

Broward County Public Schools

North Andrews Gardens Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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North Andrews Gardens Elementary School

345 NE 56TH ST, Oakland Park, FL 33334

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of North Andrews Gardens Elementary is to prepare our student to achieve beyond expectation, lead with great character and positivity, and impact our community.

Provide the school's vision statement.

North Andrews Gardens Elementary will work cooperatively in a safe, nurturing, inspirational, and multi-cultural environment to create productive, life long learners. We will provide a safe environment that fosters cultural consciousness; inspiring each of our students to develop socially, emotionally, and intellectually to their highest potential so that they are able to face the future with great character, positivity, and impact our community.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Duhart, Catrice	Principal	<p>The School Principal shall effectively lead and manage through the items listed by category below.</p>
		<p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected. <p>ORGANIZATIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. 15. Utilize processes to empower others and distribute leadership when appropriate. 16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. 17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.

Name	Position Title	Job Duties and Responsibilities
		<p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>35. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p> <p>37. Follow Federal and State laws, as well as School Board policies.</p> <p>38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.</p>

Name	Position Title	Job Duties and Responsibilities
Johnston, Clarice	Assistant Principal	<p>The Assistant School Principal shall effectively lead and manage through the items listed by category below.</p> <p>LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.* 2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives. 3. Model and maintain high standards of professional conduct. 4. Set high standards and expectations for self, others, and school. 5. Maintain an active involvement in the school improvement planning process.* 6. Use quality improvement principles and processes in daily administration of school.* 7. Anticipate difficult situations and develop plans to handle them. 8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn. 9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.* 10. Assist in providing leadership and direction for all aspects of the school's operation. 11. Build teams to accomplish plans, goals and priorities. 12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems. 13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment. 14. Assist in establishing and utilizing the Sterling process to ready the school and community for change. 15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.* 16. Maintain visibility and accessibility on the school campus and at school related activities and events. 17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents. 18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. 19. Assist in providing leadership to involve the school in quality initiatives.* 20. Assist with aligning school initiatives with District, state, and school goals and objectives. 21. Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met. 22. Communicate school information, goals, student learning and behavior expectations to all customer groups.* 23. Use effective communication techniques with students, teachers, parents and stakeholders. 24. Provide for the articulation of the school's instructional program among school personnel. 25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature.

