

Broward County Public Schools

# North Side Elementary School



## 2021-22 Schoolwide Improvement Plan

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## North Side Elementary School

120 NE 11TH ST, Fort Lauderdale, FL 33304

[ no web address on file ]

### Demographics

**Principal: Heilange Porcena**

Start Date for this Principal: 9/20/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (50%) 2017-18: F (25%) 2016-17: D (34%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://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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## North Side Elementary School

120 NE 11TH ST, Fort Lauderdale, FL 33304

[ 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	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

### School Grades History

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

### School Board Approval

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### SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

North Side Elementary is committed to delivering a high quality learning experience in a safe and equitable environment.

#### Provide the school's vision statement.

Educating all learners to succeed in tomorrow's world.

### 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
Porcena, Heilange	Principal	Lead the faculty & staff members through the premises of the mission & vision statements, set goals, ensure stakeholders are implementing practices to reach goals, and monitor plan for efficacy.
Qaiyim, Kaia	Assistant Principal	Lead the faculty & staff members through the premises of the mission & vision statements, set goals, ensure stakeholders are implementing practices to reach goals, and monitor plan for efficacy.
Kethireddy, Arnita	Instructional Coach	Collaborative development of the Instructional focus calendar, lesson planning/ delivery, modeling, appropriate resources and data analysis in ELA.
Stapleton, Laura	Instructional Coach	Collaborative development of the Instructional focus calendar, lesson planning/ delivery, modeling, appropriate resources and data analysis in math.

### Demographic Information

#### Principal start date

Tuesday 9/20/2016, Heilange Porcena

**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.*

3

**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.*

18

**Total number of teacher positions allocated to the school**

17

**Total number of students enrolled at the school**

329

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

6

**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	45	51	47	50	70	44	0	0	0	0	0	0	0	307
Attendance below 90 percent	8	7	10	10	15	8	0	0	0	0	0	0	0	58
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	13	8	0	0	0	0	0	0	0	21

**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	0	3	3	9	3	0	0	0	0	0	0	0	18
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	42	40	52	70	49	49	0	0	0	0	0	0	0	302
Attendance below 90 percent	2	2	1	5	0	2	0	0	0	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	26	0	0	0	0	0	0	0	33

**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	0	0	0	0	0	0	0	0	0	

**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	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	42	40	52	70	49	49	0	0	0	0	0	0	0	302
Attendance below 90 percent	2	2	1	5	0	2	0	0	0	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	26	0	0	0	0	0	0	0	33

**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	13	8	0	0	0	0	0	0	0	21

**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	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## 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				39%	59%	57%	28%	56%	56%
ELA Learning Gains				60%	60%	58%	33%	57%	55%
ELA Lowest 25th Percentile				59%	54%	53%	18%	51%	48%
Math Achievement				53%	65%	63%	34%	62%	62%
Math Learning Gains				69%	66%	62%	31%	60%	59%
Math Lowest 25th Percentile				38%	53%	51%	16%	47%	47%
Science Achievement				31%	46%	53%	15%	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	28%	60%	-32%	58%	-30%
Cohort Comparison						
04	2021					
	2019	37%	62%	-25%	58%	-21%
Cohort Comparison		-28%				
05	2021					
	2019	44%	59%	-15%	56%	-12%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	52%	65%	-13%	62%	-10%
Cohort Comparison						
04	2021					
	2019	48%	67%	-19%	64%	-16%
Cohort Comparison		-52%				
05	2021					
	2019	44%	64%	-20%	60%	-16%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	30%	49%	-19%	53%	-23%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used to compile the data below for ELA and Math for grade K-5th is iReady. The progress monitoring tool used to compile 5th grade science data will be common formative assessment utilizing School City question banks, BSA & FSA.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20%	27%	33%
	Economically Disadvantaged	22%	29%	35%
	Students With Disabilities	13%	13%	14%
	English Language Learners	0	0	11%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	8%	15%
	Economically Disadvantaged	14%	9%	16%
	Students With Disabilities	25%	0	13%
	English Language Learners	22%	11%	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19%	13%	19%
	Economically Disadvantaged	20%	14%	20%
	Students With Disabilities	25%	0	0
	English Language Learners	11%	11%	17%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15%	7%	8%
	Economically Disadvantaged	15%	7%	9%
	Students With Disabilities	0	33%	0
	English Language Learners	11%	6%	6%
	Number/% Proficiency	Fall	Winter	Spring

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23%	34%	43%
	Economically Disadvantaged	25%	38%	46%
	Students With Disabilities	13%	13%	19%
	English Language Learners	10%	19%	26%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8%	17%	30%
	Economically Disadvantaged	8%	17%	34%
	Students With Disabilities	6%	19%	19%
	English Language Learners	0%	7%	19%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29%	30%	34%
	Economically Disadvantaged	32%	31%	36%
	Students With Disabilities	0	0	0
	English Language Learners	0	8%	17%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17%	29%	37%
	Economically Disadvantaged	15%	33%	36%
	Students With Disabilities	0	0	0
	English Language Learners	0	17%	33%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14%	14%	18%
	Economically Disadvantaged	11%	13%	16%
	Students With Disabilities	0	0	0
	English Language Learners	8%	0	8%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17%	20%	25%
	Economically Disadvantaged	14%	16%	21%
	Students With Disabilities	13%	18%	18%
	English Language Learners	8%	33%	33%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	12%	32%	38%
	Economically Disadvantaged	10%%	26%%	31%%
	Students With Disabilities	5%	7%	9%
	English Language Learners	8%	15%	21%

## 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	12	31		15	31		31				
ELL	26	70		31	45		50				
BLK	32	47	60	29	37	36	34				
HSP	57			43							
FRL	36	46		32	37	36	33				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	7	53	50	26	53	27					
ELL	32	63	65	48	67	42	29				
BLK	38	58	58	52	68	38	29				
HSP	64			64							
FRL	39	60	59	53	69	38	31				

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	13	17	14	14	18	20					
ELL	22	21	22	27	26	19	10				
BLK	26	33	19	33	31	16	16				
FRL	28	34	18	33	30	16	15				

### 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	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	329
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
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	39
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	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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	37
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 trends that emerge across grade levels, subgroups, and core content areas is when consistent support is provided within the content areas that meets the students needs; growth is evident. The school leadership team will address the remaining schoolwide improvement priorities of closing the achievement gap for students with disabilities in both English Language Arts and math by addressing students' needs, supporting teachers with the tools and professional development & providing small group instruction to learners specific to students' gap.

