Imagine Charter School At North Lauderdale Elementary

2022-23 Schoolwide Improvement Plan

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Imagine Charter School At North Lauderdale Elementary

1395 S STATE ROAD 7, North Lauderdale, FL 33068

www.imaginenl.com

Demographics

Principal: Sharon Bailey   Start Date for this Principal: 12/6/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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)	93%
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: D (34%) 2018-19: C (45%) 2017-18: C (41%)
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	CSI
* 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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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 KG-5	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

School Board Approval

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SIP Authority

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

It is all about the students. No exceptions. No excuses.

Provide the school's vision statement.

At Imagine Charter at North Lauderdale Elementary School, we strive to ensure all students demonstrate above-average academic growth each year.

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
Bailey, Sharon	Principal	Responsibilities include disciplining or advising students, approving Teachers' curriculums and ensuring the school environment is safe for all students and staff members. Implement the school's charter in collaboration with the school's board of directors and the authorizing institution. Establish and communicate standards for student and professional performance. Continually assess school practices and procedures and adjust them to support the diverse learning needs of students. Assume responsibility for the health, safety and welfare of the students, staff and visitors. Infuse the school culture with Imagine Schools Non-Profit's Six Measures of Excellence. Demonstrate an understanding of the Imagine Schools Non-Profit Six Measures of Excellence in the execution of duties. Model positive character virtues and habits. Assist students in developing positive moral and performance character attributes. Responsible for overseeing the financial management of the school, including: development of the annual budget, overseeing the management of accounts payable and accounts receivable, approving payroll, and provision of required financial reports to the board, district and state. Also responsible for seeing that the annual financial audit is completed in a timely manner. Responsible for the hiring and supervision of school personnel. Collaborate and clearly communicate with parents/guardians, and other educators to assist the students. Regularly communicate with all members of the school community.
Wright, Alicia	Assistant Principal	Performs a variety of administrative duties to assist the Principal in managing the school Assumes the duties of the Principal in the absence of the Principal and as assigned. Assists the Principal in providing instructional leadership to the school. Supervises and evaluates the performance of designated certificated and/or classified personnel assigns duties to faculty and staff as appropriate to meet school objectives; Assists with the recruiting, interviewing, and selection of new faculty and staff. Supervises students on campus after school; assist with monitoring students during lunch when needed Provides direction to a variety of faculty, staff, and student programs and services; participates in formal and informal classroom visitations and observations; provides recommendations and suggestions for improvement as appropriate. Directs the Saturday School tutoring program in collaboration with school staff and/or personnel from outside agencies.

Name	Position Title	Job Duties and Responsibilities
		Provide Professional Development at Bi-Weekly Staff Meetings, Meet with educators to discuss data, Complete reports and progress monitor data Serve as ESOL Coordinator, Serves as Title 1 Liason, Assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students.
Cruz, Bianca	Instructional Coach	Support teachers and administrators in using data to improve instruction on all levels. professional development targeted topics and designs. Develop coaching plans for teachers to ensure student improvement. Utilize Adult Learning Theory to motivate adult learners to improve professional practice.
Lowry, Ginger	Other	? Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually. ? Coordinate required ESE meetings. ? Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. ? Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. ? Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. ? Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student. ? Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard. ? Assist in identifying, reporting and correcting IDEA compliance concerns identified internally. ? Shall report all compliance concerns directly to the school-based leadership. ? Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures. ? Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity. ? Utilize the electronic management system to generate IEP documents. ? Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida. ? Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. ? Review current developments, literature and technical sources of information related to job responsibilities. ? Ensure adherence to safety rules and procedures. ? Follow federal and state, as well as School Board policies. ? Perform other duties as assigned by the school principal. Oversee the MTSS Process, Meet Weekly with Interventionist and share with the Leadership Team.

Demographic Information

Principal start date

Friday 12/6/2019, Sharon Bailey

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.*

0

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.*

0

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

428

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

10

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

10

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	90	65	69	80	90	83	0	0	0	0	0	0	0	477
Attendance below 90 percent	44	30	29	34	44	30	0	0	0	0	0	0	0	211
One or more suspensions	1	2	1	1	2	5	0	0	0	0	0	0	0	12
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	33	31	36	0	0	0	0	0	0	0	100
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	44	45	0	0	0	0	0	0	0	94
Number of students with a substantial reading deficiency	1	1	3	26	27	29	0	0	0	0	0	0	0	87

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	2	2	2	27	49	49	0	0	0	0	0	0	0	131

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	1	6	0	1	0	0	0	0	0	0	0	8
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 9/15/2022

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	67	65	87	95	95	73	0	0	0	0	0	0	0	482
Attendance below 90 percent	23	11	17	26	20	20	0	0	0	0	0	0	0	117
One or more suspensions	0	0	0	0	0	1	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	1	0	14	23	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide FSA Math assessment	0	0	1	0	11	24	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	2	2	8	11	10	1	0	0	0	0	0	0	0	34

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	1	3	7	14	20	0	0	0	0	0	0	0	47

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	1	0	1	3	1	0	0	0	0	0	0	0	0	6
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	67	65	87	95	95	73	0	0	0	0	0	0	0	482
Attendance below 90 percent	23	11	17	26	20	20	0	0	0	0	0	0	0	117
One or more suspensions	0	0	0	0	0	1	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	1	0	14	23	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide FSA Math assessment	0	0	1	0	11	24	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	2	2	8	11	10	1	0	0	0	0	0	0	0	34

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	1	3	7	14	20	0	0	0	0	0	0	0	47

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	1	0	1	3	1	0	0	0	0	0	0	0	0	6
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	36%	58%	56%				37%	59%	57%
ELA Learning Gains	48%	66%	61%				55%	60%	58%
ELA Lowest 25th Percentile	36%	56%	52%				43%	54%	53%
Math Achievement	25%	59%	60%				43%	65%	63%
Math Learning Gains	45%	72%	64%				60%	66%	62%
Math Lowest 25th Percentile	35%	63%	55%				43%	53%	51%
Science Achievement	11%	45%	51%				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	24%	60%	-36%	58%	-34%
Cohort Comparison		0%				
04	2022					
	2019	40%	62%	-22%	58%	-18%
Cohort Comparison		-24%				
05	2022					
	2019	43%	59%	-16%	56%	-13%
Cohort Comparison		-40%				

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	32%	65%	-33%	62%	-30%
Cohort Comparison		0%				
04	2022					
	2019	50%	67%	-17%	64%	-14%
Cohort Comparison		-32%				
05	2022					
	2019	45%	64%	-19%	60%	-15%
Cohort Comparison		-50%				

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	5	26	17	12	33	30					
ELL	28	48	41	26	45	33	10				
BLK	32	46	33	24	44	44	7				
HSP	42	55	50	27	51	18	14				
FRL	36	50	36	25	46	38	12				

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	6	40	50	2	4						
ELL	19	44		18	12		12				
BLK	28	40	64	18	9	15	13				
HSP	29	36		23	17		25				
FRL	27	40	59	19	10	12	17				

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	10	46	46	10	33	35	6				
ELL	38	63	43	48	62	40	36				
BLK	33	48	37	38	57	43	28				
HSP	45	69	55	54	63	42	33				
FRL	37	55	43	44	61	43	32				

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)	CSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	277
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

When analyzing data across grade levels we noticed a slight increase with overall Proficiency when comparing FSA ELA scores in intermediate grades from 29% Spring 21 to 36% Spring 22 and learning gain increase from a 38% to a 48%. This positive trend can been seen in data across grade levels and subgroups including English Language Learners, (ELL) Free and Reduced Lunch recipients (FRL), as well as with Black, and Hispanic student subgroups. Based on Math FSA scores, Math Proficiency has increased from a 20% in Spring 21 to a 25% in Spring 22 with overall Math learning gains increasing from a 11% up to a 45%. Although the data is positively trending, we are not yet seeing the proficiency reached during our Pre-COVID assessment periods.

