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# Nova Dwight D. Eisenhower Elem

6501 SW 39TH ST, Davie, FL 33314

[ no web address on file ]

## Demographics

**Principal: Angine Tyghter**

Start Date for this Principal: 12/20/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (51%) 2017-18: B (56%) 2016-17: B (57%)
<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, [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](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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# Nova Dwight D. Eisenhower Elem

6501 SW 39TH ST, Davie, FL 33314

[ no web address on file ]

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School KG-5	Yes	67%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

## School Grades History

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

## 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.**

Nova Eisenhower, Where Excellence is Tradition, believes that our mission is to create a productive and effective partnership between all stakeholders while utilizing a differentiated curriculum, allowing our students the opportunity to be college and career ready by the end of high school.

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

Our vision is to ensure that all students are proficient in academic areas so they will be able to succeed in the future.

### 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
Tyghter , Angine	Principal	Instructional Leader Provide a safe and supportive learning environment Partner with all stakeholders for student success Analyze trend data and identify patterns and instructional strengths and weaknesses Support teachers in planning and creating Instructional Focus Calendars that align with student needs Conduct classroom observations and provide feedback to teachers on their instructional practices. Participate in data chats with every grade level to provide guidance and support for instructional planning and support the data analysis process
Diamond, Ashley	Assistant Principal	Instructional Leader Provide a safe and supportive learning environment Partner with all stakeholders for student success Analyze trend data and identify patterns and instructional strengths and weaknesses Support teachers in planning and creating Instructional Focus Calendars that align with student needs Working with community partners to enhance to learning environment with additional resources and volunteer support Conduct classroom observations and provide feedback to teachers on their instructional practices. Participate in data chats with every grade level to provide guidance and support for instructional planning and support the data analysis process
Fischer, Lorraine	Reading Coach	Instructional Leader Provide a safe and supportive learning environment Partner with all stakeholders for student success Support teachers through modeling reading lessons in the classroom Help teachers plan lessons and align resources to the standards Participate in data chats with every grade level to provide guidance support for instructional planning Work with struggling students in small groups to help support their phonics and reading comprehension needs

**Demographic Information**

**Principal start date**

Wednesday 12/20/2017, Angine Tyghter

**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.*

8

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

36

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

753

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

3

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

3

**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	119	115	123	130	132	131	0	0	0	0	0	0	0	750
Attendance below 90 percent	10	12	9	10	5	6	0	0	0	0	0	0	0	52
One or more suspensions	1	0	0	1	6	0	0	0	0	0	0	0	0	8
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	14	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	15	0	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	2	26	26	32	19	12	0	0	0	0	0	0	0	117

**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	2	9	6	12	4	15	0	0	0	0	0	0	0	48

**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	4	6	1	8	0	0	0	0	0	0	0	0	0	19
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**

Friday 9/10/2021

**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	127	125	128	128	132	132	0	0	0	0	0	0	0	772
Attendance below 90 percent	10	11	4	9	9	3	0	0	0	0	0	0	0	46
One or more suspensions	2	2	1	2	2	1	0	0	0	0	0	0	0	10
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	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	7	7	2	0	0	0	0	0	0	0	16

**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	4	8	1	2	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

**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	127	125	128	128	132	132	0	0	0	0	0	0	0	772
Attendance below 90 percent	10	11	4	9	9	3	0	0	0	0	0	0	0	46
One or more suspensions	2	2	1	2	2	1	0	0	0	0	0	0	0	10
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	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	7	7	2	0	0	0	0	0	0	0	16

**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	4	8	1	2	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

**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				67%	59%	57%	66%	56%	56%
ELA Learning Gains				51%	60%	58%	59%	57%	55%
ELA Lowest 25th Percentile				36%	54%	53%	46%	51%	48%
Math Achievement				67%	65%	63%	66%	62%	62%
Math Learning Gains				59%	66%	62%	59%	60%	59%
Math Lowest 25th Percentile				26%	53%	51%	36%	47%	47%
Science Achievement				49%	46%	53%	58%	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	74%	60%	14%	58%	16%
Cohort Comparison						
04	2021					
	2019	61%	62%	-1%	58%	3%
Cohort Comparison		-74%				
05	2021					
	2019	66%	59%	7%	56%	10%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	65%	4%	62%	7%
Cohort Comparison						
04	2021					
	2019	69%	67%	2%	64%	5%
Cohort Comparison		-69%				
05	2021					
	2019	62%	64%	-2%	60%	2%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	49%	49%	0%	53%	-4%
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 Reading and Math