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

The data component demonstrated the greatest need for improvement is the achievement level of students with disabilities in the content area of English Language Arts.

**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 can be attributed to teacher efficacy of implementation of the researched based program utilized to provide student interventions. Although, student performance indicated significant learning gains in ELA, the number of students demonstrating proficiency has yet to make a significant impact. However, with continued implementation with fidelity of researched based programs, student performance will continue to improve.

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

The data component demonstrating the most improvement was the subgroup FRL, for the lowest 25% of the student population in the content area of ELA. The new action implemented was student support in consistent, small group instruction with a researched based intervention.

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

The contributing factors to this improvement was implementation and consistency of student support in small group instruction with a researched based intervention.

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

The strategies needed in order to accelerate learning are high quality instructional lessons, high expectations for learners, and grade-level quality task or leaners.

**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.**

The professional development opportunities that will be provided at the school level to support teachers are as follows, but not limited to: collaborative planning sessions with instructional content coach, trainings for researched based programs being used by the school, and continuous trainings to establish and reinforce high expectations.

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



The additional services that will be implemented to ensure sustainability of improvement are student academic support being provided by an intermediate or primary interventionist, continued individual data analysis student-by-student and implementation of next steps with efficacy.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. ESSA Subgroup specifically relating to Students with Disabilities

##### Area of Focus Description and Rationale:

This area was identified as critical needs area based on the thirty-six percentage rate performance of students with disabilities.

##### Measurable Outcome:

By the end of Spring 2022 , student with disabilities proficiency and or learning gains will increase to 53% in ELA in grades 3rd-5th as demonstrated on the end-of-year assessment.

##### Monitoring:

The area of focus will be monitored for the desired outcome by analyzing student performance data on common formative assessments and iReady standards based performance data.

##### Person responsible for monitoring outcome:

Heilange Porcena (heilange.porcena@browardschools.com)

##### Evidence-based Strategy:

The evidence-based strategy being implemented consist of but limited to the following: small group direct instructions, scaffolding instruction, and high quality standards-based student task used to demonstrate student understanding of newly acquired knowledge/ understanding.

##### Rationale for Evidence-based Strategy:

The strategies listed above were selected based the efficacy of results when implemented with fidelity. The strategies are also researched-based

#### 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:**

Based on the data reviewed, ELA is identified as a critical need requiring additional resources to ensure an increase in student achievement.

**Measurable Outcome:** By the end of Spring 2022 , student proficiency will increase to 53% in ELA in grade 3rd-5th as demonstrated on the end-of-year assessment.

**Monitoring:** This Area of Focus will be monitored through tracking individual student iReady completion & performance.

**Person responsible for monitoring outcome:**

Arnita Kethireddy (arnita.kethireddy@browardschools.com)

**Evidence-based Strategy:**

The evidence-based strategy being implemented consist of but limited to the following: small group direct instructions, scaffolding instruction, and high quality standards-based student task used to demonstrate student understanding of newly acquired knowledge/ understanding.

**Rationale for Evidence-based Strategy:**

The strategies listed above were selected based the efficacy of results when implemented with fidelity. The strategies are also researched-based

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.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.

**When comparing the school discipline data across the state it demonstrates that North Side Elementary has been on a steady decline in behavior infractions. The faculty and staff members will continue to implement the tier one school wide positive behavior plan in an effort to continuously decrease the amount unruly/disruptive classroom behaviors. With a continued decrease in behavior infractions the classroom learning environment remains positive and nurturing for all scholars. Sustaining a positive learning environment for scholars will contribute to a continued increase in student achievement.**

### 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 leaders, along with the leadership team value the importance of creating a positive school culture and the continuous development of a positive school culture that values all stakeholders. A school climate where everyone feels respected & valued has a positive effect on teaching and learning. The leadership team begins by working to create meaningful parent involvement through open lines of communication. We celebrate personal achievement, good behavior and school attendance by providing weekly, monthly & quarterly incentives. School leaders also establish school wide procedures and expectations that are posted in the hallways and in every classroom so its clear to the students what the expectations are. The tier one behavior management system is also school wide and student are rewarded or receive consequences consistently. Teachers are encouraged to set high expectations, support student learning, engage students with well planned thoughtful instruction and task and create a classroom environment where students feel safe.

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

Administration - Vision/mission

Teacher Leaders - Executing the school's vision/mission with fidelity

Parents - Collaborate and support the school's vision /mission

Community - Collaborate and support the school's vision /mission

### Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities					\$3,988.00
	Function	Object	Budget Focus	Funding Source	FTE		2021-22
		590-Other Materials and Supplies	0041 - North Side Elementary School	Title, I Part C			\$3,988.00
			Notes: ELA Reading Success Math: Level C, D, E Mastery Education Super Science Science Coach				
2	III.A.	Areas of Focus: Instructional Practice: ELA					\$623.00

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		500-Materials and Supplies	0041 - North Side Elementary School	Title, I Part C	326.0	\$623.00
			Notes: ELA Reading Success			
					Total:	\$4,611.00