In addition, there was a positive trend in primary grades within the past three years regarding proficiency based on STAR reading Assessment. The first and second grade students have consistently increased in proficiency between the 2019 to 2022 school years; first graders increased from 41% to 56%, second graders increased from 37% to 49%. Kindergarteners showed 56% proficiency in 2022, an increase from 47% in 2019, however a decrease from 2021 where 74% proficiency concluded the school year. In math, first grade increased in 2021 from 43% to 56%, however decreased to 41% in 2022. Our second graders ended the school year with a 57% proficiency, which showed a consistent increase from 2019 where student proficiency was at 50% and at 56% in 2021.

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

Based on data from our Spring 22 State Assessments the data component with the greatest need for improvement is the Subject Area of English Language Arts for Students With Disabilities as their proficiency has decreased for the last 3 years across grade levels. In 2019 SWD students had a proficiency of 10 with learning gains of 46, in 2021 Proficiency took a dip to 6% and learning gains dipped as well to 40. In Spring 22 Proficiency decreased once again for SWD students to a 5% and learning gains decreased to 26. on Another area of focus is the ELA learning gains of the lowest 25%, they decreased from a 56% in Spring 21 to 36% in Spring 22. Schoolwide Science Proficiency has decreased for the last 3 years as well making it a priority focus area Proficiency in Science decreased from 31% in 2019 to 17% in 2021 and 11% in 2022. Math proficiency although increasing from the 20%

last year to a 25% in 2022 is still 18% below proficiency in 2019 prior to COVID-19 in which it was a 43%. ELL student proficiency has fluctuated in both Reading and Math based on FSA data over the last three year period with ELA Achievement increasing from a 19% in Spring 21 to a 28% in Spring 22, however this is still below the 2019 achievement score of 38%. . The same fluctuating trend can be seen with the proficiency scores of the Black and Hispanic subgroups from 2019-2022.

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

There were several factors that contributed to the areas in need of improvement. As for SWD's there were reduced amount of times for special education services which are now being increased by the ESE Specialist, also there were students that were staffed for a specific disability and upon re-evaluation it was found that the student needs additional services delivered. ESE teachers are also being monitored weekly to ensure instruction is occurring with fidelity and they are utilizing appropriate curriculum. In science K-4 educators were not consistently teaching science daily and there was a lack of hands on learning. This school year the school wide schedule has been adjusted to include a science block daily for all classes and and extended science block in 5th. A new science curriculum has been implemented, which includes stem kits to connect learning to real world-application. In the area of math and reading educators struggled with teaching grade level content while trying to meet the needs of so many students working 2-3 years below level. We have used SIG Grant funds to budget in a Lexia English Program to meet the needs of ELL students that are not A1 students. We have hired a math interventionist, purchased new math curriculum and math fluency programs, as well as planned P.D. for effectively teaching re-teach and intervention small groups. The new Reading interventionist is being monitored weekly by our MTSS Coordinator and utilizing approved curriculum; all educators K-5 are participating in Coach supported common planning sessions daily.

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

The data components that showed the most improvement were the Math Learning gains. Math learning gains increased from a 11% school wide in Spring 21 to a 45% in Spring 22. ELL's increased learning gains from a 12% to a 45%. Black students increased from a 9% to a 44% and Hispanic students increased from a 17% to a 51% Students with disabilities showed a 10% increase in Math Proficiency as well. The math Proficiency of the lowest 25th percentile increased from a 12% in Spring 21 to 35% in Spring 22.

When analyzing the Historical Analysis STAR Progress monitoring data Proficiency of all students in grades K-5 including Students with Disabilities and English Language Learners has trended positively after COVID-19. The 2019 Fall STAR Math data shows a Proficiency of 45% which decreased to a 33% in 21-22 and increased to a 41% in Fall 22. Fall 22 STAR Math assessment data reflects proficiency as follows: 34% in Kindergarten, 54% in 1st grade, 42% in 2nd grade, 38% in 3rd Grade, 34%in 4th Grade and a 35% in 5th grade.

Another component which showed improvement is ELA Achievement of English Language Learners, White, Black and Hispanic subgroups and students that qualify for free and or reduced lunch. ELA Achievement increased from a 29% to a 36%. English Language Learners increased from a 19% Proficiency to 28%. Proficiency for the Black student Subgroup increased from a 28% proficiency to a 32% and Hispanic students increased from 29% to 42% proficiency.

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

We contribute the improvement in the area of Math Learning gains to the support provided to educators from the Math Coach that was hired in November of the 21-22 school year. After conducting an on

campus needs assessments and while developing our company's School Excellence Plan we noticed that math proficiency had dropped in multiple grades especially 5th. In the previous year one of our 5th grade math teacher's worked virtually which negatively impacted grade 5. We improved by ensuring all educators and students were physically on campus and instructing, this allowed us to increase the 5th grade proficiency and learning gains. In grades K, 1 and 2 educators were struggling with incorporating the new BEST Standards and educators in grades 3,4,and 5 expressed interest in getting a jumpstart on the new Math B.E.S.T. standards. We saw a need for a Math Coach and promoted from within an educator that had numerous year's of highly effective educator ratings, outstanding data that depicted growth for all learners and implemented highly engaging lessons daily. After conducting a teacher survey, we tasked the new math coach with providing professional development and coach supported common planning as well as coaching cycles that included modeling and co-teaching methods. We believe this is why we saw the increased learning gains in Math, however because there were so many students whose I-ready and STAR data reflected they were performing 2 years or more below level, we knew more had to be done to meet our proficiency goals.

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

In order to accelerate learning consistently, effective small group instruction must take place each day. Educators will utilize the gradual release model for whole group instruction and meet with data -based small groups daily during both reading and math instructional blocks. Educators are to pull a minimum of a re-teach and intervention group each day utilizing approved research based curriculum to provide targeted instruction that meets the needs of all learners. Tier 3 students will be "double-dosed" as they are being pulled not only by their classroom teachers but also the Reading and Math interventionist. SWD's will be supported with accommodations outlined in their IEP's (Individualized Education Plans) by both their ESE teacher and Classroom teachers. Progress monitoring must be consistent to ensure action steps are being implemented with fidelity and adjusted as needed. In order to meet the needs of all learners students in grades K, 1, 2, 3,4 and 5 will all receive individualized instruction in Reading via Lexia and Math via Successmaker. ELL students will receive individualized instruction through Imagine Learning as well. S.I.G. Grant funds have allowed us to also budget for "Lexia English" which is a program targeted towards English Language Learners to assist in accruing English Language Proficiency not just for A1 students as with Imagine Learning but all ELL students will benefit from the use of the program. Educators in all grades K,1,2,3,4 and 5 will be trained various resources to utilize in ELLevations not only for ELL's but students in all subgroups.

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.

Professional development opportunities that will be provided at the school to support teachers and leaders will focus on various needs we have discussed and agreed upon after careful evaluation. While focusing on reading, we decided to have a Reading Interventionist who will pull Tier 3 students daily utilizing Fundations K-2, REWARDS 4-5, and Lexia Core K-5- Skillbuilders. During our Road to Success Intervention block, teachers will focus on pulling groups with Tier 2 students identified via Lexia/F.A.S.T. and will receive individualized interventions via Lexia. Teachers will ensure Daily 5 Reading implementation are in effect, where students will practice different skills while mastering writing, reading comprehension and technology.

In regards to math, fluency practice through Mountain Math Daily at the beginning of every math Block will be a school wide expectation as well practicing Reflex Math. Teachers will also incorporate Daily 5 Math while implementing Daily Problem of the Day. Our Math Interventionist/Coach will pull Tier 3 students daily, provide coaching cycles and math professional development during Common Planning Sessions.

