North Lauderdale Elementary School

2021-22 Schoolwide Improvement Plan

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North Lauderdale Elementary School

7500 KIMBERLY BLVD, North Lauderdale, FL 33068

[no web address on file]

Demographics

Principal: Nichele Williams

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (41%) 2017-18: C (50%) 2016-17: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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7500 KIMBERLY BLVD, North Lauderdale, FL 33068

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	79%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of North Lauderdale Elementary is to provide an environment which promotes excellence in teaching and learning. North Lauderdale Elementary School staff is committed to providing an atmosphere where every child will be actively involved in learning and challenged to his/her highest potential. Innovative teaching techniques, modern technology, and risk-taking experiences will be combined to meet the educational, emotional, physical and social needs of each student.

Provide the school's vision statement.

North Lauderdale Elementary will be an exemplary school, meeting the individual needs of all students. We will provide excellence in teaching and learning. Through the use of technology, effective and innovative teaching strategies and a commitment to partnerships within the community, this goal will be achieved.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Williams, Nichele	Principal	The role of the School Principal is to provide instructional leadership for all educational programs at the school in order to maintain a safe and nurturing learning environment. The School Principal also prepares and manages the school's budget including keeping an accurate inventory of the school's assets. The Principal must also read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws. The Principal must use effective interview techniques, coaching procedures, and evaluation procedures to ensure instruction takes place at the highest level of rigor to prepare students in a 21st century learning environment. The Principal must enforce collective bargaining agreements, use effective public speaking skills, group dynamics, and interaction and problem-solving skills. In doing this, he/she must maintain a sensitivity to multicultural issues, perceive the impact of a decision on other components of the organization and then communicate effectively, both orally and in writing, and through the use of technology. Finally, the School Principal must be able to and analyze and use data to make necessary changes to instruction to promote teaching and learning throughout the year.
Neunie, Nicole	Assistant Principal	The main role of the Assistant Principal is to assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources available for a successful and safe school program for students, staff and community. The Assistant Principal is an instructional leader responsible for all curriculum and instructional strategies by ensuring that all educators in the building are displaying an understanding of current educational trends, research and technology. The Assistant Principal is also responsible for the communication of school information, goals, student learning and behavior expectations to all customer groups using effective communication techniques with students, teachers, parents and all community stakeholders.
Wallace, Tonya	Instructional Coach	To ensure Science Curriculum aligns with standards, and high - quality instruction is provided for grades K - 8. The Instructional Coach, serves as an instructional leader by providing teachers with individualized support in order to improve their practice and their ability to analyze student work and data. The Instructional Coach provides teachers with targeted, research-based instructional practices and intervention strategies for all literacy learners, in order to improve student achievement. This occurs through observations, literacy-focused modeling, consultation, and planning. The role of a Instructional Coach also consists of engaging stakeholders that include, but are not limited to, students, school staff, district staff, families, and members of the community through means such as direct communication, meetings, and outreach activities. The role of a Instructional Coach, consists of being a part of the decision making process, by serving on the school's leadership team. As a member of the team, the Instructional Coach facilitates professional literacy learning school-wide, collaborates with administration in areas such as literacy instruction to sustain and increase student achievement.

Name	Position Title	Job Duties and Responsibilities
Joseph, Jasmah	Teacher, K-12	To create and maintain a classroom atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students in order to meet district and state standards.
Kerr, Denica	Math Coach	To ensure Math Curriculum aligns with standards, and high - quality instruction is provided for grades K - 8. To ensure Science Curriculum aligns with standards, and high-quality instruction is provided for grades K - 8. The Instructional Coach serves as an instructional leader by providing teachers with individualized support in order to improve their practice and their ability to analyze student work and data. The Instructional Coach provides teachers with targeted, research-based instructional practices and intervention strategies for all literacy learners, in order to improve student achievement. This occurs through observations, literacy-focused modeling, consultation, and planning. The role of an Instructional Coach also consists of engaging stakeholders that include, but are not limited to, students, school staff, district staff, families, and members of the community through means such as direct communication, meetings, and outreach activities. The role of an Instructional Coach consists of being a part of the decision-making process, by serving on the school's leadership team. As a member of the team, the Instructional Coach facilitates professional literacy learning school-wide collaborates with administration in areas such as literacy instruction to sustain and increase student achievement.