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44.6	50	69.6
	Economically Disadvantaged	48.2	50.6	71.1
	Students With Disabilities	5.6	11.1	33.3
	English Language Learners	0	0	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33.6	43.5	63
	Economically Disadvantaged	31.7	38	60.5
	Students With Disabilities	31.3	22.2	23.5
	English Language Learners	16.7	0	16.7

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48.3	60.7	70
	Economically Disadvantaged	42	55	64
	Students With Disabilities	15	20	45
	English Language Learners	30	30	60
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33	33	44
	Economically Disadvantaged	29	26	38
	Students With Disabilities	15	15	32
	English Language Learners	20	40	30

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65	73	73
	Economically Disadvantaged	59	67	66
	Students With Disabilities	15	38	35
	English Language Learners	33	67	67
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26	38	33
	Economically Disadvantaged	22	30	50
	Students With Disabilities	15	23	100
	English Language Learners	33	16	100
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51	63	100
	Economically Disadvantaged	49	60	0
	Students With Disabilities	18	50	0
	English Language Learners	2	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	44	0
	Economically Disadvantaged	20	39	0
	Students With Disabilities	18	31	0
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47	57	60
	Economically Disadvantaged	41	48	55
	Students With Disabilities	5	9	19
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36	45	0
	Economically Disadvantaged	27	33	0
	Students With Disabilities	5	5	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

**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	24	24	19	6	5	7	10				
ELL	44	35		31	15		25				
ASN	79	60		68	50		50				
BLK	59	46	27	32	14	8	36				
HSP	65	52		38	4		38				
MUL	92			67							
WHT	87	67		67	42		62				
FRL	57	46	28	29	13	4	32				
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	30	38	35	30	32	17	6				
ELL	64	47	27	71	66	40					

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
ASN	78	55		89	91						
BLK	59	46	33	55	51	21	41				
HSP	75	48		82	75		60				
MUL	88	58		76	42						
WHT	83	70		89	73		69				
FRL	61	48	35	61	51	25	48				
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	22	39	37	22	32	26	8				
ELL	48			59							
ASN	83			89							
BLK	59	57	42	57	54	35	51				
HSP	73	67		76	58		71				
MUL	73			73							
WHT	78	61		79	75		67				
FRL	61	59	46	61	54	35	50				

### 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	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	302
Total Components for the Federal Index	8
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	14
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	35
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	61
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
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	42
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	80
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
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?

ELA Strengths: Recall, Using Pictures, Text Features, Text Structure

ELA Weaknesses: Summarizing, Phonics, Vocabulary, Sequencing, Main Idea & Details, Utilizing Multiple Texts

Math Strengths: Geometry, Shapes, Adding and Subtracting without regrouping, Number Sense, Money, Time, Multiplication/Division Facts, Perimeter/Area, Exponents

Math Weaknesses: Adding/Subtraction with regrouping, 2/3 digit Addition/Subtraction, Multi- Step Problem Solving, Vocabulary, Fractions

Writing Strengths: Writing simple sentences, Restating the question, Planning, Transition words

Writing Weaknesses: Spelling, Phonics, Grammar, Elaboration/Details, Text Evidence, Citation

Science Strengths: Life Sciences, Matter, Hands-On Activities

Science Weaknesses: Vocabulary, Earth/Space, Reading Comprehension

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

The iReady Diagnostic shows the most detailed breakdown of the domains showing Vocabulary as the weakest area in Reading and Geometry as the weakest area in Math.

#### 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 the data is foundational gaps that grew through virtual learning. The students need to be involved in hands-on learning through paper books and math manipulatives.

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

ELA showed the most growth.

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

There was a strong focus during that school year on shared reading, close reading, finding text evidence, working in small groups, and using leveled materials to target student instruction.

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

Strategic and purposeful whole group instruction, followed by targeted small groups and intervention groups.

**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.**

PLC will focus on the components of the 90 minute math block and implementing the new reading series, Benchmark Advanced.

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

Targeted small intervention will be implemented for reading and math to bring students up to working on grade level and bridge any gaps in their learning.

## Part III: Planning for Improvement

### Areas of Focus:

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

**Area of Focus  
Description and  
Rationale:**

Based upon our school data for the 2018-2019 school year and previous school year trend data, 30% of SWD achieved proficiency in ELA , 38% of SWD achieved ELA learning gains, 30% of SWD achieved proficiency in Math, and 32% of SWD achieved Math learning gains. This impacts student learning and success, as the students will need additional supports and interventions through pull-out groups, in class small reading and math groups that target individual student goals. These four areas have a strong correlation with students reaching proficiency.