At this moment, all educators have been trained on resources that assist English Language Learners

and Exceptional Students. They have access to Ellevation Lessons and Tools, they ensure our A1 students use Imagine Learning Daily and will have access to Lexia-English. Our teachers will use District MTSS goal sheets to progress monitor our students who are not mastering skills and will meet with our MTSS coordinator monthly. Our interventionists will share progress monthly at 3rd Leadership Team Meeting of the month.

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

In order to ensure sustainability of improvement in the next year and beyond bi-weekly staff professional development will continue to build upon teacher's professional knowledge and skills. Educators will also have the ability to attend District provided trainings via Learning Across Broward. The school leadership team will meet weekly to discuss progression of action steps outlined in the school excellence plan and make modifications as necessary to ensure that the focus remains on student achievement.

The leadership team including the Principal, Assistant Principal and Coach are also participating in the Title 2A KASAB IT! Action Plan Implementation that will aid in Building Capacity among our campus. The sessions are offered by the Broward County School District. Through this program each person (Principal, Assistant Principal and Coach) will work with two teachers to target specific needs through Professional Learning, Coaching, Mentoring and Data tracking. Based on the success of the initial trial we would be able to use the KASAB IT (Knowledge, Attitude, Skills, Aspirations, Behaviors) tool to guide teacher and school staff professional learning and growth. By building on the educator's conceptual understanding of information, theories and principals we can ensure they are equipped with the knowledge necessary to be an effective educator to all students including SWD'S, ELL's, and our Hispanic and Black student subgroups. This tool will also allow us to develop educator's attitudes or beliefs around various student populations while also teaching them strategies to be successful when teaching all students similar to Universal Design Learning (UDL).

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

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#1. 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.	Proficiency in the subject area of English Language Arts is a priority focus area for the 2022-2023 school year. In analyzing various data points increases have been seen in the subject area of ELA however we are not yet surpassing our Pre-COVID instructional goals. FSA data reflects a increase in reading proficiency overall from a 29% in Spring 21 to a 36% in Spring 22 which proves we are moving in the right direction but there is stillk work to be done. Reflecting on our data it is clear that we need to provide consistent targeted instruction in the area of phonics for our Primary students. We will do so by utilizing the Research Based Program FUNdations in grades K and 1 which will benefit all learners with phonics instruction including ELL's and SWD's. We will also implement the use of a research based, schoolwide, individualized instruction program Lexia which will provide all students with meaningful, targeted instruction in not only Phonemic Awareness and Phonics. but also Vocabulary, Fluency and Comprehension which will aid in increasing Reading Proficiency as a whole. Tier 3 students will be pulled daily by the Reading Interventionist to receive additional explicit instruction in areas of deficiency utilizing approved curriculum.
	In analyzing Fall STAR Progress Monitoring Data 33% of Kindergarten students are proficient in the area of Phonics. 77% of Kinder students are below grade level in Reading Overall. As for 1st grade 49% are proficient in the area of phonics and 67% are below grade level in Reading Overall. In 2nd Grade 45% are proficient in the area of phonics and 49% are in need of reading intervention. With consistent implementation of the FUNdations program combined with Lexia and Small group instruction all students will receive purposeful, differentiated instruction to meet their various learning needs.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2022, Kindergarten Phonics Proficiency of all learners including all Demographic Subgroups, English Language Learners and Students with Disabilities will increase from 33% to 76%.
	By June 2022, First grade phonics Proficiency of all learners including all Demographic Subgroups, English Language Learners and Students with Disabilities will increase from a 49% to a 80%.
	By June 2022, Second grade Phonics Proficiency of all learners including all Demographic Subgroups, English Language Learners and Students with Disabilities will increase from 45% to 70% as measured by the Spring 23 STAR Progress Monitoring Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Educators will participate in weekly common planning sessions supported by our Literacy Instructional Coach to guide instructional practice in the targeted areas. The instructional coach will help with developing lesson plans in all grades K-5, help with identifying resources to use while instructing and ensure lessons are aligned to the Florida BEST Standards. Lesson Plans will be monitored weekly by the Literacy Instructional Coach to check for BEST standard alignment, utilization of approved curriculum, inclusion of Accommodations for ESE students, inclusion of Accommodations/Modifications for ELL students, and differentiated small group instruction for Tier 2 and Tier 3 students. A.P. will monitor implementation of Lexia, Imagine Learning, and Lexia English (when purchased) and share data reports via schoolwide data chats and weekly school newsletter. The MTSS/ESE Coordinator will monitor student meeting and instructional program implementation through weekly meetings. Observe for Success Evaluation tool will be utilized to provide feedback to educators.

Person responsible for monitoring outcome:	Alicia Wright (alicia.wright@imagineschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The Evidence based strategies that will be utilized are the Gradual Release model of instruction, small group and differentiated instruction. The Research Based Program FUNdations in grade K will be implemented utilizing the Gradual Release Model, which will benefit all learners with phonics instruction including ELL's and SWD's. We will also implement the use of a research based, schoolwide, individualized instruction program Lexia which will provide all students with meaningful, targeted, differentiated instruction in not only Phonemic Awareness and Phonics, but also Vocabulary, Fluency and Comprehension which will aid in increasing Reading Proficiency as a whole. The program will be supported by the teacher who will provide small group intervention as needed based on student lesson recommendations. Small Group will also be used by the Reading Interventionist who will meet with Tier 3 students daily for small group reading instruction utilizing FUNdations, REWARDS or Benchmark Intervention lessons based on need.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The Gradual Release model of instruction was selected to be utilized with the FUNdations program as the majority of Kinder and First grade students are currently under performing. Utilizing this method of instruction gives students the support they need as they work toward independence and full comprehension of the daily learning target. Small Group Instruction was chosen as an evidence based reading strategy because it allows the educator to focus precisely on what students need at the moment to build towards academic growth/proficiency. The final strategy of differentiated instruction was chosen to meet the various learning needs of all students via individualized learning plans whether they be through Lexia Core 5 which is used for all students including SWD's ELL's and Hispanic and Black student subgroups in grades K,1, and 2 . Or the Imagine Learning and/or Lexia English programs that provide individualized instruction specifically for the English Language Learners.

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.

New Educators that will be teaching FUNdations will be registered for and receive FUNdations training. In order to see the benefits of implementing the FUNdations Program all educators utilizing the program will need to be FUNdations trained prior to use. The Assistant Principal will register the Tier 3 Interventionist for FUNdations training in grades 1, 2 and 3 as she will be utilizing all three levels depending on student need. The majority of the Tier 3 students belong to the ELL and ESE student population and the Black and Hispanic student subgroups. All new Kindergarten educators that have not received FUNdations training will be registered to attend training sessions as well since Kindergarten will be completing FUNdations Whole Group. Utilizing the FUNdations program whole group in Kindergarten will allow Kindergarten educators to meet the needs of all learners in their classrooms including ELL'S, SWD's and Black and Hispanic student subgroups.

Person Responsible	Alicia Wright (alicia.wright@imagineschools.org)

Reading Interventionist will conduct data based small group instruction daily with students identified as Tier 3 students in the subject of Reading. The Reading Interventionist will provide services to students in grades 2-5 while the ESE Teacher that is certified in Reading will support by pushing in and providing

Reading Intervention to students in Kindergarten and 1st grade identified as Tier 3 who are not in the class of a Reading endorsed or reading certified homeroom teacher. Both instructors will be utilizing approved school curriculum outlined in our school Reading Plan including Lexia Skill Builders, REWARDS, FUNdations and Benchmark Intervention lessons. The leadership team including the MTSS Coordinator/ ESE Specialist along with the Assistant Principal, Instructional Coach, Principal and Reading Interventionist will meet to determine and discuss Tier 3 students, develop the Interventionist schedule and meet monthly to share out data and progress on the 3rd Monday of each month.