Demographic Information

Principal start date
Saturday 7/1/2017, Nichele Williams

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

Total number of teacher positions allocated to the school
30

Total number of students enrolled at the school

665

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

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

7

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	80	89	78	117	98	96	20	17	13	0	0	0	0	608
Attendance below 90 percent	25	28	27	45	29	30	4	3	1	0	0	0	0	192
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	67	39	43	32	20	8	0	0	0	0	209
Level 1 on 2019 statewide FSA Math assessment	0	0	0	67	39	43	30	20	8	0	0	0	0	207
Number of students with a substantial reading deficiency	0	13	40	63	18	24	9	3	2	0	0	0	0	172

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	15	14	2	3	1	0	0	0	0	35

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	1	9	14	4	3	1	0	0	0	0	34
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/28/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	98	114	98	112	106	98	51	38	22	0	0	0	0	737
Attendance below 90 percent	30	32	17	19	14	11	2	2	2	0	0	0	0	129
One or more suspensions	0	0	0	3	1	0	2	0	1	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	13	4	7	0	0	0	0	24
Course failure in Math	0	0	0	0	0	0	13	4	7	0	0	0	0	24
Level 1 on 2019 statewide ELA assessment	0	0	0	67	39	43	32	20	8	0	0	0	0	209
Level 1 on 2019 statewide Math assessment	0	0	0	67	39	43	30	20	8	0	0	0	0	207

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	31	40	42	15	3	10	0	0	0	0	144

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	8	21	42	0	0	0	11	0	0	0	0	86
Students retained two or more times	0	0	0	1	1	3	0	0	0	0	0	0	0	5

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	98	114	98	112	106	98	51	38	22	0	0	0	0	737
Attendance below 90 percent	30	32	17	19	14	11	2	2	2	0	0	0	0	129
One or more suspensions	0	0	0	3	1	0	2	0	1	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	13	4	7	0	0	0	0	24
Course failure in Math	0	0	0	0	0	0	13	4	7	0	0	0	0	24
Level 1 on 2019 statewide ELA assessment	0	0	0	67	39	43	32	20	8	0	0	0	0	209
Level 1 on 2019 statewide Math assessment	0	0	0	67	39	43	30	20	8	0	0	0	0	207

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	31	40	42	15	3	10	0	0	0	0	144

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
					Grade Level									
Retained Students: Current Year	0	4	8	21	42	0	0	0	11	0	0	0	0	86
Students retained two or more times	0	0	0	1	1	3	0	0	0	0	0	0	0	5

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				29%	59%	57%	43%	56%	56%
ELA Learning Gains				36%	60%	58%	54%	57%	55%
ELA Lowest 25th Percentile				38%	54%	53%	55%	51%	48%
Math Achievement				49%	65%	63%	50%	62%	62%
Math Learning Gains				53%	66%	62%	45%	60%	59%
Math Lowest 25th Percentile				41%	53%	51%	46%	47%	47%
Science Achievement				29%	46%	53%	33%	49%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	24%	60%	-36%	58%	-34%
Cohort Comparison						
04	2021					
	2019	34%	62%	-28%	58%	-24%
Cohort Comparison		-24%				
05	2021					
	2019	31%	59%	-28%	56%	-25%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	36%	65%	-29%	62%	-26%
Cohort Comparison						
04	2021					

MATH							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	56%	67%	-11%	64%	-8%
Cohort Comparison		-36%				
05	2021					
	2019	58%	64%	-6%	60%	-2%
Cohort Comparison		-56%				

