

Broward County Public Schools

North Lauderdale Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (51%) 2018-19: C (41%) 2017-18: C (50%)
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	ATSI
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

North Lauderdale Elementary School

7500 KIMBERLY BLVD, North Lauderdale, FL 33068

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Williams, Nichele	Principal	<p>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.</p>
Leydig, Genevieve	Assistant Principal	<p>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.</p>
Kerr, Denica	Math Coach	<p>The Mathematics Coach's responsibility is to provide personalized support that is based on identified needs of individual teachers and differentiated supports that fosters the growth and development of teachers. In addition to strategic content- focused mentoring, the coach will support teachers to develop skills in critical areas such as establishing a positive classroom culture and climate, implementing instructional strategies, analyzing student work, differentiating instruction and supporting English Language learners and student with special needs. In addition, the coach will plan to work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.</p>
Tyler, Keyunta	Reading Coach	<p>The Literacy Coach's role is to support teachers in their daily work. They model and discuss lessons, co-teach lessons, visit classrooms, and provide feedback to teachers. They are a resource to parents and the community and are uniquely positioned to see the big picture -- the way in which people are working, the impact they're having, the needs of students, teachers and administrators. The Literacy Coach can help others see the big picture and</p>

Name	Position Title	Job Duties and Responsibilities
		work towards systemic changes. They support the process of gathering data, information and resources so that changes can be effective. They also use an inquiry process approach to ask questions and explore root causes.
Welch, Kimberly	Teacher, ESE	The role of the ESE Specialist is to serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. In addition, the ESE Specialist will coordinate required ESE meetings, provide information to school-based personnel on a variety of topics to include updating staff on policy changes, and assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. In addition, the ESE Specialist will meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities and provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources
Jeannot, Jonele	School Counselor	The Guidance Counselors responsibility is to provide personalized support that is based on identified needs of individual teachers, students, and stakeholders within the school community. The goal is to differentiate supports that fosters the growth and development of all individuals. In addition, the guidance counselor fosters social emotion skills in students and staff to ensure a climate and culture of caring throughout North Lauderdale Elementary.

Demographic Information

Principal start date

Saturday 7/1/2017, Nichele Williams

Number of teachers with a 2022 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 2022 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.*

10

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

644

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	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	2	0	3	10	9	4	4	1	0	0	0	0	33
Course failure in ELA	0	0	0	0	0	0	3	2	2	0	0	0	0	7
Course failure in Math	0	0	0	0	0	0	3	2	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	61	39	27	9	6	5	0	0	0	0	147
Level 1 on 2022 statewide FSA Math assessment	0	0	0	51	37	42	11	7	3	0	0	0	0	151
Number of students with a substantial reading deficiency	1	0	1	4	1	4	1	0	0	0	0	0	0	12

Using the table above, complete the table below with the number of students by current grade level who have 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	1	1	39	41	38	10	8	5	0	0	0	0	143

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	3	18	5	14	0	0	2	0	0	0	0	45
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

Thursday 9/1/2022

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	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		

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	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	3	3	18	5	14	0	0	0	0	0	0	0	43
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	37%	58%	56%				29%	59%	57%
ELA Learning Gains	62%						36%	60%	58%
ELA Lowest 25th Percentile	40%						38%	54%	53%
Math Achievement	43%	54%	50%				49%	65%	63%
Math Learning Gains	66%						53%	66%	62%
Math Lowest 25th Percentile	56%						41%	53%	51%
Science Achievement	38%	59%	59%				29%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	24%	60%	-36%	58%	-34%
Cohort Comparison		0%				
04	2022					
	2019	34%	62%	-28%	58%	-24%
Cohort Comparison		-24%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	31%	59%	-28%	56%	-25%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	36%	65%	-29%	62%	-26%
Cohort Comparison		0%				
04	2022					
	2019	56%	67%	-11%	64%	-8%
Cohort Comparison		-36%				
05	2022					
	2019	58%	64%	-6%	60%	-2%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	25%	49%	-24%	53%	-28%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	23	42	30	26	52		33				
ELL	35	50	33	48	71	63	37				
BLK	39	65	42	42	65	54	35				
HSP	25	45		53	75	50					
WHT	40			50							
FRL	36	64	43	41	67	67	33	73			

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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	473
Total Components for the Federal Index	9
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Based on the 2021-2022 FSA assessment data, numerous trends emerged. All content areas and subgroups increased in overall proficiency. However, in the area of Science and ELA, our overall proficiency did meet our school goals of 45 and 44 respectively.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Although all instructional areas and subgroups increased significantly in 2021-2022, however, the highest need of improvement is our overall Science proficiency as well as our ELA proficiency for our entire population including the lowest 25 percent.