Person Responsible   Ginger Lowry (ginger.lowry@imaginenl.org)

All educators will be trained on the STAR Progress Monitoring Platform and Lexia Platform including administering Progress Monitoring Assessments pulling and utilizing Data Reports to guide small group instruction. Prior to administering the STAR Progress Monitoring Assessment all educators in grades K-5 will be trained by the Test Coordinator and Assistant Principal. After the Initial Assessment educators will be trained by the Test Coordinator and Assistant Principal on how to pull various data reports in order to target the needs of all learners including all Demographic Subgroups, ELL's and SWD's. This will allow educators to plan instruction to target the needs of all learners especially those below the 41% index. All educators of K-5 including ESE teachers and Interventionist will be trained on utilizing the Lexia Platform. They will also receive ongoing training through out the Year regarding implementing the Lexia Action Plan and using data to provide targeted intervention.

Person Responsible   Alicia Wright (alicia.wright@imagineschools.org)

All educators in grades k-5 will participate in training on "Meeting the Needs of English Language Learners." provided by the ESOL Coordinator. The ESOL Coordinator will conduct a professional learning session in which educators will discuss and share resources to integrate while developing lessons and activities for multilingual learners. Educators will be trained on methods they can use to find information about ELL's including Basis and ELLevations, Language Proficiency Levels and Codes, Can Do-Descriptors for English Language Proficiency, Resources, Strategies and Tools available through ELLevations, Overview of Imagine Learning Program for A1 students, the ESOL Instructional Strategies Matrix and Addendum, Lesson Plan Implementations and Expectations for ELL's and The Broward Immigrant Support Plan. The ESOL Coordinator will create a folder on Google Drive in which all educators K-5 will have access to all items from the Professional Learning Session. The ESOL Coordinator will provide all ELL student's with heritage-language dictionaries.

Person Responsible   Alicia Wright (alicia.wright@imagineschools.org)

Teachers in Kindergarten, First, Second, Third, 4th and 5th grades will meet daily for common planning to share best practices and plan meaningful, data informed lessons to meet student's learning needs. During the first nine weeks the Instructional Coach will meet with Common Planning teams to set common planning norms and expectations. Educators will plan for one such each Day. Mondays will be Reading Instruction, Tuesdays will be Writing Instruction, Wednesdays will be Science Instruction supported by Imagine's Group Academic Director, Thursdays will focus on Math Instruction supported by our Math Interventionist and Friday will be Social Studies focused. Lesson Plan Feedback will be provided weekly through google drive by the Literacy Instructional Coach to check for BEST standard alignment, utilization of approved curriculum, inclusion of Accommodations for ESE students, inclusion of Accommodations/ Modifications for ELL students, and targeted, differentiated small group instruction for Tier 2 and Tier 3 students daily.

Person Responsible   Bianca Cruz (bianca.cruz@imagineschools.org)

#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.	Proficiency in the subject area of English Language Arts is a priority focus area for the 2022-2023 school year. In analyzing various data points increases have been seen in the subject area of ELA however we are not yet surpassing our Pre-COVID instructional goals. FSA data reflects a increase in reading proficiency overall from a 29% in Spring 21 to a 36% in Spring 22 which proves we are moving in the right direction but there is still work to be done. Reflecting on our data it is clear that we need to provide consistent targeted instruction in the area of Comprehension of Literary and Informational Text for our Intermediate students. We will utilize Benchmark Advanced Leveled Readers during Small Group Instruction which will benefit all learners with reading comprehension. We will also implement the use of a research based, individualized instruction program Lexia which will provide students in K-5 including ELL's and SWD's with meaningful, instruction in not only Comprehension, but all essential reading areas. This will increase Reading Proficiency. A research based, language acquisition program Imagine Learning will be used to meet the needs of A1 ELL's. Tier 3 students will meet daily with the Reading Interventionist to target deficiencies. In analyzing Fall STAR Progress Monitoring Data 45% of 3rd grade students are proficient in Comprehension of Informational Text. 69% of 3rd grade students are below grade level in Reading Overall. As for 4th grade 40% are proficient in Comprehension of Informational Text and 72% are below grade level in Reading Overall. In 5th Grade 41% are proficient in Comprehension of Informational Text and 87% are in need of reading intervention. With consistent implementation of Tier 2 and Tier 3 small group instruction combined with Lexia individualized instruction students will receive targeted instruction to meet their various needs.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2022, 3rd Grade Comprehension of informational and Literary Proficiency of all learners including all Demographic Subgroups (Black and Hispanic), English Language Learners and Students with Disabilities will increase from 45% to 70% as measured by the Spring 23 STAR Progress Monitoring Assessment.. By June 2022, 4th grade Comprehension of informational and Literary Proficiency of all learners including all Demographic Subgroups (Black and Hispanic), English Language Learners and Students with Disabilities will increase from a 40% to a 67% as measured by the Spring 23 STAR Progress Monitoring Assessment.. By June 2022 5th grade Comprehension of informational and Literary Proficiency of all learners including all Subgroups(Black and Hispanic), English Language Learners and Students with Disabilities will increase from 41% to 63% as measured by the Spring 23 STAR Progress Monitoring Assessment. By June 2022, Reading Proficiency will increase from 15% Fall-22 to 35% as measured by the Spring-22 FAST-Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the	Educators will participate in weekly common planning sessions supported by our Literacy Instructional Coach to guide instructional practice in the targeted areas. The instructional coach will help with developing lesson plans in all grades K-5, help with identifying resources to use while instructing and ensure lessons are aligned to the Florida BEST Standards. Lesson Plans will be monitored weekly by the Literacy Instructional Coach to check for BEST standard alignment, utilization of approved curriculum, inclusion of Accommodations for ESE students, inclusion of Accommodations/Modifications for ELL students, and differentiated small group instruction for Tier 2 and Tier 3 students. A.P. will

desired outcome.	monitor implementation of Lexia, Imagine Learning, and Lexia English (when purchased) and share data reports via schoolwide data chats and weekly school newsletter. The MTSS/ESE Coordinator will monitor student meeting and instructional program implementation through weekly meetings. Observe for Success Evaluation tool will be utilized to provide feedback to educators.
Person responsible for monitoring outcome:	Sharon Bailey (charter5171@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Several evidence based strategies will be utilized to reach achievement goals. The Research Based Program Benchmark Advanced will be implemented utilizing the Gradual Release Model, which will benefit all learners with Reading Comprehension instruction including ELL's and SWD's. We will also implement the use of an individualized instruction program Lexia which will provide all students with targeted, differentiated instruction in not only Comprehension but also Phonemic Awareness, Phonics, Vocabulary, and Fluency which will aid in increasing Reading Proficiency altogether. The program will be supported by the teacher who will provide small group intervention daily during" Road to Success Time." ELL student's will have additional support through the "Imagine Learning" and "Lexia English" research based platforms. Small Group will also be used by the Reading Interventionist and ESE Teachers who will meet with Tier 3 and or ESE students daily for small group instruction utilizing approved curriculum to achieve comprehension goals.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The Gradual Release model of instruction was selected to be utilized with the Benchmark program as the majority of 3rd-5th students including SWD's, ELL's and multiple ethnicity categorized subgroups (Hispanic and African American) are currently under performing. Utilizing this method of instruction allows students to work towards independence and full comprehension. We will also implement the use of a research based, individualized instruction program Lexia which will provide all students with targeted, instruction in not only Comprehension, all reading components, which will increase Reading Proficiency. The teacher will provide small group intervention based on lesson recommendations. Small Group will be used by the Reading Interventionist who meeting with Tier 3 students daily for instruction utilizing FUNdations, REWARDS or Benchmark Intervention based on need. This Strategy was chosen as an evidence based reading strategy because it allows the educator to focus precisely on students current needs to build towards academic growth.