Name	Position Title	Job Duties and Responsibilities
		<p>26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.</p> <p>27. Assist in the planning and implementation of initiatives in the Innovation Zone.</p> <p>INFORMATION & ANALYSIS:</p> <p>28. Assist in collecting and maintaining information appropriate to the continual monitoring of all Sterling Quality goals.*</p> <p>29. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school.</p> <p>30. Address the diverse needs of the school population consistent with the District's Strategic Plan.</p> <p>31. Analyze and use data for decision-making or to improve actions, plans and process.*</p> <p>32. Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.</p> <p>33. Access, analyze, interpret and use data in decision making.</p> <p>34. Use benchmarks and comparison data in the analysis of results.*</p> <p>35. Make data accessible to all stakeholders.*</p> <p>STRATEGIC QUALITY PLANNING:</p> <p>36. Assist in developing long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the district.*</p> <p>37. Assist with facilitating and coordinating the development of the School's Improvement Plan.</p> <p>38. Set high goals and standards for self, others and the organization.</p> <p>39. Assist in communicating overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.*</p> <p>40. Assist in the selection and acquisition of instructional materials and equipment.</p> <p>41. Collect input and analyze data to develop goals.</p> <p>42. Assist with the management of student accounting at the assigned school as it relates to Florida Education Finance Program (FEFP) funding and future planning.</p> <p>43. Develop the master schedule and assign teachers according to identified needs.</p> <p>44. Assist in allocating resources consistent with the implementation of the School Improvement Plans.*</p> <p>45. Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in development of School Improvement Plan.*</p> <p>46. Assist in establishing procedures to monitor processes, activities and responsibilities and respond to feedback.</p> <p>47. Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>48. Assist with facilitating the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.</p> <p>49. Assist with providing recognition and celebration for student, staff, and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>school accomplishments.</p> <p>CUSTOMER FOCUS:</p> <p>50. Develop positive relationships with customers (students, parents, teachers, community, etc.).*</p> <p>51. Assist with facilitating a program of family and community involvement.</p> <p>52. Serve as arbitrator for serious discipline problems in accordance with District policy and state statutes.</p> <p>53. Develop and maintain positive school/community relations and act as liaison between the two.</p> <p>54. Assist in promoting/marketing the school and its priorities to the community.</p> <p>55. Assist in establishing processes and methods to respond to valid customer requirements.*</p> <p>56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services.</p> <p>57. Work with parents to resolve complaints or concerns.</p> <p>58. Interact with government and service agencies relative to student welfare.</p> <p>59. Assist in establishing processes to determine customer needs and level of satisfaction.*</p> <p>60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.</p> <p>61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized.</p> <p>62. Assist in providing leadership to support community involvement programs and business partnerships at the school level.*</p> <p>63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community.</p> <p>64. Assist with the development of activities with business partners that promote student achievement.</p> <p>HUMAN RESOURCES:</p> <p>65. Assist in analyzing data and information to plan staff development to accomplish school goals.*</p> <p>66. Assist with the completion of the annual Needs Assessment to determine staff development.</p> <p>67. Assist with providing staff development opportunities and feedback to personnel at the assigned school.</p> <p>68. Assist in building a school community and environment which supports learning and growth for everyone toward realization of the school's mission.*</p> <p>69. Assist with the development and implementation of an effective staff development program.</p> <p>70. Participate in District management meetings and other activities to enhance professional development.</p> <p>71. Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.</p> <p>72. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>73. Use team approaches in solving problems and improving processes and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>provides frequent feedback to those involved in improvement efforts.*</p> <p>74. Delegate responsibilities to appropriate staff members.</p> <p>75. Consider data and results from action research when solving problems and improving processes.</p> <p>76. Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.*</p> <p>77. Assign tasks and supervise personnel in task accomplishment including special projects.</p> <p>78. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>79. Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.*</p> <p>80. Assist with interviewing and selection of qualified personnel to be recommended for appointment.</p> <p>81. Assist with establishing job assignments and supervising of all assigned personnel, conducting annual performance appraisals, and making recommendations for appropriate employment actions according to School Board Policy and Procedures adopted by the School Board.</p> <p>82. Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.</p> <p>83. Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.*</p> <p>MANAGEMENT OF PROCESSES:</p> <p>84. Assist in identifying quality requirements of materials/services and communicates this information to parents, community and suppliers.*</p> <p>85. Access District and community resources to meet school needs.</p> <p>86. Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion.</p> <p>87. Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action.*</p> <p>88. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to assess and improve curriculum and instructional systems, processes, programs and services.*</p> <p>89. Understand, support, and implement School Board, State, and Federal Policies, procedures, negotiated agreements and district decisions.*</p> <p>90. Assist with the implementation and administration of negotiated employee contracts at the school site.</p> <p>91. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>OPERATIONAL RESULTS:</p> <p>92. Show positive trends in the achievement of improvement goals in the areas of operation (key goals), business practices (efficiency) and customer satisfaction.*</p> <p>93. Assist with managing and supervising the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>94. Assist with establishing and managing student accounting and attendance procedures at the assigned school.</p> <p>95. Supervise and monitor the accurate completion of data collection and submits resulting reports according to timelines.</p> <p>96. Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.</p> <p>97. Provide leadership in the effective use of technology in the classroom and in school administration.</p> <p>98. Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs.</p> <p>99. Assist with monitoring the custodial program at the school to ensure a clean, healthy, and safe learning environment.</p> <p>100. Assist with coordinating plant safety and facility inspections at the assigned school.</p> <p>101. Supervise transportation services at the assigned school.</p> <p>102. Assist with the supervision of all extracurricular programs at the assigned school.</p> <p>103. Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements.</p> <p>104. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of the School Board of Broward County.</p> <p>105. Ensure adherence to good safety procedures.</p> <p>106. Perform other incidental tasks consistent with the goals and objectives of this position.</p>

Torres, Amy	Reading Coach	<p>The Coach, Literacy shall:</p> <ol style="list-style-type: none"> 1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement 2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. 3. build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 4. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate research based professional learning through the school's professional learning communities. 5. model innovative teaching methodologies and research based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community. 7. analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement.
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Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 8. maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required. 9. participate and engage in monthly content related professional learning and learning communities. 10. promote collegiality through collaborative work and reflective practices with teachers and administrators. 11. support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning. 12. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction. 13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida. 14. participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities. 15. review current developments, literature and technical sources of information related to job responsibilities. 16. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.) 17. ensure adherence to good safety procedures. 18. follow federal and state laws, as well as School Board policies. 19. perform other duties as assigned by the principal or designee.
Sarcione Kerr, Kara	Math Coach	<p>The Coach, Mathematics shall:</p> <ol style="list-style-type: none"> 1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement. 2. model innovative teaching methodologies and research based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 3. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices. 4. participate in monthly content related professional learning. 5. participate successfully in ongoing professional learning to increase the individual's skills and proficiency related to the job responsibilities. 6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to both parents and the community. 7. develop and assist teachers in designing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 8. maintain and submit required documentation, including but not limited to, coaching logs, data analysis for teacher development and calendar reflecting coaching activities and scheduled meetings. 9. assist teachers in effective integration of technology within daily instructional practice.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> 10. establish and maintain a trusting, confidential and nonevaluative relationship with teachers and align coaching based on classroom observations. 11. support teachers with curriculum, pedagogy, digital applications, tools, strategies and classroom related technologies. 12. analyze data to inform high quality instruction leading to improved student achievement. 13. promote collegiality through collaborative work and reflective practices with teachers and administrators. 14. facilitate research-based professional learning through the school's professional learning communities. 15. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida. 16. review current developments, literature and technical sources of information related to job responsibilities. 17. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.) 18. ensure adherence to good safety procedures. 19. follow federal and state laws, as well as School Board policies. 20. perform other duties as assigned by the Supervisor(s).