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

Continual effects from the COVID pandemic proved to be a factor that contributed to the low gains in ELA and Science proficiency. This was due to lack of standards based teaching within a traditional setting for over 15 months. Our 3rd grade students were not within a traditional classroom during their 1 and 2 grade years, thus ELA proficiency in third grade was the lowest and contributed to our overall percentage of 37. In addition, effective science instruction depends on the use of various instructional methods of delivery. This includes hands-on methods through the use of the 5E model. Throughout the COVID pandemic, this particular method of instruction proved to be difficult in a virtual format. In addition, science concepts build on one-another as students progress through grade levels. In the 2019-2020 school year, due to the stay at home order and closure of schools, students did not have the opportunity to finish the year with proper instruction and for the 2020-2021 school year, many students stayed at home. Thus, during the 2021-2022 school year, our 5th grade teachers had numerous standards to cover not only from the 5th grade curriculum but other grade levels as well.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on assessment results, both ELA learning gains and Math learning gains showed the greatest improvements. Both areas were higher percentage rates than pre-pandemic years. More specifically, in 2017, math learning gains was the highest at 52% until last year when it rose to 66%. For ELA, learning gains were the highest in 2018 at 54 until last years 62%.

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

As a school, we knew we needed to focus on the whole child when it came to teaching and learning. We increased access to virtual platforms to assist in differentiated instruction as well as taught lessons with the end in mind. We knew we had to assist in closing the achievement gap caused by the global pandemic and increase students access and knowledge to content areas. We did this through increased pull-out and push-in groups as well as daily tutoring and small group instruction.

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

The significant loss in valid and purposeful standards based instruction is our first priority as we enter this school year. Therefore various research based strategies must be implemented in order to close the achievement gap created over these past 17 months. Classroom teachers, Literacy Coaches, Science Coach, Math Coach, ESSER Pull-Out Teachers, Assistant Principals, and the Guidance Counselor will ensure that the needs of all students ranging from PreK-8 are being met on a consistent basis. This will be done through targeted PD's and PLC's on unwrapping the benchmarks, using assessments to drive rigorous instruction, and planning with the end in mind. All teachers create Common Formative and Summative Assessments to ensure rigorous content is assessed. Teachers continuously analyze test data related to student performance in all content to enforce data driven instruction. They promote technology education using researched based programs such as, I-Ready and Reflex Math to provide our students with a plethora of learning opportunities and resources. In addition, targeted interventions will be provided to the lowest quartile using research based (LLI) intervention programs.

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.

Targeted PD's and PLC's on unwrapping the new B.E.S.T. benchmarks and F.A.S.T. assessments will be done. PD's and PLC's will be using assessments to drive rigorous instruction, and planning development will be conducted biweekly throughout the school year. For the PD's, teachers will be provided hands on trainings that allow for them to reflect and infuse the new knowledge directly into their lessons immediately. For PLC's, teachers will use this time to plan with their grade level/subject area teachers with coaches assistance in order to put their learning into action.