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.

All K-5 educators will be trained on the components of "Effective Reading Instruction" including the Gradual Release Model and Effective Small Group Instruction. The Assistant Principal and Instructional Literacy Coach will develop a Professional Learning session that will be delivered during Pre-Planning to educate teachers on the expectations for the School Wide Reader's Workshop Model. Educators will learn how to Implement a Scalebric for students to rate themselves on the daily learning goal, How to implement Read A-louds and the research based Reciprocal Teaching Method four square that will be utilized to hold students accountable during Read-Aloud instructional time, How to utilize Gradual Release Model during whole group instruction with Benchmark Advanced Reading Curriculum, Using data to form Small groups and resources they can use to differentiate instruction for various learners. Educators will also learn about the Daily 5 Model which will be used for Centers during the ELA Block.

Person Responsible   Alicia Wright (alicia.wright@imagineschools.org)

All Educators will participate in Lexia Platform training Sessions including Lexia Core for all students and Lexia English (Once purchased with SIG Grant Funds) for ELL students. All educators of K-5 including ESE teachers and Interventionist will be trained on the various components of the Lexia Platform. The assistant Principal will schedule an "Introduction" and a "Exploring Data" training session lead by the Lexia Company. They will also receive ongoing training through out the Year regarding implementing the Lexia Action Plan and using data from various reports including usage reports, progress reports, and need for teacher intervention instruction, to provide targeted intervention based on each students individual needs. All K-5 educators will ensure their students are completing weekly individualized lessons and meeting minute requirements of the Lexia Program weekly. Educators will pull small groups to address the needs of students that need teacher instruction as depicted by Lexia Learning Plans.

Person Responsible   Alicia Wright (alicia.wright@imagineschools.org)

The Reading Interventionist will conduct targeted, data based small group instruction daily with students identified as Tier 3 in Reading. The Reading Interventionist will provide services to students in grades 2-5 while the ESE Teacher that is certified in Reading will support by pushing in and providing Reading Intervention to students in Kindergarten and 1st grade identified as Tier 3 who are not in the class of a Reading endorsed or reading certified homeroom teacher. Both instructors will be utilizing approved school curriculum outlined in our school Reading Plan including Lexia Intervention lessons and Skill Builders, REWARDS, FUNdations and Benchmark Intervention lessons. The leadership team including the MTSS Coordinator/ESE Specialist along with the Assistant Principal, Instructional Coach, Principal and Reading Interventionist will meet to determine and discuss Tier 3 students, develop the Interventionist schedule and meet monthly to share out data and progress on the 3rd Monday of each month.

Person Responsible   Sharon Bailey (charter5171@browardschools.com)

Teachers in Kindergarten, First, Second, Third, 4th and 5th grades will meet daily for common planning to share best practices and plan meaningful, data informed lessons to meet student's learning needs. During the first nine weeks the Instructional Coach will meet with Common Planning teams to set common planning norms and expectations. Educators will plan for one such each Day. Mondays will be Reading Instruction, Tuesdays will be Writing Instruction, Wednesdays will be Science Instruction supported by Imagine's Group Academic Director, Thursdays will focus on Math Instruction supported by our Math Interventionist and Friday will be Social Studies focused. Lesson Plan Feedback will be provided weekly through google drive by the Literacy Instructional Coach to check for BEST standard alignment, utilization of approved curriculum, inclusion of Accommodations for ESE students, inclusion of Accommodations/ Modifications for ELL students, and targeted, differentiated small group instruction for Tier 2 and Tier 3 students daily.

Person Responsible   Bianca Cruz (bianca.cruz@imagineschools.org)

Data share-outs on program usage, and student learning needs for Lexia and Imagine Learning will be monitored and shared with educators weekly by the Assistant Principal. The Assistant Principal will monitor Grade Level, Classroom and Individual Student Lexia Program usage to ensure that 100% of the school is meeting Lexia Usage Requirements. The Assistant Principal will also analyze data weekly to determine Progress as a school, by grade and by teacher. The Assistant Principal will also monitor Grade Level, Classroom and Individual Student Imagine Learning and (Lexia English Program once approved and purchased by SIG Grant) usage to ensure that ELL students of all Language Proficiency Levels are meeting usage requirements/ making progress. The data will be shared via weekly school newsletters and discussed at individual, grade level and school wide data chats. For those not meeting usage or progress goals learning plan interventions will be discussed with individual teachers.

Person Responsible   Alicia Wright (alicia.wright@imagineschools.org)

All educators in grades k-5 will participate in training on "Meeting the Needs of English Language Learners." provided by the ESOL Coordinator. The ESOL Coordinator will conduct a professional learning session in which educators will discuss and share resources to integrate while developing lessons and activities for multilingual learners. Educators will be trained on methods they can use to find information about ELL's including Basis and ELLevations, Language Proficiency Levels and Codes, Can Do-Descriptors for English Language Proficiency, Resources, Strategies and Tools available through ELLevations, Overview of Imagine Learning Program for A1 students, the ESOL Instructional Strategies Matrix and Addendum, Lesson Plan Implementations and Expectations for ELL's and The Broward Immigrant Support Plan. The ESOL Coordinator will create a folder on Google Drive in which all educators K-5 will have access to all items from the Professional Learning Session. The ESOL Coordinator will provide all ELL student's with heritage-language dictionaries.

Person Responsible   Alicia Wright (alicia.wright@imagineschools.org)

All educators in grades k-5 will participate in training on "Meeting the Needs of English Language Learners." provided by the ESOL Coordinator. The ESOL Coordinator will conduct a professional learning session in which educators will discuss and share resources to integrate while developing lessons and activities for multilingual learners. Educators will be trained on methods they can use to find information about ELL's including Basis and ELLevations, Language Proficiency Levels and Codes, Can Do-Descriptors for English Language Proficiency, Resources, Strategies and Tools available through ELLevations, Overview of Imagine Learning Program for A1 students, the ESOL Instructional Strategies Matrix and Addendum, Lesson Plan Implementations and Expectations for ELL's and The Broward Immigrant Support Plan. The ESOL Coordinator will create a folder on Google Drive in which all educators K-5 will have access to all items from the Professional Learning Session. The ESOL Coordinator will provide all ELL student's with heritage-language dictionaries.