Hubert, Kelly	Other	<p>The ESE Specialist Field Coach shall perform the following duties as aligned with the needs of the school based ESE Specialist for which they are assigned:</p> <ul style="list-style-type: none"> 1. provide instructional support, technical assistance and ongoing staff development for school-based ESE Specialist on policies, procedures, curricula and /or program organization. 2. assist school-based ESE Specialist in reflecting on and analyzing their practice and reviewing data related to servicing students with disabilities. 3. support school-based ESE Specialist in implementing explicit, systemic, and rigorous practices through collaborative planning, modeling and conferencing. 4. build school-based ESE Specialist capacity for developing and implementing appropriate Individual Educational Plan (IEP) and programming for students with disabilities. 5. model innovative methodologies and effective practices to ensure proper programming and compliance with IEP and implementation. 6. support school-based ESE Specialist to effectively coordinate the development, implementation and evaluation of effective educational curriculum/services and/or programs which promote academic achievement for students with disabilities. 7. identify issues which need to be addressed on a districtwide basis and plan strategies to improve curricula, services and programs that support students with disabilities 8. provide support by use of modeling, coaching, facilitating, and other support strategies to enhance the learning environment for school-based ESE Specialists. 9. participate in district planning to ensure quality and consistency in the development and implementation of curriculum, services and programs. 10. work collaboratively in cross-functional teams and settings to provide direct/ indirect support to school-based ESE Specialists.
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Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 11. prepare reports to document progress and effectiveness of services. 12. maintain records reflecting coaching activities and submit required follow-up documentation. 13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida. 14. participate in training programs to enhance the individual's skills and proficiency related to the job responsibilities. 15. review current developments, literature and technical sources of information related to job responsibilities. 16. ensure adherence to good safety procedures. 17. follow federal and state laws, as well as School Board policies. 18. perform other duties as assigned by the Director or designee.
Vassell, Jermaine	SAC Member	<p>School Advisory Council (SAC) Chairperson or Co-Chair Any member can be elected to serve as chair. The Bureau of School Improvement recommends that neither a principal nor a student fills this role. Some schools elect co-chairs so that a parent or community member and a school-based member can lead jointly.</p> <ul style="list-style-type: none"> • The chair is responsible for notifying members of upcoming meetings and votes. The chair, or designee, will facilitate the SAC meetings and inform the SAC of relevant issues related to school improvement activities. They also ensure that a quorum is present before an action item on the agenda comes to a vote and works in collaboration with the SAC secretary to ensure minutes are recorded and filed.
Ramsey, Lori	School Counselor	<p>The Elementary Guidance Counselor shall:</p> <ol style="list-style-type: none"> 1. establish small group counseling sessions. 2. counsel students on personal and academic concerns and notify parents as deemed necessary. 3. provide materials and suggestions for classroom oriented guidance activities. 4. arrange student, parent and teacher conferences. 5. acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment. 6. assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs. 7. work with parent groups in the area of child growth, development and discipline. 8. meet with teachers to present and explaining the results of various testing programs. 9. assist teachers in effective utilization of test results. 10. identify community and school system resources and when advisable, refer student situations to the proper agencies. 11. keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested. 12. gather information from all faculty members having contact with a student being considered for referral.

Name	Position Title	Job Duties and Responsibilities
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13. review current developments, literature and technical sources of information related to job responsibility.
14. ensure adherence to good safety procedures.
15. perform other duties as assigned by the Principal.
16. follow federal and state laws, as well as School Board policies.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our School Advisory Council (SAC) meets on the first Wednesday of each month. Our meetings are comprised of various key stakeholders including but not limited to: Principal, Assistant Principal, Title I Liaison, instructional coaches, guidance counselors, team leaders, SAC committee officers, community business partners, parents, students, and other staff members. We solicit feedback in collaboration with all stakeholders as we continuously monitor the school's goals detailed within the School Improvement Plan (SIP).