SCIENCE							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	25%	49%	-24%	53%	-28%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady was used to compile the data below and will be utilized to progress monitor data by grade level through out the school year.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20	22	39
	Economically Disadvantaged	76	76	76
	Students With Disabilities	88	88	88
	English Language Learners	29	29	29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20	20	28
	Economically Disadvantaged	76	76	76
	Students With Disabilities	88	88	88
	English Language Learners	29	29	29

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	30	34
	Economically Disadvantaged	60	60	60
	Students With Disabilities	5	5	5
	English Language Learners	28	28	28
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11	16	36
	Economically Disadvantaged	60	60	60
	Students With Disabilities	5	5	5
	English Language Learners	28	28	28

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32	34	38
	Economically Disadvantaged	88	88	88
	Students With Disabilities	12	12	12
	English Language Learners	34	34	34
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	19	33
	Economically Disadvantaged	88	88	88
	Students With Disabilities	12	12	12
	English Language Learners	34	34	34

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20	24	38
	Economically Disadvantaged	82	82	82
	Students With Disabilities	15	15	15
	English Language Learners	22	22	22
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22	30	41
	Economically Disadvantaged	82	82	82
	Students With Disabilities	15	15	15
	English Language Learners	22	22	22

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25	29	37
	Economically Disadvantaged	80	80	80
	Students With Disabilities	12	12	12
	English Language Learners	17	17	17
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19	24	42
	Economically Disadvantaged	80	80	80
	Students With Disabilities	12	12	12
	English Language Learners	17	17	17
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	8	8	8
	Economically Disadvantaged	80	80	80
	Students With Disabilities	12	12	12
	English Language Learners	17	17	17

Grade				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24	32	31
	Economically Disadvantaged	19	19	19
	Students With Disabilities	2	2	2
	English Language Learners	2	2	2
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22	27	30
	Economically Disadvantaged	19	19	19
	Students With Disabilities	2	2	2
	English Language Learners	2	2	2

Grade				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27	37	31
	Economically Disadvantaged	13	13	13
	Students With Disabilities	1	1	1
	English Language Learners	3	3	3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14	23	35
	Economically Disadvantaged	13	13	13
	Students With Disabilities	1	1	1
	English Language Learners	3	3	3

Grade				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	15	20
	Economically Disadvantaged	9	9	9
	Students With Disabilities	2	2	2
	English Language Learners	1	1	1
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	15	4
	Economically Disadvantaged	9	9	9
	Students With Disabilities	2	2	2
	English Language Learners	1	1	1

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	14	38		15	17						
ELL	27	58	57	24	40	55	11				
BLK	31	46	38	24	23	37	9	19			
HSP	17	46		27	38						
MUL	10										
FRL	29	47	38	22	25	38	8	16			

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	9	36	43	23	38	40	8	8			
ELL	30	30	36	55	49	26	26				
BLK	28	35	38	48	54	44	30	32	57		
HSP	29	34	33	50	44	30	13				
FRL	30	36	38	48	53	40	31	36	64		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	50	50	20	37	38	15				
ELL	36	45	53	52	44	50	30				
BLK	41	56	58	50	45	48	31	53			
HSP	42	45		43	30		33				
FRL	43	53	52	49	43	44	33	50	73		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	278
Total Components for the Federal Index	9
Percent Tested	84%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	10
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	29
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The data component that showed the lowest performance was Math and ELA proficiency. The contributing factors to last year's low performance were our subgroups, attendance during the pandemic (online and virtual)

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component that showed the greatest decline was math. Math was progressed monitored through the usage of iReady and FSA 2019 state assessment.

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

The contributing factors to this need for improvement includes the effects of the pandemic, online learning and frequent face to face absences. The new actions that would need to be taken to address this improvement includes the intervention of our ESSER Teachers, small group instruction, RTI Collaborative Team, differentiated learning, frequent monitoring, SEL and celebraions.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data components based off progress monitoring and 2019 state assessments that showed the most improvement included ELA.

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

The contributing factors to this improvement included having teachers understanding their data and iReady usage, providing educators with "Next Steps," Progress Monitoring Cycles and feedback.

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

Shoring up the Small Group instruction with a strategic focus on individual needs.