Person Responsible   Alicia Wright (alicia.wright@imagineschools.org)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Proficiency in the subject area Math, specifically Numbers and Operation is a priority focus area this school year. In analyzing data increases have been seen in Math however we are not yet surpassing our Pre-COVID achievement levels. FSA data reflects a increase in Math proficiency from a 20% in Spring 21 to a 25% in Spring 22 with learning gains increasing from 11% in Spring 21 to 45% Spring 22, which proves we are improving in student achievement but there is still room for improvement. Through the data it's evident that we need to provide consistent targeted instruction in the area of Numbers and Operations. We will do so by utilizing Envision Re-Teach and Intervention lessons during Small Group Instruction which will benefit all learners. We will also implement the use of a research based, schoolwide, individualized instruction program Success-maker which will provide all students including ELL's and SWD's with meaningful, targeted instruction in not only Numbers and Operation. but also Geometry, Measurement, and Algebra/Algebraic Reasoning which will increase Math Proficiency as a whole. Reflex and Mountain Math Fluency programs will also be implemented daily. In analyzing Fall STAR Progress Monitoring Data 22% of Kindergarten, 35% of 1st grade and 41% of 2nd grade students are proficient in Numbers and Operations/Number Sense. 34% of Kindergarten, 54% of 1st grade and 42% of 2nd grade students are Proficient in Math overall. 32% of 3rd grade, 43% of 4th grade and 26% of 5th grade students are proficient in Numbers and Operations. 62% of 3rd grade, 66% of 4th grade and 65% of 5th grade students are performing 1-3 years below level in Math. With consistent implementation of Tier 2 and 3 small group instruction combined with Sucess-maker individualized instruction students will receive purposeful, differentiated instruction to meet their various learning needs.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2022, Numbers and Operations Proficiency of all learners including all Demographic Subgroups (Hispanic and Black), English Language Learners and Students with Disabilities will increase from 22% to 51% in Kindergarten as measured by the Spring 23 STAR Progress Monitoring Assessment. By June 2022, Numbers and Operations Proficiency of all learners including all Demographic Subgroups (Hispanic and Black), ELL's and SWD's will increase from 35% to 63% in 1st grade, and second grade will increase from 41% to 65% as measured by the Spring 23 STAR Progress Monitoring Assessment. By June 2022, Numbers and Operations Proficiency of all learners including all Demographic Subgroups (Hispanic and Black), ELL's and SWD's will increase from 32% to a 51% in 3rd grade, 4th grade will increase from 43% to a 54% proficiency and 5th grade will increase from 26% to 45% proficiency as measured by the Spring 23 STAR Progress Monitoring Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	All educators in Grades K-5 will be trained on components of an effective Math Workshop by the Assistant Principal who will monitor for implementation using Observe for Success. All educators will teach Math Fluency Practice through Mountain Math Daily at the beginning of every math Block this will be monitored via Observe for Success the Math Coach will roll out the program. Math Fluency Practice through Reflex Math will take place daily as one of the Math Centers in classrooms implementation monitoring will occur weekly by the Assistant Principal and shared via the weekly School Newsletter. The Math Interventionist/Coach will meet with Tier 3 student, as well as Provide Coaching Cycles, Math Professional Development to Educators and support Math Grade level Common Planning Sessions K-5

each Thursday. Educators will receive weekly Lesson Plan feedback by the Instructional Coach. ESE Educators will use Touch Math curriculum, and monitored by ESE Specialist.

Person responsible for monitoring outcome:	Sharon Bailey (charter5171@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Several evidence based strategies will be utilized. The Research Based Curriculum Envision will be implemented utilizing the Gradual Release Model daily, which will benefit all learners in Math including ELL's and SWD's. Also the use of an individualized instruction program Success-maker will provide all students with targeted, differentiated instruction in not only Numbers and Operations but also, Geometry, Measurement and Data, and Algebra/Algebraic Thinking which will increase math proficiency of all learners. The program will be supported by the teacher who will provide small group intervention daily to Tier 2 and Tier 3 students. ELL and ESE student's will have additional support through the use of accommodations and modifications outlined in educator individual lesson plans. Small Group will also be used by the Math Interventionist and ESE Teachers who will meet with Tier 3 and or ESE students daily for small group instruction utilizing approved curriculum to achieve math goals.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The Gradual Release model of instruction was selected to be utilized with the Envision program as well as with Mountain Math as the majority of 3rd-5th students including SWD's, ELL's and multiple ethnicity categorized subgroups (Hispanic and African American) are currently under performing. Utilizing this method allows the educator to explicitly teach and model lessons, it also gives students the support they need as they work toward independence and full understanding of the daily learning target. Small Group Instruction was chosen as an evidence based strategy because it allows the educator to focus precisely on what students need at the moment to build upon math proficiency. This strategy is also an accommodation that is beneficial for ELL'S and SWD's. SWD's will also utilize Touch Math Curriculum during small group sessions. The final strategy of differentiated instruction was chosen to meet the learning needs of all students via individualized learning plans.

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.

All educators will participate in Professional Development based on the new BEST Standards aligned Envision and Success-maker curriculum presented by the Saavas Company. Educators will receive an Introduction training in which they will learn about the tools and resources available through both Envision and Success maker. Educators will participate in a second session that focuses on Math Progress Monitoring Assessments and Data Analysis to Plan for Instruction. Educators will utilize data from both platforms to guide instruction. Instruction Planning will be supported by the Math Instructional Coach Weekly. Plans will be reviewed weekly to ensure they are planning for the needs of all learners including incorporating the use of manipulatives, ailing lessons with Florida BEST Math Standards, implementing the Gradual Release Model of instruction during whole group instruction, planning for Daily 5 Math Centers, differentiated re-teach and intervention small groups, ESOL accommodations/modifications and ESE accommodations and utilizing approved Math Curriculum.

Person Responsible Bianca Cruz (bianca.cruz@imagineschools.org)

Math Fluency Practice will take place daily through implementation of Mountain Math and Reflex Math Fluency Programs. Mountain Math will take place at the beginning of every math Block. The Math Coach will roll-out the program by conducting a Professional Learning session with each grade Kindergarten, first, second, third, fourth and fifth. Once Educators are trained they will have Two weeks to familiarize themselves with the content and begin implementation. The program will be rolled out gradually with educators increasing the number of problems students complete daily until all fluency practice problems/ skills have been taught and are being completed daily. The math instructional coach will visit classrooms, observe for implementation, model or coach if necessary and monitor it's implementation. Observations will be shared with the Leadership team monthly at Leadership team meetings. The tech coordinator will train all educators on implementing Reflex Math, the A.P will monitor usage and Progress.

Person Responsible Bianca Cruz (bianca.cruz@imagineschools.org)

The Math Interventionist will conduct targeted, data-based small group instruction daily with students identified as Tier 3 in Math including ELL's & SWD's. The Math Interventionist will provide services to students in grades 1-5. While the Homeroom teacher will also provide Math Intervention to students in Kindergarten through 5th grade identified as Tier 3. Instructors will be utilizing approved school curriculum outlined in our "Addressing Our Needs" Plans including Success-maker Intervention lessons, and Envision Re-Teach and Intervention lessons. The leadership team including the MTSS Coordinator/ESE Specialist along with the Assistant Principal, Instructional Coach, Principal and Reading Interventionist will meet to determine and discuss Tier 3 students, develop the Interventionist schedule and meet monthly to share out data and progress on the 3rd Monday of each month.

The Math Interventionist will also monitor implementation of Math Programs including Fluency Programs such as Mountain Math and Reflex Math as well as Envision.

Person Responsible Ginger Lowry (ginger.lowry@imaginenl.org)

ESE educators will work in small groups with caseload students daily using approved math curriculum Touch Math, Envision, or Success-maker. ESE Teachers will develop their schedules, monitor student progress towards meeting goals, complete lesson plans and complete quarterly progress monitoring reports through-out the school year. In order to assure lessons are being taught with fidelity the ESE Specialist will conduct lesson observations as well as the Assistant Principal and Principal. The ESE Educators will meet with ESE Specialist weekly to share goal Progress Monitoring and Plan instruction. The ESE Specialist will share data progress, observations and any concerns with the leadership team at weekly leadership team meetings. ESE Educators will work with the classroom teacher to ensure student Individual Learning Plans needs are being meet in the classroom as well as during pull-out or push in sessions.

Person Responsible Ginger Lowry (ginger.lowry@imaginenl.org)

The Assistant Principal will monitor Reflex Math and Successmaker for both usage and Progress. Reports will be pulled as a school, by grade and by teacher. Data share-outs on program usage, and student learning needs for Reflex Math and Success-Maker will be monitored and shared with educators weekly by the Assistant Principal through the school Newsletter, at School-wide data chats, grade level data chats and individual educator data chats.

The Assistant Principal will also monitor quarterly Progress Monitor Assessment Data including STAR and FAST Assessments. Data will be viewed by school, grade, class, and by subgroups including White,

Black, Hispanic, ELL, and SWD's to progress monitor towards goal achievement and inform instruction. Findings will be shared at Leadership team meetings, Staff meetings, governing board meetings as well as to parents through Interim Reports and Assessment Family/Parent Reports. Findings will also be used to drive the Imagine Company's School Excellence Plan.