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

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 will primarily take place during our monthly School Advisory Council (SAC) meetings. In addition, our school administration and support staff will actively track student performance data on a regular basis and also conduct teacher data chats frequently (quarterly/monthly) based on the data trends, etc. When we approach the mid-year point, we will reconvene to address whether we are trending on or off target with the School Improvement Plan (SIP) goals and adjust our instructional practices to ensure that we meet the goals in a timely manner. This process occurs during the mid-year reflection phase of the School Improvement Plan (SIP).

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education

2022-23 Title I School Status	Yes
2022-23 Minority Rate	85%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	40	37	33	45	30	54	0	0	0	239	
One or more suspensions	1	0	0	6	4	4	0	0	0	15	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	13	25	50	43	23	41	0	0	0	195	
Level 1 on statewide Math assessment	0	8	47	42	24	31	0	0	0	152	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	6	14	58	18	20	0	0	0	118	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	9	13	47	57	26	38	0	0	0	190

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	2	8	21	2	5	0	0	0	40
Students retained two or more times	0	2	3	0	0	2	0	0	0	7

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	47	36	45	40	32	39	0	0	0	239
One or more suspensions	0	0	0	4	3	6	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	28	32	29	0	0	0	89
Level 1 on statewide Math assessment	0	0	0	24	44	24	0	0	0	92
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	9	18	8	6	0	0	0	43

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	1	5	28	39	36	0	0	0	111

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	0	1	21	13	2	0	0	0	39
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	47	36	45	40	32	39	0	0	0	239	
One or more suspensions	0	0	0	4	3	6	0	0	0	13	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	28	32	29	0	0	0	89	
Level 1 on statewide Math assessment	0	0	0	24	44	24	0	0	0	92	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	9	18	8	6	0	0	0	43	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	1	5	28	39	36	0	0	0	111

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	0	1	21	13	2	0	0	0	39
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	48	56	53	55	58	56	49		
ELA Learning Gains				62			37		
ELA Lowest 25th Percentile				43			31		
Math Achievement*	58	62	59	58	54	50	40		
Math Learning Gains				70			30		
Math Lowest 25th Percentile				58			51		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	37	48	54	44	59	59	30		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	74	59	59	64			43		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	270
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	2	
ELL	45			
AMI				
ASN				
BLK	52			
HSP	52			
MUL	56			
PAC				
WHT	51			
FRL	48			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	1	
ELL	51			
AMI				
ASN	60			
BLK	53			
HSP	58			
MUL	59			
PAC				
WHT	58			
FRL	56			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	48			58			37					74
SWD	22			40			19				5	68
ELL	36			58			24				5	74
AMI												
ASN												
BLK	54			52			30				4	
HSP	46			58			36				5	72
MUL	44			67							2	
PAC												
WHT	48			60			43				4	
FRL	41			50			27				5	76

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	55	62	43	58	70	58	44					64
SWD	26	39	16	35	45	29	29					54
ELL	43	56	42	56	66	57	24					64
AMI												
ASN	70			50								
BLK	52	60	47	54	72	50	35					
HSP	55	63	44	60	69	59	49					64
MUL	53	73		47	64							
PAC												
WHT	58	59		61	70		40					
FRL	54	63	39	56	69	57	45					63

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	49	37	31	40	30	51	30					43
SWD	24	31	40	39	58	75	13					
ELL	35	40	38	34	35	53	21					43

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	64			82								
BLK	49	41		34	32		15					
HSP	48	35	36	40	32	61	30					45
MUL	30											
PAC												
WHT	52	40		43	24		48					
FRL	47	32	26	39	31	46	27					40

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	56%	-12%	54%	-10%
04	2023 - Spring	62%	61%	1%	58%	4%
03	2023 - Spring	46%	53%	-7%	50%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	58%	62%	-4%	59%	-1%
04	2023 - Spring	61%	65%	-4%	61%	0%
05	2023 - Spring	60%	58%	2%	55%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	46%	-10%	51%	-15%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