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

Small Group Instruction, Deeper Dive Into Data (iReady), Guided Reading.

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

To achieve sustainable change, quality improvement initiatives must become the new way. Tools to help sustain improvement include process control boards, performance boards, standard work, and improvement huddles. Process control and performance boards are methods to communicate improvement results to staff and leadership. Standard work is a written or visual outline of current best practices for a task and provides a framework to ensure that changes that have improved patient care are consistently and reliably applied to every patient encounter. Improvement huddles are short, regular meetings among staff to anticipate problems, review performance, and support a culture of improvement.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	This data was identified by analyzing multiple forms of data. This data included iReady AP Fall, Spring and Winter Assessments as well as FSA Results.
Measurable Outcome:	By the end of the 2021-2022 school year all students will increase math proficiency from % to % as evidenced on FSA Florida Standards Assessment testing and iReady AP Diagnostics.
Monitoring:	Students will engage in iReady online instruction personalized instruction, teacher-led instruction and assessment on a weekly basis.
Person responsible for monitoring outcome:	Nicole Neunie (nicole.neunie@browardschools.com)
Evidence-based Strategy:	Students will engage in teacher led personalized instruction, ESSER pull-out small groups and teacher-led instruction and assessment for a minimum of 45 minutes for week in Math and Reading.
Rationale for Evidence-based Strategy:	iReady is a researched based proven effected program supported by our district. It provides a personalized pathway to learning and tools for teachers to differentiate instruction to meet the needs of all learners. Additionally, small group instruction provides the opportunity to evaluate students' learning strengths, locate gaps in the development of their reading or math skills and tailor lessons focused on specific learning objectives.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	This area of focus was identified as a critical need from the data retrieved from iReady Diagnostics AP 1, AP 2 and AP 3 and FSA data from 2019 - 2020 School Year.
Measurable Outcome:	By the end of the 2021-2022 school year all students will increase reading proficiency from 36% to 46% as evidenced on FSA Florida Standards Assessment testing and iReady AP Diagnostics.
Monitoring:	Students will engage in iReady online instruction personalized instruction, teacher-led instruction and assessment on a weekly basis.
Person responsible for monitoring outcome:	Nicole Neunie (nicole.neunie@browardschools.com)
Evidence-based Strategy:	Students will engage in iReady online instruction personalized instruction, teacher-led instruction and assessment for a minimum of 45 minutes for week in reading.
Rationale for Evidence-based Strategy:	iReady is a researched based proven effected program supported by our district. It provides a personalized pathway to learning and tools for teachers to differentiate instruction to meet the needs of all learners.

Action Steps to Implement

1. Instructional Coaches will utilize the IPG (Instructional Practice Guide) to assist teachers in planning aligned standards-based instruction to improve teaching and student learning during Instructional Planning Cycles.
2. Planning Cycles will focus on specific content standards taken from the IFC (Instructional Focus Calendar) and will consist of deconstruction of focus standards and planning differentiated student activities to target the standards DOK for whole group, small group and independent practice.
3. The designated 120 minutes ELA block highlights the minute to minute instructional routines and aligned resources.
4. Perform regular Analysis of Student Work sessions during PLCs to determine effectiveness and next steps for planning.
5. Share effective strategies in PLCs and faculty meetings.

Person Responsible	Nicole Neunie (nicole.neunie@browardschools.com)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	A variety of monitoring strategies will be utilized to get the desired outcomes: Schedules and groupings of SWD will be reviewed and monitored monthly PLC with SWD resource and classroom teachers will be used to collaborate and plan rigorous, differentiated instruction for SWD. Classroom walkthroughs with continuous feedback Data chats with teachers and students.
Measurable Outcome:	The measurable outcomes NLE plans to achieve are as follows: An increase in proficiency of SWD by 18 points.
Monitoring:	Teacher and staff will analyze common assessments to identify which students need more support. Teachers will have regular data chats with administration to problem solve and provide resources. We will provide after school tutoring to selected students to improve specific areas of reading.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	We will use student leadership notebooks to track reading progress. This will motivate students to strive for academic excellence. The student led conferences each quarter provides an opportunity for students to share their progress with their families.
Rationale for Evidence-based Strategy:	Teachers collaborate with their grade level teams weekly. The first action step priority is to improve the collaboration by helping teachers facilitate data driven conversations that lead to student achievement. Agendas and timely student data will be the focus of conversations and teachers will be empowered to problem solve as they improve student achievement in Reading. This action step will be accomplished by the end of the year with fidelity. Training, coaching and modeling will help build the capacity of these collaborative teams. The teachers will be the experts who know the students and will address the needs of the students appropriately.