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

Additional services include the use of ESSER teachers to target "bubble" and "lowest 25%" students in grades K-5 in order to provide the necessary remediation/enrichment for each standard taught. In addition, intervention teachers targeting out lowest 25% and SWD will be pulling tiered groups daily. They will be providing intervention using research based programs such as LLI (leveled literacy intervention) and Phonics for Reading.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Based on the analysis of data, our ESSA Subgroup, Students with Disabilities, is currently not meeting the expected proficiency of 41% in ELA. As a school, this reported group of students had an overall proficiency of 34% as measured by the 2021-2022 FSA. Our school expectation remains that this area will increase in overall proficiency for the 2022-2023 school year.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Based on the 2022-2023 Florida Standards Assessment, the goal of North Lauderdale Elementary will be to increase the overall percentage points for our Students with Disabilities by 8%. Moving from a 34% to a 42% respectively.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Instructional cycles at North Lauderdale Elementary always conclude with in-depth data analysis through data chats and assessment reviews. During these times, the entire support staff team as well as the teachers dive into student mastery, student areas of need as well as validity of assessment and interventions provided. At the conclusion of these meetings, a new plan of action is created and implemented immediately to ensure mastery towards our goal is met. In addition, our SWD's are progress monitored thorough IEP meetings, content of Present Level Performance sheets, as well as intervention program assessments.</p>
Person responsible for monitoring outcome:	<p>Genevieve Leydig (genevieve.leydig@browardschools.com)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>The school initiative has been focused on providing standards based lesson planning and fluent data analysis of assessments given throughout and at the completion of each instructional cycle. This is especially true for our teachers who instruct students with disabilities. The continued use of a school-wide lesson plan focusing on the gradual release model has been implemented. This ensures that the use of various intervention programs are being used within the classroom and outside of the classroom to provide a deeper focus on appropriate accommodations and modifications for all of our students with varying exceptionalities. In addition, targeted PD's and deconstructing the new standards</p>

implemented for this Area of Focus. according to the school-wide IFC, data driven PLC's, and assessments are in place for the entire year. Modifications to the interventions and TIERed teaching are ongoing based on fluid data analysis.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Standards-based instruction with a focus on appropriate research based interventions was something the school was lacking. Thus, our school has narrowed down our focus to ensuring the teachers first understand the standards (the what) and in what ways they are going to teach it (the why) and then how they will break it down further into appropriate teaching chunks for those who need the intervention. Research based materials such as Wilson Reading and LLI are being implemented during specific blocks throughout the day by the classroom teachers. The support facilitator is using both a push-in and pull-out model of support to assist in the instructional delivery for those SWD's as well as to ensure all of the interventions match each students IEP goals. In addition, paraprofessionals have been specifically assigned to assist with all areas of instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Data Analysis of all current student mastery.
2. Review of IFC, Standards-Content Limits, and Item Specifications PRIOR to planning a lesson.
3. Review SWD IEP's with support facilitator and ESE Specialist to determine appropriate intervention.
4. Analyze current standard cluster assessment prior to beginning instructional cycle.
5. Plan standards based lessons with the assessment as the guide
6. Instruct using gradual release model and project based learning
7. Support facilitation assistance on targeted student levels
8. Administer Assessment
9. Analyze Data
10. Monitor IEP Goals and Response to various interventions
11. Provide reteach, enrichment based on data analysis.

Person Responsible Genevieve Leydig (genevieve.leydig@browardschools.com)

#2. Instructional Practice specifically relating to Science**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2021-2022 FSA, our overall science proficiency percentile was among the lowest overall at 34%. As stated previously, this can be attributed to a lack of targeted interventions to assist with closing the gap for students with reading deficits as well as science content knowledge due to the years missed in school based on the COVID pandemic. Overall, this area was identified due to having our students not understating the necessary concepts to show mastery on the FACT. As a school, our primary focus is on ensuring that all students have the opportunity to show adequate mastery on the science assessment through targeted instruction following the 3 E model and ongoing progress monitoring.

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

At the end of the 2022-2023 school year, North Lauderdale Elementary's overall science proficiency percentile will increase to 56% as measured by the 2022 FSA.

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

Instructional cycles at North Lauderdale always conclude with in-depth data analysis through data chats and assessment reviews. During these times, the entire support staff team as well as the teachers dive into student mastery, student areas of need as well as validity of assessment and interventions provided. At the conclusion of these meetings, a new plan of action is created and implemented immediately to ensure mastery towards our goal is met.

Person responsible for monitoring outcome:

Genevieve Leydig (genevieve.leydig@browardschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will provide opportunities for students to learn how to read and understand science-based literature and informational text using researched based materials. This cross-curricular connection will assist in the understanding of science content through the ELA lens. In addition, science based experiments with vertical alignment to previously taught content will be used. Students will receive hands-on approaches to learning to ensure mastery of content is obtained.