In reviewing the school grade values, the data component that showed the lowest performance was science achievement. In 2022, our science achievement was 44% proficiency and we decreased to 36% proficiency during 2023. There are several contributing factors including but not limited to student attendance issues related to excessive absenteeism, language acquisition issues related to English language barriers, and lack of prior exposure or learning as it relates to science curriculum content and standards mastery.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was science achievement. In 2022, our science achievement was 44% proficiency and we decreased to 36% proficiency during 2023. There are several contributing factors including but not limited to student attendance issues related to excessive absenteeism, language acquisition issues related to English language barriers, and lack of prior exposure or learning as it relates to science curriculum content and standards mastery.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When compared to the state average, the data component that had the greatest gap was science. In ELA and math, our school district performed above the state averages. However, in science the school district was lower than all other neighboring counties. The contributing factors that led to this gap is K-5 Students in BCPS are not being exposed to the adopted standards-aligned science curriculum in all grades, creating an achievement gap compared to K-5 students in comparable districts.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was math. We increased from 58% to 61%. We adopted a new curriculum series (EnVision) for grades K-5. Last school year was the first time we mandated a 90-minute math block for all classes district-wide. We also purchased Mountain Math and Reflex Math for fluency practice and growth for grades 1-3.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the Early Warning Systems (EWS) from Part 1, some potential areas of concern are two of the indicators. The first priority is the number of students that are absent 10% or more days. In reviewing the data from last year, there was a total of 239 students that fell into this category. The other indicator is the number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. There was a total of 118 students that fell into this category.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priorities for school improvement in the upcoming school year are as follows. Instructional Practice specifically relating to Science; Instructional Practice specifically relating to ELA; ESSA

Subgroup specifically relating to Students with Disabilities; ESSA Subgroup specifically relating to English Language Learners; and Positive Culture and Environment specifically relating to Other.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the Spring 2023 Science Florida Comprehensive Assessment Test (FCAT), 36% of our students demonstrated proficiency. When compared to the district, 46% of the students in Broward County demonstrated proficiency. This reveals that our school is down 10% compared to the rest of the school district, thus indicating additional support with science standards mastery.

Measurable Outcome:

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

The percentage of 5th grade students scoring proficient or higher on the state science assessment will increase from 36% to 45% by the end of May 2024.

Monitoring:

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

Our teachers will monitor student performance through the various unit/topic assessments administered during class. They will analyze the data during their grade level Professional Learning Communities (PLCs) and share best practices as to how to best support student learning and standards mastery.

Person responsible for monitoring outcome:

Jermaine Vassell (jermaine.vassell@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will use the district-adopted curriculum resources in addition to enhancing student learning by also using Speedbag Science Bootcamp curriculum resource to align the grade level science standards. The students will also engage in hands-on science labs to reinforce the various concepts and skills taught in class. Students will participate in the Spring 2024 Science Broward Standards Assessment (BSA) as a means to assess content knowledge and standards mastery relevant to the statewide science assessment.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

After reviewing the schoolwide data measuring students' science standards mastery, the students in grades 3-5 require additional science academic support. The statewide assessment targets standards in grades 3, 4, and 5. It is imperative to address the learning needs as early as grade 3, as to not place a burden on students in grade 5 that have not been exposed to the earlier standards that are assessed.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The Grade 5 team will analyze the multiple component of the Science Florida Comprehensive Assessment Test (FCAT) test specifications, highlighting the domains and standards that will be assessed. The teachers will follow the district-approved Instructional Focus Calendar (IFC) to ensure adequate planning for instruction and standard implementation.

Person Responsible: Jermaine Vassell (jermaine.vassell@browardschools.com)

By When: September 2023

After reviewing and analyzing the data from the Spring 2024 Science Broward Standards Assessment (BSA), the teachers will implement a Spring camp to address the learning needs of the students. The purpose of the camp will be to revisit the standards that have not been mastered yet by the students and spiral review through the content that will be assessed in Spring 2024 on the Science Florida Comprehensive Assessment Test (FCAT). This will serve as both an intervention and enrichment opportunity for all students.

Person Responsible: Jermaine Vassell (jermaine.vassell@browardschools.com)

By When: March 2024

Teachers will discuss with school administrators and support staff how their students are performing during the grade level data chats. Additional support will be provided as needed throughout the year regarding content knowledge, standards mastery, best practices, etc.

Person Responsible: Jermaine Vassell (jermaine.vassell@browardschools.com)

By When: Quarterly and/or monthly throughout the 2023-2024 school year.

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the Spring 2023 Florida Assessment of Student Thinking (FAST) assessment, our English Language Arts (ELA) overall proficiency was 50%.

Measurable Outcome:

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

By May 2024, the percentage of ELA students scoring proficient will increase from 50% to 55% as measured by the statewide FAST assessment.

Monitoring:

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

The students in grades K-2 will be participating in the FAST Progress Monitoring (PM) assessment periods (PM1, PM2, and PM3) using the STAR Renaissance platform. The students in grades 3-5 will be participating in the FAST Progress Monitoring (PM) assessment periods (PM1, PM2, and PM3) using the Cambium platform.

