiency based on Florida State Assessments in 2024 by 5% in each area.
Resource teachers and coaches in each content area - Reading, Math and Science - will focus on modeling in the
classroom, lesson planning, data reviews with teachers, school-wide communication of family engagement events, and small group instruction with students identified to be within an underperforming subgroup.
Accountability measures are used to ensure students receive consistent learning opportunities within their daily schedules and instructional materials are reviewed for alignment to benchmarks.

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