

Broward County Public Schools

North Side Elementary School



2022-23 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: 8/20/2016

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 (49%) 2018-19: C (50%) 2017-18: F (25%)
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.

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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)	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

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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

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
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.

Demographic Information

Principal start date

Saturday 8/20/2016, Heilange Porcena

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.*

3

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.*

18

Total number of teacher positions allocated to the school

19

Total number of students enrolled at the school

322

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

4

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

5

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	51	53	50	59	77	48	0	0	0	0	0	0	0	338
Attendance below 90 percent	29	22	25	23	28	17	0	0	0	0	0	0	0	144
One or more suspensions	0	0	0	0	3	1	0	0	0	0	0	0	0	4
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 2022 statewide FSA ELA assessment	0	0	0	23	26	12	0	0	0	0	0	0	0	61
Level 1 on 2022 statewide FSA Math assessment	0	0	0	20	36	20	0	0	0	0	0	0	0	76
Number of students with a substantial reading deficiency	0	2	12	9	7	4	0	0	0	0	0	0	0	34
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	5	20	31	16	0	0	0	0	0	0	0	74

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	0	0	20	1	0	0	0	0	0	0	0	0	21
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 8/25/2022

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	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	

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	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	

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	38%	58%	56%				39%	59%	57%
ELA Learning Gains	57%						60%	60%	58%
ELA Lowest 25th Percentile	46%						59%	54%	53%
Math Achievement	43%	54%	50%				53%	65%	63%
Math Learning Gains	57%						69%	66%	62%
Math Lowest 25th Percentile	54%						38%	53%	51%
Science Achievement	46%	59%	59%				31%	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	28%	60%	-32%	58%	-30%
Cohort Comparison		0%				
04	2022					
	2019	37%	62%	-25%	58%	-21%
Cohort Comparison		-28%				
05	2022					
	2019	44%	59%	-15%	56%	-12%
Cohort Comparison		-37%				

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	52%	65%	-13%	62%	-10%
Cohort Comparison		0%				
04	2022					
	2019	48%	67%	-19%	64%	-16%
Cohort Comparison		-52%				
05	2022					
	2019	44%	64%	-20%	60%	-16%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	30%	49%	-19%	53%	-23%
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	4	32	31	8	26	33					
ELL	35	55	38	40	60	56	42				
BLK	35	55	46	41	55	52	39				
HSP	64	70		50							
FRL	39	55	44	41	56	60	46				
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				

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	49
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	52
Total Points Earned for the Federal Index	393
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	47
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	61
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
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?

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 English Language Arts by addressing students' needs, supporting teachers with the tools through professional development and providing small group instruction to learners specific to students' gap.

What data components, based off progress monitoring and 2022 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 provided to students with disabilities, student performance will continue to improve in that subgroup.

What data components, based off progress monitoring and 2022 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. Teacher development and training also contributed to this improvement. The school's leadership remained reflective in the process, making necessary adjustments where needed.

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 for learners.

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.

Additional services that will be implemented to ensure sustainability of improvement are as follows: continuous teacher support through professional development, modeling and feedback. Collaborative standards based training sessions with content coaches to develop impactful lessons/student task, continuous work on a school culture of high expectations and student accountability of learning.

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.

The area of focus was identified as a critical needs area based on twenty-four percentage rate performance of students with disabilities.

Measurable Outcome:

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

By the end of Spring 2023 , students with disabilities proficiency and or learning gains will increase to 43% in ELA in grades 3rd-5th as demonstrated on the end-of-year assessment.

Monitoring:

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

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

Person responsible for monitoring outcome:

Heilange Porcena (heilange.porcena@browardschools.com)

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

The evidence-based strategy being implemented consist of but not limited to the following: small group explicit 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:

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

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.

Teacher professional development & training
Phonics instruction
Small group explicit instruction
Triple dose instruction (as needed)
Response to text
Balance of informational and fictional text
Data collection w/next steps in instruction

Person Responsible

Arnita Kethireddy (arnita.kethireddy@browardschools.com)

#2. 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.