Action Steps to Implement

Reading Intervention is the next action step. By the end of September students will be in appropriate skill groups based on their needs. The teachers will reflect on STAR assessment data, classwork and observations to properly identify which area of need is most critical for student growth. The specific areas of intervention may include: Phonics, Word Reading, Vocabulary, Comprehension, or Enrichment. Teachers will differentiate in those different groups to focus on what students need. The reading intervention time is the first hour of the day for every grade level. This is a priority to improve reading fluency and comprehension at North Lauderdale Elementary.

Person Responsible	Nicole Neunie (nicole.neunie@browardschools.com)

The next action step is to provide pull-out support for students with the greatest need, utilizing our ESSER Teachers. Teachers will provide specific targeted reading instruction based on standards to help improve student reading. Students will receive remediation to help them be successful with grade level standards. The students who are close to proficiency will get an extra opportunity to be successful within ELOs. The program will focus on learning gains and student achievement in reading.

Person Responsible	Nicole Neunie (nicole.neunie@browardschools.com)

Developing readers in all content areas is our school focus. NLE has incentives for students who make reading and learning a priority. Students earn incentives for accomplishing different reading goals.

Students earn incentives by reading AR Books, taking quizzes and earning points. Students may also earn pencils, bookmarks and other rewards for accomplishing individual student goals.

Person Responsible Nicole Neunie (nicole.neunie@browardschools.com)

#4. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	By the end of the 21-22 school year, NLE students in the identified subgroups of multiracial and ELL will obtain a minimum of 30% of the federal Index according to the FSA.
Measurable Outcome:	We will identify and select targeted students and then have regular data conferences with teachers to identify and meet their needs.
Monitoring:	The identification and support of these select students is critical to attaining this goal. We will analyze common assessments to help provide the proper interventions and help improve achievement.
Person responsible for monitoring outcome:	Tonya Wallace (tonya.wallace@browardschools.com)
Evidence-based Strategy:	Identify and select targeted students and then have regular data conferences with teachers to identify and meet their needs.
Rationale for Evidence-based Strategy:	The identification and support of these select students is critical to attaining this goal. We will analyze common assessments to help provide the proper interventions and help improve achievement.

Action Steps to Implement

The first action step for improving performance in our subgroups is to align our academic systems to develop consistency in our instruction. The leadership team took input from those meetings and collaborated to identify the North Lauderdale Expectations. Teachers will teach using these aligned academic systems during instruction this school year.

Person Responsible	Tonya Wallace (tonya.wallace@browardschools.com)

Greatness happens every day at NLE. Job-Embedded professional development is a highly effective method to improve teaching and learning. The teachers at NLE have the opportunity to learn from each other during learning walks. Learning walks are when one classroom teacher observes another "Feature" teacher and they learn from each other. The administration organizes the walks and then travels with teachers in a side by side experience to build the capacity of teachers. The walk includes a pre-walk discussion, observation, and debrief. The teachers sign up for learning walks and then subs are provided to cover classes. The teachers observe successful teaching methods and apply the learning to their classrooms. The learning walks will begin in September and continue in October and February.

Person Responsible	Tonya Wallace (tonya.wallace@browardschools.com)

Academic Intervention is critical for students who defined in our ESSA subgroups of ELL and Multiracial. Interventions will be offered to support these students including: targeted intervention, after school tutoring, and differentiated instruction. ELL students will have the support of our ELL support staff. Regular parent conferences will be held to address the needs of students. Teachers will work with coaches to determine appropriate interventions and improve student achievement throughout the year.