Rationale for Evidence-based

Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Infusing science into other content areas increases the ability to drive home concepts of best reading practices. Due to the nature of the assessment, students must be able to read and comprehend technical and informational text in order to draw conclusions about scientific content. Thus, this approach to teaching will assist students by exposing them to the way in which the standards will be assessed. In addition, using hands on experiments assists conceptual understanding by allowing students to "see science in action."

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Data Analysis of current standards mastery
2. Review IFC, Standard Content Limits, and Item Specifications prior to lesson planning
3. Analyze assessment of current cluster
4. Plan standards based lesson based on assessment
5. Instruct using standards based materials focusing on the gradual release model- using both experiments as well as informational texts.
6. Give assessment after instruction.
7. Review and analyze assessment
8. Review, reteach, or enrich based on data analysis
9. Based on analysis, targeted students will receive intervention to assist in mastering standard.

Person

Responsible

Genevieve Leydig (genevieve.leydig@browardschools.com)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Based on the 2021-2022 FSA, our ELA overall proficiency percentile in grades 3, 4, and 5 is now at 25%, 35%, and 39% respectively. As stated previously, this can be attributed to a lack of targeted interventions to assist with closing the gap for students with reading deficits due to the COVID Pandemic. Overall, our third grade proficiency scores are an increased area of focus due to a downward trend. As a school, our primary focus is on ensuring that all students have the opportunity to show adequate growth by the end of the year and raise our overall proficiency scores to 56% per grade level.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>At the end of the 2022-2023 school year, North Lauderdale Elementary' s ELA proficiency in grades 3,4,and 5 will increase percentage points to 56% or higher as measured by the 2021-2022 FSA.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Instructional cycles at North Lauderdale Elementary always conclude with in-depth data analysis through data chats and assessment reviews. During these times, the entire support staff team as well as the teachers dive into student mastery, student areas of need as well as validity of assessment and interventions provided. At the conclusion of these meetings, a new plan of action is created and implemented immediately to ensure mastery towards our goal is met.</p>
Person responsible for monitoring outcome:	<p>Keyunta Tyler (keyunta.tyler@browardschools.com)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Standards-based instruction with a focus on appropriate research based interventions was something the school was lacking. Thus, our school has narrowed down our focus to ensuring the teachers first understand the new standards (the what) and in what ways they are going to teach it (the why) and then how they will break it down further into appropriate teaching chunks for those who need the intervention. Research based materials such as Wilson Reading, LLI, Horizons, and other District adopted materials are being implemented during specific blocks throughout the day by the classroom teachers. Support facilitators are using both a push-in and pull-out model of support to assist in the</p>

implemented for this Area of Focus.

instructional delivery. In addition, all teachers have a built in intervention period in their daily schedule to better support the needs of students.

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

Based on the current learning situation and past data trends, standards based instruction is still not being implemented at the appropriate level of rigor for the standard and for what the assessment limits call for. Therefore, we are continuing our process of narrowing the focus to ensure teachers fully comprehend their new standards and how they will be assessed with the new statewide assessment. Teachers are still planning with the end in mind. They are using standards based assessments from Benchmark Advanced as well as

Describe the resources/ criteria used for selecting this strategy.

District adopted materials to plan all instruction to ensure the teachers understand what mastery of the standard looks like. In addition, data analysis will take place after each assessment to ensure mastery.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Data Analysis of current standards mastery
2. Review IFC, Standard Content Limits, and Item Specifications prior to lesson planning
3. Analyze assessment of current cluster
4. Plan standards based lesson based on assessment
5. Instruct using standards based materials focusing on the gradual release model
6. Give assessment after instruction.
7. Review and analyze assessment
8. Review, reteach, or enrich based on data analysis
9. Based on analysis, targeted students will receive intervention to assist in mastering standard.