**Measurable Outcome:** Forty-one percent (41%) of SWD will achieve proficiency in ELA and Math.

**Monitoring:** Progress monitoring and bi-monthly formative assessments will be used to monitor student progress on the ELA and Math standards.

**Person responsible for monitoring outcome:** Angine Tyghter (angine.tyghter@browardschools.com)

**Evidence-based Strategy:** Grade level standards based instruction that is a mix a of whole group, small group, and intervention based groups. Spiral review implemented consistently. Interventions implemented from support staff via push-in support and pull-out groups focused on independent instructional level and individual weaknesses.

**Rationale for Evidence-based Strategy:** Ongoing progress of student progress in mastering the standards will provide teachers with the most accurate data on student achievement. With this data teachers will be able to develop targeted small group instruction focused on students' independent instructional level. While meeting the individual needs of the students, teachers will provide grade level whole group instruction at the rigor needed to ensure students are also working at an appropriate pace to master grade level standards.

**Action Steps to Implement**

ESE Teacher active participant in curriculum planning

**Person Responsible** Rochelle Gordon (rochelle.gordon@browardschools.com)

ESE Teacher push-in & pull out support model to meet goals and support grade level instruction

**Person Responsible** Rochelle Gordon (rochelle.gordon@browardschools.com)

Plan targeted instruction based on student's needs for the 90 minute math block that is composed of unfinished learning, whole group, small group, and intervention time.

**Person Responsible** Angine Tyghter (angine.tyghter@browardschools.com)

Utilize ELA resources such as Benchmark Advanced, LAFS, and Scholastic Resources (LLI) to plan and instruct students to deliver targeted instruction to meet the student's individual needs.

**Person Responsible** Lorraine Fischer (lorraine.fischer@browardschools.com)

**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.

**Nova Eisenhower ranked very low compared to the District and State data. Our primary area of concern is to engage parents in the behavioral support strategies used to help students manage their behavior.**

**The school culture and environment will be monitored through continual discipline data checks, the effectiveness our school's SWBPB, and parental support and feedback received.**

### **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.**

Nova Eisenhower Elementary builds positive relationships with parents, families, and other community stakeholders by effectively communicating information about curriculum standards, student achievement, and school safety through SAC and PTA meetings. We also host a variety of educational events throughout the year in which all groups can come together to share and learn.

Nova Eisenhower Elementary is dedicated to ensuring that all members of our school community are included and feel valued. We invite parents, families, students and community members to our evening parent training events. We offer dinner and other refreshments and conduct instructional sessions designed to expose family members to grade level curriculum, provide them the materials needed to assist their children at home, and teach them basic strategies to use at home. Each year our staff is trained on how to interact with parents, to build relationships with them as partners in their child's education, and ways in which they can include them in their classrooms.

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

Nova Eisenhower Elementary is dedicated to fulfilling the needs of the whole child. The staff has been trained in Culturally Responsive Teaching. This training guides teachers in building a rapport with all students, families, and other stakeholders. They have also been trained in the Sanford Harmony SEL program in order to implement social-emotional curriculum in the

classrooms. The School Counselor and Social Worker partner with teachers to address the needs of those students identified as having specific concerns by providing counseling, speaking with parents, and/or offering other available services.

Nova Eisenhower Elementary hosts a Kindergarten Round-up in May of each year to welcome parents and students. At the Round-up, parents are informed of the readiness skills their child should possess in order to begin the year successfully. They are also given a tour of the school to help parents and students become more comfortable with the new environment. On the first day of school, parents are invited in to walk their child to class and are then offered refreshments at our "Boo Hoo Breakfast". The fifth grade students, upon reaching the end of their time in elementary school, are taken to the middle school for an orientation.

Nova Eisenhower's ESOL liaison assesses our ELL students during the year to determine their specific needs. She then conducts small group instruction to assist these students in reaching mastery. Our School Counselor goes into classrooms to teach the Silence Hurts program as part of our violence prevention and anti-bullying campaign. All staff is trained annually in anti-bullying to learn how to identify the signs of bullying and how to respond to bullying incidents. Nova Eisenhower teachers are trained in the Sanford Harmony SEL program and implement lessons in their classrooms each day. A free nutritious breakfast is offered to all students each morning to ensure that they are beginning their day ready to learn in the classroom. The leadership team at Nova Eisenhower Elementary meet weekly to monitor these resources and their effectiveness in meeting the needs of our students.

**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				\$2,000.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
3361	100-Salaries	1271 - Nova Dwight D. Eisenhower Elem	School Improvement Funds	92.0	\$2,000.00	
<i>Notes: Tutoring and FSA Prep.</i>						
<b>Total:</b>					<b>\$2,000.00</b>	