Person Responsible	Tonya Wallace (tonya.wallace@browardschools.com)

The fourth action step for our ESSA subgroups of ELL and Multiracial is to identify and tailor support for these students. The teachers meet with administration for data chats, during these chats students are identified in these subgroups. Their progress is monitored and reviewed after each grading period or assessment. Data teams collaborate weekly to modify instruction based on the needs of students.

Person Responsible	Tonya Wallace (tonya.wallace@browardschools.com)

#5. ESSA Subgroup specifically relating to Hispanic	
Area of Focus Description and Rationale:	By the end of the 21-22 school year, NLE students in the identified subgroups of multiracial and ELL will obtain a minimum of 30% of the federal Index according to the FSA.
Measurable Outcome:	We will identify and select targeted students and then have regular data conferences with teachers to identify and meet their needs.
Monitoring:	The identification and support of these select students is critical to attaining this goal. We will analyze common assessments to help provide the proper interventions and help improve achievement.
Person responsible for monitoring outcome:	Tonya Wallace (tonya.wallace@browardschools.com)
Evidence-based Strategy:	Identify and select targeted students and then have regular data conferences with teachers to identify and meet their needs.
Rationale for Evidence-based Strategy:	The identification and support of these select students is critical to attaining this goal. We will analyze common assessments to help provide the proper interventions and help improve achievement.

Action Steps to Implement

The first action step for improving performance in our subgroups is to align our academic systems to develop consistency in our instruction. The leadership team took input from those meetings and collaborated to identify the North Lauderdale Expectations. Teachers will teach using these aligned academic systems during instruction this school year.

Person Responsible	Tonya Wallace (tonya.wallace@browardschools.com)

Greatness happens every day at NLE. Job-Embedded professional development is a highly effective method to improve teaching and learning. The teachers at NLE have the opportunity to learn from each other during learning walks. Learning walks are when one classroom teacher observes another "Feature" teacher and they learn from each other. The administration organizes the walks and then travels with teachers in a side by side experience to build the capacity of teachers. The walk includes a pre-walk discussion, observation, and debrief. The teachers sign up for learning walks and then subs are provided to cover classes. The teachers observe successful teaching methods and apply the learning to their classrooms. The learning walks will begin in September and continue in October and February.

Person Responsible	Tonya Wallace (tonya.wallace@browardschools.com)

Academic Intervention is critical for students who defined in our ESSA subgroups of ELL and Multiracial. Interventions will be offered to support these students including: targeted intervention, after school tutoring, and differentiated instruction. ELL students will have the support of our ELL support staff. Regular parent conferences will be held to address the needs of students. Teachers will work with coaches to determine appropriate interventions and improve student achievement throughout the year.

Person Responsible	Tonya Wallace (tonya.wallace@browardschools.com)

The fourth action step for our ESSA subgroups of ELL and Multiracial is to identify and tailor support for these students. The teachers meet with administration for data chats, during these chats students are identified in these subgroups. Their progress is monitored and reviewed after each grading period or assessment. Data teams collaborate weekly to modify instruction based on the needs of students.

Person Responsible	Tonya Wallace (tonya.wallace@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

NORTH LAUDERDALE PK-8-2231 reported 1.0 incidents per 100 students. This rate is less than the Statewide combination school rate of 1.6 incidents per 100 students.