Person**Responsible**

Keyunta Tyler (keyunta.tyler@browardschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Our instructional Area of Focus this year relating to ELA in grades K-2 is phonics-based instruction when it comes to decoding and building letter sound and word knowledge. This is based on the previous year's end of year BAS data which revealed that over 50% of students in grades K-2 were unable to read grade level texts due to not being able to decode, blend, and sound out words which ultimately impacted their comprehension. Based on this information, targeted researched based curriculum that is directly aligned with the new standards and assessments are being used. Phonics instructional blocks are built into daily lessons to ensure students are being taught phonics explicitly. In addition, ongoing data chats to progress monitor instructional cycles, a thorough RtI process to ensure targeted interventions are being used as well as ongoing PD/PLC cycles are occurring throughout the school to ensure all students are meeting the school wide goal of 56%.

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

Our instructional Area of Focus this year relating to ELA in grades 3-5 is standards-based instruction when it comes to comprehension and vocabulary knowledge. This is based on the previous year's FSA data which revealed that comprehension with regards to Key Ideas and Details was significantly lower than other areas of ELA (42% proficient). When looking more specifically at this cluster through vocabulary based assessments in iReady and other common formative assessments, the area of Tier 3 words, using context clues, and determining base meanings of words was difficult. When students were asked to determine the main idea in both fictional and nonfictional texts, they were unable to show mastery in this area as well. In fact, based on the 2022 FSA assessment, 72% of third grade students scored below level 3 in ELA, 61% of 4th grade students scored below level 3 in ELA, and 59% of 5th grade students scored below level 3 in ELA. Based on this information, targeted researched based curriculum that is directly aligned with the new standards and assessments are being used. In addition, ongoing data chats to progress monitor instructional cycles, a thorough RtI process to ensure targeted interventions are being used as well as ongoing PD/PLC cycles are occurring throughout the school to ensure all students are meeting the school wide goal of 56%.

Measurable Outcomes:

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Based on the 2022-2023 F.A.S.T assessment, students in grades K-2 will score 56% proficient by the third progress monitoring period.

Grades 3-5: Measureable Outcome(s)

Based on the 2022-2023 F.A.S.T assessment, students in grades 3-5 will score 56% proficient by the third progress monitoring period as compared to 34% from the 2021-2022 FSA assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

All areas of ELA in grades K-5 will analyze common assessments to identify which students need more support based on standards detailed item analysis. Teachers will have regular data chats with administration to problem solve and provide resources to improve student mastery on standards. NLE will provide after school tutoring to selected students to improve specific areas of reading through the use of researched based intervention programs.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Williams, Nichele, nichele.williams@browardschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Based on the new B..E.S.T standards, the District has adopted the curriculum Benchmark Advanced to assist in instructing, remediating, and enriching students. This curriculum is fully supported by the District's Reading Plan and all of the instructional focus calendars, scoop and sequence and assessments are based on the validity of the program and all of its components.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

This program is directly aligned with the states new standards and has multiple levels of support embedded within the program. For instance, blocked instructional practices and components are built in for a user-friendly approach to teaching the standards. In addition, small group materials for remediation and enrichment are also included with the program. For those students in need of more direct targeted support, research-based interventions that align with the materials and lessons for the standards are also included.

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership <ul style="list-style-type: none"> • 1. Ongoing professional learning on the new standards and curriculum • 2. Detailed data analysis on current and lagging data trends 	
Literacy Coaching <ul style="list-style-type: none"> • 1. Monthly PLC's to review standards and curriculum used to gain mastery. • 2. Frequent progress monitoring of instruction to identify areas of need throughout the building • 3. Coaching and modeling effective standards instruction throughout all grade levels. 	
Assessment <ul style="list-style-type: none"> • 1. Thorough review of new F.A.S.T. assessment to understand content focus and rigor of assessments. • 2. Ongoing data analysis of weekly and end of cycle assessments to identify areas in need of additional support 	
Professional Learning <ul style="list-style-type: none"> • 1. Targeted and focused PD's on new standards and curriculum • 2. Ongoing weekly PLC's to allow opportunity to implement new learning and instructional practices. 	Leydig, Genevieve, genevieve.leydig@browardschools.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 the 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 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 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 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 school culture and environment.

All stakeholders (teachers, non-instructional employees, students, parents, and community members) are all responsible for promoting a positive culture here at North Lauderdale Elementary. All stakeholders are responsible for being open-minded about other cultures, showing compassion toward others, and reflecting on individual behaviors to promote internationally-minded people which promotes our positive culture.