Person responsible for monitoring outcome:

Amy Torres (amy.torres@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers and support staff will be meeting for periodic data chats (semester/quarterly) to review the data and track student performance as they progress through the school year. Student performance data will be collected and monitored using the school-wide data sheet template provided to the staff during the school year.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

After reviewing 2022-2023 data measuring students' reading standards mastery, many students in grades 3-5 require additional ELA academic support. The students with significant reading deficiencies will be provided tiered intervention support through the Multi-Tiered System of Supports (MTSS) in attempt to close the achievement gap.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The Collaborative Problem Solving Team (CPST) will identify and determine the level of academic support necessary in ELA, based on a Multi-Tiered System of Supports (MTSS) through our school's Response to Intervention (RTI) meetings. The teachers will provide ELA intervention strategies (Tier 2 or Tier 3) to meet the needs of the individual students.

Person Responsible: Amy Torres (amy.torres@browardschools.com)

By When: Weekly, monthly, and/or quarterly throughout the 2023-2024 school year.

Students in grades 3-5 will be provided the opportunity to participate in a before-school academic camp for ELA, Math, and Science. The students will use Florida Success Coach practice consumables textbooks and various other district-approved resources to address learning gaps in ELA, Math, and Science.

Person Responsible: Amy Torres (amy.torres@browardschools.com)

By When: March 2024

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our school serves a large population of Students with Disabilities (SWD). A large majority of these students makeup the lowest subgroup in both English Language Arts (ELA) and Mathematics. Based on the Spring 2023 ELA FAST assessment, 24% of our students with disabilities demonstrated proficiency. Based on the Spring 2023 Math FAST, 40% of our students with disabilities demonstrated proficiency.

Measurable Outcome:

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

The percentage of students with disabilities scoring proficient in ELA will increase from 24% to 29% by the end of May 2024 as measured by school-wide FAST assessment.

The percentage of students with disabilities scoring proficient in Math will increase from 40% to 45% by the end of May 2024 as measured by school-wide FAST assessment.

Monitoring:

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

Our students will participate in the new statewide FAST assessments three times during the year. The monitoring of student progress will be conducted at the end of each period of assessment (PM1, PM2, and PM3). This applies to both ELA and Math.

Person responsible for monitoring outcome:

Kelly Hubert (kelly.hubert@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The population of Students with Disabilities (SWD) will continue to receive their required instructional services as defined within their Individualized Education Plans (IEPs). In addition, this student subgroup will continue to receive differentiated instruction in both ELA and Math. The classroom teacher as well as the ESE support facilitator will provide small group, multi-sensory accommodations as indicated by the student's IEP. For ELA, the students will participate in daily guided reading at their instructional level. In Math, the students will use iReady fluency flight for fluency skills, and teacher-led small group math lessons for intervention as needed for the individual student(s).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The teacher and ESE support facilitator will continue to implement differentiated instruction in both ELA and Math to meet the Students with Disabilities (SWD) target goals along with their individualized IEP goals. Small group instruction in both ELA and Math will allow for exposure to grade level material and standards.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will provide rigorous instruction aligned to the ELA and Math standards, while also meeting the individual needs through explicit small group lessons aligned with IEP goals.

Person Responsible: Kelly Hubert (kelly.hubert@browardschools.com)

By When: June 2024

Administration, support staff and the RTI/MTSS team will monitor student progress to determine next steps or level of support.

Person Responsible: Kelly Hubert (kelly.hubert@browardschools.com)

By When: June 2024

#4. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the data from the 2023 statewide assessments, the English Language Learners (ELL) subgroup demonstrated 18% proficiency on the English Language Arts (ELA) assessment and 44% proficiency on the Mathematics assessment. Our school serves a large population of students that makeup this subgroup of English Language Learners (ELLs) and there is an evident language barrier that greatly impacts their academic success.

Measurable Outcome:

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

By May 2024, the students that makeup the English Language Learners (ELL) subgroup will increase their proficiency in ELA, Math, and Science by 5% as measured by the statewide assessments.

Monitoring:

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

Student performance data will be monitored to ensure an increase in proficiency in ELA, Math, and Science. Quarterly data chats with teachers will be held as well as classroom walkthroughs that will be conducted to observe the fidelity of small group instruction and standards implementation to better meet the needs of the students within this subgroup.

Person responsible for monitoring outcome:

Catrice Duhart (catrice.duhart@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The teacher will continue differentiated instruction in ELA, Math, and Science to meet the individual student needs. Small group instruction in ELA, Math, and Science will allow for exposure to grade level material and standards using Benchmark Advance along with the new math series enVision, respectively. Guided reading at the students instructional reading level will be conducted daily. iReady will be used for reading and math. Generation Genius will be used for science. ELL support will also provide ELL strategies in a small group setting to assist students with gaps in learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Many students that makeup the English Language Learners (ELL) subgroup need additional support in ELA, Math, and Science. This will be provided by small group instruction in ELA, Math, and Science by the classroom teacher. The ELL student will be provided additional support in a small group setting from our ELL support staff.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

ELL Support staff will identify students for additional assistance in grades 3-5 and monitor progress in ELA, Math, and Science to determine continuing level of support by reviewing the student performance data and discussing progress of the individual student with the teacher.