North Lauderdale's RTI & CPST team (Road to Intervention & Collaborative Problem Solving Team) have been working together to identify and provide a plan of immediate action to reduce the number of students who are working below grade level. The RTi team is comprised of ESE Resource Facilitator, Speech Therapist, Reading Coach, Math Coach, School Social Worker, and School Counselor. T

North Lauderdale is using the Elementary and the Middle School Reading Decision Tree and the K-12 Comprehensive District Reading Plan to align assessment and interventions. This year, we are using the LLI (Leveled Literacy Intervention) to progress monitor students' reading ability in grades K-5. The results of this assessment will help the teams to identify students who are deficient and help us to determine if those students need additional assessments in specific reading areas such as Phonemic Awareness, Phonics, Fluency, Vocabulary or Comprehension. Once students' area of weakness have been identified, then the team will assist teachers in prescribing an evidenced based practice or strategy for immediate intervention.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The school belongs to the community and the community belongs to the school. The school addresses building a positive school culture and the environment by changing the way we try to create and implement an engaging, safe, culturally sensitive learning environment for students. The school invests in the students and staff and that helps to promote an environment where everyone strives for success because they feel

valued. How we engage our students have changed to include technology and we have had to add certain aspects of newly added cultural norms for students to understand while keeping them engaged. This also taps into to need to be culturally relevant so as to have students relate to the material we teach. The entire staff is required to promote equity, which embraces everyone's unique background and identity. Our staff continues to develop their professional knowledge through District Trainings, Professional Learning Opportunities, and peer learning. NLE PreK-8 celebrates student success with rewards. Our rewards include our donated game room, trinkets, and certificates. The school creates a safe environment in many ways such as how the teachers and school staff relate to our students by building a relationship with the students and their families. The staff at NLE Pk-8 communicate regularly with parents and guardians via in-person meetings, e-mails, and phone calls. As a school, we must ensure we treat each student as an individual whilst getting to know each person not as a student but as themselves. For example, Timmy is not just an African American or Hispanic boy, but he might be an immigrant who has not reached the acculturation stage and would require a lot more guidance. He will probably be able to relate to a staff member that speaks his language so he can go for support when he is missing home. Or even a young girl who has had trauma and we are aware of it. By being aware we must be mindful and acknowledge acting out isn't always a sign of insubordinations or oppositional defiance but is a cry for "I am hurting today, please help me".

Our school offers a plethora of extracurricular opportunities that strengthen the bond between students and teachers. For example, our S.O.U.L program offers students in grades kindergarten to middle the option of joining dance, decoration, vocal, art, student government, cooking, and Brothers of Royalty.NLE Pre-K-8 also hosts events to connect with the community and families. For example, F.A.I.T.H with Families is an event that provides parents with resources for G.E.D Programs, resume writing, jobs, and budgeting. Another event is Donuts with Dads, Donuts with Dads is an opportunity for fathers to bond with children and interact with school staff while providing them with support in the workforce.

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

The SAC (Student Advisory Council) which is a diverse group comprised of administrators, teachers, parents, and stakeholders meets once a month to discuss the school's academic plan, academic progress, and upcoming school activities.
- Principal Williams is in constant contact with the student, teachers, families, and community. She provides support to the community by planning events to promote a positive culture and environment.
-Intern Principal Neunie works with the students and teachers by planning PLCs that help teachers with building relationships by teaching with a heart. She offers positive rewards for the students and teachers which help to show them that they are valued.
-Mrs. Jeannot (Guidance) helps to evaluate and implement different plans in order to meet the needs of each student either academically or emotionally. She counsels students in a small group setting while building a positive rapport with students and families.
-Mrs. Wallace (Science Instructional Coach) assists with building a positive environment by greeting the students every morning in the cafeteria, she assists in planning events that help to promote student success and growth.
-Ms. Kerr (Math Instructional Coach) assists by providing support to teachers and students by building an engaging environment. While supporting the school with different events that help to promote a positive learning environment.
-Mrs. Harley (SEL and Equity Liasian) helps to promote mindfulness where adults and children are taught different skills to manage their attitudes and emotions while establishing positive relationships.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				$11,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	2231 - North Lauderdale Elementary School	Title, I Part A		$11,500.00
			Notes: Professional Development			
2	III.A.	Areas of Focus: Instructional Practice: ELA				$35,449.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	2231 - North Lauderdale Elementary School	Title, I Part C		$35,449.00
			Notes: ELO Camps January-May Grades 3-8			
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Hispanic				$0.00
					Total:	$46,949.00