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

Measurable Outcome:

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

By the end of Spring 2023, student proficiency will increase to 50% in ELA in grades 3rd-5th as demonstrated on the end-of-year assessment.

Monitoring:

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

This Area of Focus will be monitored through tracking individual student performance on standard-based formative assessments completed at end of each instructional cycle and student progression on the F.A.S.T.

Person responsible for monitoring outcome:

Heilange Porcena (heilange.porcena@browardschools.com)

Evidence-based Strategy:

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

The evidence-based strategy being implemented consist of but are not 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:

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

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

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.

No action steps were entered for this area of focus

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

The instructional practice for grades K-2 are based on developing and building strong foundational skills that begin with letter names/sound recognition and concepts of prints. Ensuring that students have reading readiness or reading on grade level and/or approaching grade level expectations as it relates to reading/ELA.

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

The instructional practice for grades 3rd-5th are based on building on a strong reading foundation and providing remediation for students that lack foundational reading readiness. Instructional practices for students in grades 3rd-5th include reading to gather information and increase knowledge, utilizing newly acquired knowledge for written responses.

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)

By the end of Spring 2023, 50% of students in grades K-3 will demonstrate being on track to pass the statewide ELA assessment.

Grades 3-5: Measureable Outcome(s)

By the end of Spring 2023, 50% of students in grade 3rd -5th will score a level 3 on the statewide standardized ELA 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.

The school's area of focus will be monitored for desired outcomes through several phases. Initial baseline data will be collected in ELA, followed by progress monitoring at the end of each instructional cycle, also summative/formative assessments at midpoint of the school year, and a summative assessment at the end of the school year.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Qaiyim, Kaia, kaia.qaiyim@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?

The programs being implemented to achieve measurable outcomes in each grade level are iReady and Benchmark Advance. iReady will be monitored with weekly checkpoints and three interim assessments. Benchmark Advance will be monitored with unit assessments. Both programs are evidence based and align with the B.E.S.T. ELA Standards.

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?

Benchmark Advance is the district adopted ELA curriculum. It is aligned to the B.E.S.T. ELA Standards, Comprehensive Evidence Based Reading Plan and prepares students for the F.A.S.T assessment. iReady is a program that differentiates instruction and meets the needs of the students at their instructional level. It is aligned to the B.E.S.T. ELA Standards and has a proven record of effectiveness.

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
<p>Action Step:</p> <p>1.Collaborative Instructional Planning by Grade level using Benchmark Advance, Scholastic Storyworks, and Fountas & Pinnell texts as instructional resources</p> <p>Daily lessons focus on phonics, fluency, comprehension, and writing in the ELA block</p> <p>Literacy Leadership---Heilange Porcena; Kaia Qaiyim</p> <p>Literacy Coaching--Arnita Kethireddy</p> <p>Assessment--F.A.S.T Progress Monitoring & iReady lessons and three diagnostics</p> <p>Professional Learning--ELD courses on LAB--Deeper Dive into B.E.S.T. Standards</p>	<p>Porcena, Heilange, heilange.porcena@browardschools.com</p>
<p>1.Formative assessments--Benchmark Advance Unit Assessments & weekly iReady lessons</p> <p>2.Interim assessments--F.A.S.T. Progress monitoring; iReady Diagnostics</p> <p>3.. Analyze data for remediation and enrichment</p> <p>Literacy Leadership---Heilange Porcena; Kaia Qaiyim</p> <p>Literacy Coaching--Arnita Kethireddy</p> <p>Assessment--F.A.S.T Progress Monitoring & iReady lessons and three diagnostics</p> <p>Professional Learning--iReady Data Analysis; PLC Data Teams</p>	<p>Porcena, Heilange, heilange.porcena@browardschools.com</p>

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 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 school culture and environment.

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