Person Responsible: Clarice Johnston (clarice.johnston@browardschools.com)

By When: June 2024

ELL support will conduct small group lessons in ELA to assist the individual learner with gaps in learning as it pertains to reading. Classroom teachers will also meet with our Literacy Coach as needed to improve ELA practices in guided reading to meet the needs of the individual student.

Person Responsible: Amy Torres (amy.torres@browardschools.com)

By When: June 2024

Classroom teachers will meet with Math Coach as needed to improve Math practices in whole group and small group instruction to meet the needs of the individual students.

Person Responsible: Kara Sarcione Kerr (kara.sarcione@browardschools.com)

By When: June 2024

#5. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

Measurable Outcome:

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

One of the newest initiatives that we highlight at North Andrews Gardens is our Life Skills and Wellness (LSW) plan. We build relationships with our students in many different ways. Our school counselors conduct small groups with students to address specific needs. Our entire school does mindfulness exercises each morning. We also plan school-wide events where families are invited to attend and spend time learning together.

Monitoring:

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

What has become most important to us at North Andrews Gardens Elementary is nurturing the social and emotional side of our students to assist in feeding the academic side. We identify different groups in the school and the community to help promote the positive culture. Groups like our School Advisory Council (SAC) and School Advisory Forum (SAF) or our Parent Teacher Association (PTA) play a big role. We also reach out to parents often making sure that they understand how important their partnership with the school is for their child's success.

Person responsible for monitoring outcome:

Catrice Duhart (catrice.duhart@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Promoting collaboration across all grade levels. Each grade level or department is assigned to a specific school committee to promote shared decision-making.

Person Responsible: Lori Ramsey (lori.ramsey@browardschools.com)

By When: June 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

At North Andrews Gardens Elementary, we hold monthly School Advisory Council (SAC) meetings to share and collaborate with key stakeholders regarding all school improvement needs. At each SAC meeting, the Principal reports out the current running balance of our school's accountability funds among other topics. If there is a need identified that will benefit the school, we as the SAC committee will vote to approve the use of those allocated funds from the accountability balance. In order for any voting to occur, our SAC committee is required to meet quorum, which indicates that at least 51% of the voting members are present and therefore are allowed to conduct any voting during the meeting.

Our school is identified as an Additional Targeted Support and Improvement (ATSI) school. This means that we have one or more subgroups with a Federal Index below 41%. Based on our school's data, our student subgroups that were below the 41% Federal Index were the Students with Disabilities (SWD) and English Language Learners (ELL). We have targeted and created specific goals for these student subgroups in efforts to close the achievement gaps. As outlined in the School Improvement Plan (SIP), there are specific action steps that will be taken in order to achieve this goal.

Reading Achievement Initiative for Scholastic Excellence (RAISE)**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

Based on the results of the 2023 English Language Arts (ELA) FAST PM3, 43% of our students in grades K-2 were below Level 3. More specifically, 45% of our kindergarten, 34% of our first grade, and 51% of our second grade students were not on track to score Level 3 or above on the statewide, standardized ELA assessment.

In grades K-2, our teachers will have an instructional focus for their individual Professional Learning Communities (PLCs) that targets student proficiency as measured by the statewide Florida Assessment of Student Thinking (FAST). Students in grades K-2 use the STAR Renaissance platform. The administration and support staff at our school will provide necessary support to the teachers and students that are in need. Professional Learning (PL) will also be available throughout the course of the school year via the district elementary department.

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

Based on the results of the 2023 English Language Arts (ELA) FAST PM3, 50% of our students in grades 3-5 were below Level 3. More specifically, 54% of our third grade, 38% of our fourth grade, and 56% of our fifth grade students were below Level 3 on the 2023 statewide, standardized ELA assessment.

In grades 3-5, our teachers will have an instructional focus for their individual Professional Learning Communities (PLCs) that targets student proficiency as measured by the statewide Florida Assessment of Student Thinking (FAST). Students in grades 3-5 use the Cambium platform. The administration and support staff at our school will provide necessary support to the teachers and students that are in need. Professional Learning (PL) will also be available throughout the course of the school year via the district elementary department.

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 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 Measurable Outcomes

By May 2024, the percentage of Kindergarten students scoring level three or above (proficient) on the FAST ELA will increase from 55% to 60%.

By May 2024, the percentage of first grade students scoring level three or above (proficient) on the FAST ELA will increase from 66% to 71%.

By May 2024, the percentage of second grade students scoring level three or above (proficient) on the FAST ELA will increase from 49% to 54%.