Person Responsible   Alicia Wright (alicia.wright@imagineschools.org)

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

After reflecting on our data with these past years, we have concluded that we need to provide consistent instruction in phonics for our Primary students. We will use Research Based Program FUNdations in grades K and 1 which will benefit all learners with phonics instruction including ELL's and SWD's. FUNdations will be used whole group for kindergarten students and as a Tier 3 Intervention for 1st grade students. We will also implement the use of a research based, schoolwide, individualized instruction program Lexia in Kindergarten, 1st and 2nd grade which will provide all students with meaningful, targeted instruction in not only Phonemic Awareness and Phonics, but also Vocabulary, Fluency and Comprehension which will aid in increasing Reading Proficiency as a whole. Lexia will be utilized schoolwide from 8:15-8:45 daily to provide all students with consistent individualized instruction daily. During Lexia Intervention time all classroom educators in Kinder 1st and 2nd grade will pull small groups with Tier 2 students and/or students that need teacher intervention as diagnosed by Lexia. Students will complete the Benchmark Advanced Unit Assessments, Complete STAR Progress Monitoring Assessments within 4 test windows as well to gauge instruction acquisition.

In analyzing Fall STAR Progress Monitoring Data 33% of Kindergarten students are proficient in the area of Phonics. 67% of Kinder students are below grade level in Reading Overall. As for 1st grade 49% are proficient in the area of phonics and 67% are below grade level in Reading Overall. In 2nd Grade 45% are proficient in the area of phonics and 49% are in need of reading intervention. With consistent explicit

instruction utilizing the Benchmark Advanced Reading Curriculum, implementation of the FUNdations program combined with Lexia and small group instruction, all students will receive purposeful, differentiated instruction to meet their various learning needs.

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

After analyzing data, we made the decision to provide consistent instruction in the area of Comprehension of Literary and Informational Text for our Intermediate students. We will have teachers utilize Benchmark Advanced Leveled Readers during Small Group Instruction in third, fourth and fifth grade which will benefit all learners with reading comprehension. We will also implement the use of the research based, schoolwide, individualized instruction program, Lexia which will provide all students including ELL's and SWD's with meaningful, targeted instruction in not only Comprehension but also Phonemic Awareness, Phonics, Vocabulary, and Fluency which will aid in increasing Reading Proficiency as a whole. Lexia will be utilized schoolwide from 8:15-8:45 daily to provide all students with consistent individualized instruction daily. During Lexia Intervention time all classroom educators in third, fourth and fifth grade will pull small groups with Tier 2 students and/or students that need teacher intervention as diagnosed by Lexia. Students will complete the Benchmark Advanced Unit Assessments, and complete STAR Progress Monitoring Assessments within four test windows as well to gauge instruction acquisition.

Our Fall STAR Progress Monitoring Data demonstrates 45% of 3rd grade students as proficient in Comprehension of Informational Text. 69% of our 3rd grade students are currently performing below grade level in Reading Overall. As for 4th grade, 40% are proficient in Comprehension of Informational Text and 72% are performing below grade level in Reading Overall. In 5th Grade 41% are proficient in Comprehension of Informational Text and 87% of fifth grade students are in need of reading intervention. With consistent implementation of Tier 2 and Tier 3 small group instruction combined with explicit instruction utilizing the Benchmark Advanced Reading Curriculum and Lexia individualized instruction, all students including ELL's, SWD's and Black and Hispanic Subgroups will receive purposeful, differentiated instruction to meet their various learning needs.

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 June 2022, Kindergarten Phonics Proficiency of all learners including Black and Hispanic Subgroups, English Language Learners and Students with Disabilities will increase from 33% to 76% as measured by the Spring 23 STAR Early Literacy Assessment.

By June 2022, 1st grade Phonics Proficiency of all learners including Black and Hispanic Subgroups, English Language Learners and Students with Disabilities will increase from from a 49% to a 80% as measured by the Spring STAR Progress Monitoring Assessment.

By June 2022, 2nd grade Phonics Proficiency of all learners including Black and Hispanic Subgroups,

English Language Learners and Students with Disabilities will increase from 45% to 70% as measured by the Spring 23 STAR Progress Monitoring Assessment.

Grades 3-5: Measureable Outcome(s)

By June 2022, 3rd Grade Comprehension of informational and Literary Proficiency of all learners including all Demographic Subgroups, English Language Learners and Students with Disabilities will increase from 45% to 70% as measured by the Spring STAR Progress Monitoring Assessment.

By June 2022, 4th Grade Comprehension of informational and Literary Proficiency of all learners including all Demographic Subgroups, English Language Learners and Students with Disabilities will increase from a 40% to a 67% as measured by the Spring STAR Progress Monitoring Assessment.

By June 2022, 5th Grade Comprehension of informational and Literary Proficiency of all learners including all Demographic Subgroups, English Language Learners and Students with Disabilities will increase from 41% to 63% as measured by the Spring 23 STAR Progress Monitoring 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.

Educators will participate in weekly common planning sessions supported by our Literacy Instructional Coach to guide instructional practice in the targeted areas. Lesson Plans will be monitored weekly by the Literacy Instructional Coach with follow up by the Principal. Assistant Principal will monitor implementation of Data Based Small Group Instruction, Lexia programs and Imagine Learning for ELL's and share data usage reports via schoolwide data chats and weekly school newsletter. Observe for Success Evaluation tool will be utilized to provide feedback to educators. ESE Specialist/MTSS Coordinator will meet with ESE Teachers and Reading Interventionist weekly to discuss lesson Planning, Instruction and Data. The leadership team including Interventionist will meet once a month for data share-outs and addressing needs.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Bailey, Sharon, charter5171@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 evidence based practices/programs being implented to achieve the measurable outcomes in each grade level are as follows:
Tier 1- Benchmark Advanced, Lexia Individualized Instruction (Fundations Kindergarten)

Tier 2- Benchmark Advanced Leveled Readers, Lexia Skill Builders
Tier 3- Fundations Double Dose (K-3), Rewards (4-5) Lexia Intervention Skill Builders (K-5)
Writing-
Benchmark Advanced Writing (K-5)
TopScore Writing (4-5)

Reading Interventionist will pull Tier 3 students daily utilizing Fundations K-3, REWARDS 4-5, and Lexia Core K-5- Skill builders (Placement Test)
All educators will participate in Road to Success Intervention during this time Classroom Teachers should be focused on pulling small groups with Tier 2 students identified via Lexia/F.A.S.T. utilizing Lexia Instructional Lessons or Benchmark Advanced Leveled Readers. All students will receive individualized interventions via Lexia. All curriculum and strategies being utilized meets Florida's definition of evidence-based, align with the District's Reading Plan and align with 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?

Being that we need to provide consistent targeted instruction in the area of Comprehension of Literary and Informational Text for our Intermediate students, we will be utilizing several evidenced-based practices including Benchmark Advanced Leveled Readers during Small Group Instruction which will benefit all learners with reading comprehension. The Research Based Program FUNdations in grade K will be implemented utilizing the Gradual Release Model, which will benefit all learners with phonics instruction including ELLs and SWDs. A schoolwide, individualized instruction program Lexia will provide all students including all subgroups, ELLs and SWDs with meaningful, targeted instruction in not only Comprehension, but also Phonemic Awareness, Phonics, Vocabulary, and Fluency which will aid in increasing Reading Proficiency as a whole. Small Group will also be used by the Reading Interventionist who will meet with Tier 3 students daily for small group reading instruction utilizing FUNdations, REWARDS or Benchmark Intervention lessons based on need.

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
Our Literacy Leadership Team ensures that Benchmark Advance, FUNdations and Lexia are in effect in K-2 classrooms. Monitoring implementation of curriculum is done with this team and meetings with the reading interventionist, the ESE educators and MTSS coordinator take place once a month to discuss Tier 3 students instruction. The literacy coach monitors usage and fidelity of Benchmark Advance, FUNdations and Lexia. Coaching cycles incorporate modeling, co-teaching and observing where the coach models effective reading instruction and teachers focus on the gradual release model. The coach assists teachers in developing small group intervention lessons using Leveled Readers, Decodable Texts and Lexia Skill Builders. K-2 teachers have participated in STAR Progress Monitoring and Lexia training. In addition, Unit Benchmark Advance assessments are provided and kindergarteners complete Letter, Names, Sounds and Concept of Print assessment. Educators participate in Professional Development focusing on utilizing Benchmark Advance Curriculum, Lexia and WIlson's FUNdations.	Cruz, Bianca, bianca.cruz@imagineschools.org
The Literacy Leadership has reevaluated and reinforced the adaptation of the Benchmark Advance, TopScore curriculum, and Lexia for grades 3-5. This team monitors and meets with the reading interventionist, ESE educators and MTSS coordinator once a month to discuss Tier 3 student instruction. The literacy coach monitors that Benchmark Advance curriculum is provided correctly in third grade and Benchmark Advance and Writing Topscore curriculum lessons are provided in fourth and fifth grade. Coaching cycles incorporate modeling, co-teaching and observing where the coach models effective reading instruction and teachers focus on the gradual release model. The coach assists teachers in developing small group intervention lessons using adequate intervention tools. Teachers who teach reading 3-5 students all have participated in STAR Progress Monitoring, Lexia Platform and FAST Training.Teachers provide Unit Benchmark Advance assessments and quarterly Writing assessments. Educators participate in Professional Development focusing on utilizing Benchmark Advance Curriculum, Lexia and TopScore Writing.	Bailey, Sharon, charter5171@browardschools.com
Our Literacy Leadership believes that mathematical proficiencies of understanding, fluency, problem solving and reasoning depends on literacy. Therefore, this team decided the Envision curriculum would better assist our students master BEST Math standards and practices. Monitoring implementation of curriculum is done with this team and meetings with the math interventionist, the ESE educators and MTSS coordinator take place once a month to discuss Tier 3 students instruction. The literacy and math coach assists teachers with Envision curriculum, Reflex and Success Maker. Coaching cycles incorporate modeling, co-teaching and observing where the coach models effective math instruction.The literacy and	Wright, Alicia, alicia.wright@imagineschools.org

Action Step	Person Responsible for Monitoring

math coach also assist teachers in developing small group intervention lessons for their Tier 2 students using Envision supplemental materials.

All teachers have participated in STAR Progress Monitoring and FAST Training. Teachers also provide Topic Envision assessments,

Educators participate in Professional Development focusing on Mountain Math, Reflex, Envision and Success Maker.

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.

In August of 2011, the school implemented a school-wide Positive Behavioral Incentive Support (PBIS) system in order to encourage and reward academic and social responsibility. In an effort to proactively address behavioral needs and areas of concern in grades K – 5, ESE, and ESOL students.

The Positive Character Development Committee collaborates to refine the PBIS system each year to ensure that they meet all students' needs. The committee members are the Title 1 parent liaison, a leadership team member, an ESOL contact, ESE teacher representative, and it is led by the Dean of Behavior. During these meetings, each stakeholder ensures that each student they represent has an equal opportunity to participate in all celebrations. They ensure that our ESOL students are able to understand what is taking place by ensuring that accommodations and translators are incorporated into lessons if needed. They also ensure that our ESE students are able to participate as well by making sure that when they are pulled out of their classes, their ESE teachers all have access to their homeroom Class Dojo's so that students are able to continue receiving points for their positive behavior, ensuring that at no time they are missing out on opportunities to be celebrated for making positive choices.

Through the years, the PBIS system has evolved. Students are rewarded with set amounts of Class Dojo points for being academically focused, self-sufficient, and role-model citizens. All students have opportunities to earn Dojo points throughout the day, within their homerooms, specials classes, ESE, Intervention classes, and the cafeteria. Students are then able to cash out their earnings at quarterly Positive Character Development celebrations, made possible by our Specials teachers. The school-wide, positive-reinforcement, PBIS system has had a dramatic impact on student behavior.

Students have responded well to positive reinforcements and time on task has greatly increased throughout the years. Students can sometimes be heard reminding their peers about the expectations and the Dojo points. Through parent input, the committee decided to incorporate cultural activities into our character

celebrations, especially after COVID. This became another area where students were able to learn more about various cultures but they were also able to bond on another level as well as have some fun. This gave students an opportunity to interact with their peers while learning in fun ways. The activities have incorporated the arts, physical activity, and music into their learning about new cultures. Required Tier I behavioral interventions are closely monitored by the administration in order to ensure they are implemented with fidelity so instructional momentum is maximized. Our goal is to motivate students and parents to want to attend school on early release days to attend the Positive Character Celebration.

Students are also greeted each morning by leadership team members and the principal daily. Students who are car riders are greeted by staff members who open their car doors and escort them to the main gate where they are met by leadership team members. Students are greeted at all entrances by staff members who say good morning because we are excited to see them. They are also greeted by name. There is usually at least one staff member present who knows their name. There is not a time that students will question who is the principal or assistant principal, they are seen daily because students are greeted daily, creating a warm welcoming environment for all stakeholders. Families also know who the leadership team members are because they are seen at arrival and dismissal.

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

Students receive Tier II and Tier III behavioral accommodations and modifications, such as individualized behavior plans and social goal reminders, when applicable. The Character Development Committee consisting of the Title 1 parent liaison, a leadership team member, ESOL contact, ESE teacher representative, and the Dean of Behavior also meets with members of the Multi-Tiered System of Support, MTSS, members. They meet to ensure that they are also creating equal opportunities for all ESE, ESOL, and K-5 students who need additional support to participate in not only the quarterly Character Celebrations but also the collection of Dojos. Many of the rewards that come from the behavior plans can lead to a special increase in value on Class Dojo. In these cases, parents are involved in the creation of the behavior plan or social goal, increasing the connection between home and school. This not only helps to keep the family more involved in the daily occurrences of their child, but it also lets the child know that their parent is very involved and wants to participate in what is going on with them at school.

As a proactive measure aimed at targeting the root cause and counseling to prevent reoccurrence, students who are referred out of the classroom due to behavioral incidents are often referred to the school social worker and regular conferences with administration and families. If this takes place, depending on the child's need, they may be pulled for small group classes. If this happens, the social worker is also added to their classes' homeroom Class Dojo so that the student is still able to receive points while out of the classroom. The administrators are added to all classes within the school, so if students are pulled for any reason, additional Dojo points can be given and or assessed by the administrator.

In order to decrease the frequency of punitive consequences and increase proactive measures that lead to intrinsic motivation and positive character development, Imagine North Lauderdale began implementing school-wide restorative practices in August 2017. Restorative Justice is Imagine North Lauderdale's philosophy that positive relationships, equitable dialogue, shared decision-making, and conflict resolution are key to strengthening the school community and developing students' social responsibility. Imagine North Lauderdale's stakeholders now strive to be proactive and focus on restoring relationships, rather than being reactive and relying solely on punitive measures. The parties involved learn and practice the social, emotional, character, and academic skills to foster success in future endeavors. These strategies are also shared with parents during our Family Nights, or if a parent has a concern. We strive to give parents an alternative to ensure that students are able to articulate their thoughts and feelings in a constructive way.

Imagine North Lauderdale scholars now use Restorative Justice practices to, build and maintain positive relationships for future success, practice social responsibility and respectfully collaborate with all community members, and communicate professionally. Through the use of the Positivity Project that we utilize daily

first thing in the morning, all students in grades K-5, ESE, and ESOL, are provided with the words to articulate the Other People Matter mindset. They understand that they are not the only ones that matter but other people do as well.