Grades 3-5 Measurable Outcomes

By May 2024, the percentage of third grade students scoring level three or above (proficient) on the FAST ELA will increase from 46% to 51%.

By May 2024, the percentage of fourth grade students scoring level three or above (proficient) on the FAST ELA will increase from 62% to 67%.

By May 2024, the percentage of fifth grade students scoring level three or above (proficient) on the FAST ELA will increase from 44% to 51%.

Monitoring

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 impact student achievement outcomes.

Teachers will discuss with school administrators and support staff how their students are performing during the grade level data chats. Additional support will be provided as needed throughout the year regarding content knowledge, standards mastery, best practices, etc.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Duhart, Catrice, catrice.duhart@browardschools.com

Evidence-based Practices/Programs

Description:

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. §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?

Teachers and support staff will be meeting for periodic data chats (semester/quarterly) to review the data and track student performance as they progress through the school year. Student performance data will be collected and monitored using the school-wide data sheet template provided to the staff during the school year.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

After reviewing 2022-2023 data measuring students' reading standards mastery, many students in grades 3-5 require additional ELA academic support. The students with significant reading deficiencies

will be provided tiered intervention support through the Multi-Tiered System of Supports (MTSS) in attempt to close the achievement gap.

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
The Collaborative Problem Solving Team (CPST) will identify and determine the level of academic support necessary in ELA, based on a Multi-Tiered System of Supports (MTSS) through our school's Response to Intervention (RTI) meetings. The teachers will provide ELA intervention strategies (Tier 2 or Tier 3) to meet the needs of the individual students.	Torres, Amy, amy.torres@browardschools.com
Students in grades 3-5 will be provided the opportunity to participate in a before-school academic camp for additional support in English Language Arts (ELA).	Torres, Amy, amy.torres@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The methods of dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations) will include publishing the links on our school website, automated telephone calls, school news emails, School Advisory Council (SAC) and/or Parent Teacher Association (PTA) meetings, and flyers sent home with students. Our teachers also forward these out to the parents and families of the students they have in their classroom by using applications such as Class Dojo, Remind, etc. Our school website is:
<https://www.browardschools.com/northandrews>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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. Our school website is:
<https://www.browardschools.com/northandrews>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

One of the newest initiatives that we highlight at North Andrews Gardens is our Life Skills and Wellness (LSW) plan. We build relationships with our students in many different ways. Our school counselors conduct small groups with students to address specific needs. Our entire school does mindfulness exercises each morning. We also plan school-wide events where families are invited to attend and spend time learning together.

What has become most important to us at North Andrews Gardens Elementary is nurturing the life skills and wellness side of our students as well as their focus on performing arts to assist in feeding the academic side. We identify different groups in the school and the community to help promote the positive culture. Groups like our School Advisory Council (SAC) and School Advisory Forum (SAF) or our Parent Teacher Association (PTA) play a big role. We also reach out to parents often making sure that they understand how important their partnership with the school is for their child's success.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

At our school, the plan is developed by coordinating with our stakeholders. For violence prevention programs, we implement monthly activities, and seminars in the auditorium, SAVE Promise Club, and Safety Patrol. Each task will empower each student to identify the "signs" which will allow all students and staff to take meaningful action. For the nutrition program, the Kiwanis Club organization donates weekly bags of food to students in need. This opportunity allows students to have something to share with their families during off time from school. CSI or TSI activities are implemented by partnering with stakeholders, conducting needs assessments and root cause analysis, identifying/developing evidence-based interventions, strategies, and/or activities (RTI), and analyzing the data to develop, implement, monitor, and evaluate improvement efforts throughout the school year.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

At our school, the guidance department ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. The students are organized into small groups dependent upon the individual needs (e.g., Self-Control/Self-Management/Behavior Issues, Self-Esteem, Divorce Family, Resiliency, Positive Friendship (5th grade only), and more.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (IDEA) occurs during our weekly Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS). This occurs regularly throughout the course of the school year and we follow all procedures and protocols aligned with the Collaborative Problem-Solving Team (CPST). Additional support will be provided to the teachers and students during the RtI meetings and also during the individual teacher or grade level data chats. Teachers also receive information pertaining to the student's Individualized Education Plan (IEP) and/or accommodations set forth in the Section 504 plans. Our school also follows the School-wide Positive behavior Plan (SPBP) specifically unified schoolwide expectations and rules, discipline flow chart, and Conversation Help Activity Movement Participation (CHAMPS) behavior system.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

At our school, we engage in professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teacher, particular in high need subjects. This occurs during the pre-planning week for all mandatory trainings, biweekly for Professional Learning Communities (PLCs), and other quarterly/monthly/weekly Professional Learning (PL) opportunities throughout the school year. This year our focus is science achievement and ELA small group instruction.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A