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Nova Dwight D. Eisenhower Elem

6501 SW 39TH ST, Davie, FL 33314

[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.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Tyghter , Angine	Principal	<p>To provide the leadership and management necessary to administer and supervise all programs, policies, and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment.</p> <p>Instructional Leadership, Provide a safe and supportive learning environment Manage school and operations Support community partnerships with all stakeholders. Maintain parent communications as part of the learning proces Conduct classroom observations and provide feedback to teachers on their instructional practices. Participate in data chats with every grade level to provide guidance and support for instructional planning and support the data analysis process</p>
Eldridge- Mason, Tamilla	Assistant Principal	<p>Assist the Principal in ensuring conitnuous improvement in measurable student performance and achievement. Assist the principal in the overall administration and operation of the school.</p> <p>Instructional Leadership, Provide a safe and supportive learning environment Manage school and operations Support community partnerships with all stakeholders. Maintain parent communications as part of the learning proces Conduct classroom observations and provide feedback to teachers on their instructional practices. Participate in data chats with every grade level to provide guidance and support for instructional planning and support the data analysis process</p>
Fischer, Lorraine	Reading Coach	<p>The Literacy Coach ensures students receive high-quality literacy instruction. The Literacy Coach leads the development and improvement for all Kindergarten - 5th Grade teachers in a school building via training, observations, model lessons, feedback conversations, data analysis and more.</p> <p>Instructional Leadership, Provide a safe and supportive learning environment Support community partnerships with all stakeholders. Maintain parent communications as part of the learning proces Conduct classroom observations and provide feedback to teachers on their instructional practices. Participate in data chats with every grade level to provide guidance and support for instructional planning and support the data analysis process</p>

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.

The School Advisory Council (SAC) is comprised of parents, teachers, community members and business representatives. They are responsible for assisting in the development of an annual school improvement plan based on a needs assessment that addresses where the school stands in relation to the state’s educational goals. Parents are urged to attend all School Advisory Council Meetings. The Nova Eisenhower Elementary Parent-Teacher Association (PTA) actively supports the school’s instructional program as well as enhancing community and school relations. All parents are welcome and encouraged to join and actively support this important organization. The membership drive is conducted at the start of the school year.

The School Advisory Forum (SAF) is comprised of all parents at Nova Eisenhower Elementary and assists, shares, and discusses with parents, students, teachers, administration and the school community, educational issues affecting the school. Its purpose also includes the promotion of parents and communities as partners in education, making recommendations on policy and procedures, participating in school improvement and decision-making. Parents are urged to become actively involved in the organization.

All participants are invited to review the current SIP plan and give input on the draft SIP for the new year during monthly SAC meetings. Each section is reviewed and stakeholders are allowed to provide their input verbally or in writing.

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))

Nova Eisenhower will follow a continuous improvement model with regularly scheduled meetings throughout the year to review progress towards SiP goals . Based on current data analysis we will identify existing barriers and create solutions as a team to. This will lead to a revision of the plan as needed(providing training, feedback or additional supports), to ensure improvement and increase student achievement.

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 KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
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)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN)

(subgroups below the federal threshold are identified with an asterisk)	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: C 2018-19: C 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	29	26	22	19	26	20	0	0	0	142
One or more suspensions	0	2	1	0	4	7	0	0	0	14
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	9	16	12	19	24	25	0	0	0	105
Level 1 on statewide Math assessment	0	8	15	19	27	32	0	0	0	101
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	14	37	36	28	15	0	0	0	130

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	2	13	23	23	29	28	0	0	0	118

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	0	4	2	2	1	1	0	0	0	10
Students retained two or more times	0	1	3	0	0	1	0	0	0	5

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	36	25	28	27	30	13	0	0	0	159
One or more suspensions	1	1	1	6	13	6	0	0	0	28
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	23	25	12	0	0	0	60
Level 1 on statewide Math assessment	0	0	0	23	37	25	0	0	0	85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	29	23	17	18	0	0	0	98

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	4	16	24	35	21	0	0	0	102

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	8	11	17	0	1	0	0	0	38
Students retained two or more times	0	0	1	0	0	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	36	25	28	27	30	13	0	0	0	159
One or more suspensions	1	1	1	6	13	6	0	0	0	28
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	23	25	12	0	0	0	60
Level 1 on statewide Math assessment	0	0	0	23	37	25	0	0	0	85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	29	23	17	18	0	0	0	98

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	4	16	24	35	21	0	0	0	102

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	8	11	17	0	1	0	0	0	38
Students retained two or more times	0	0	1	0	0	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*	59	56	53	66	58	56	65		
ELA Learning Gains				61			48		
ELA Lowest 25th Percentile				46			27		
Math Achievement*	57	62	59	57	54	50	39		
Math Learning Gains				67			18		
Math Lowest 25th Percentile				48			6		
Science Achievement*	50	48	54	44	59	59	41		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	71	59	59	67			58		

* 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	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	304
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	456
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	30	Yes	4	1
ELL	61			
AMI				
ASN	82			
BLK	49			
HSP	72			
MUL	71			
PAC				

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%
WHT	73			
FRL	56			

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	35	Yes	3	
ELL	66			
AMI				
ASN	78			
BLK	50			
HSP	65			
MUL	82			
PAC				
WHT	69			
FRL	54			

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	59			57			50					71
SWD	33			33			24				4	
ELL	52			72			50				4	71
AMI												
ASN	89			74							2	
BLK	51			45			39				4	
HSP	65			77			59				5	82

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
MUL	71			71							2	
PAC												
WHT	73			73			82				4	
FRL	53			50			35				5	77

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	66	61	46	57	67	48	44					67
SWD	31	42	33	33	50	30	29					
ELL	67	50		70	75							67
AMI												
ASN	81	50		81	100							
BLK	57	59	45	47	61	45	36					
HSP	81	69	47	69	71		58					60
MUL	88			75								
PAC												
WHT	83	59		78	56							
FRL	58	61	43	49	62	51	38					68

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	65	48	27	39	18	6	41					58
SWD	24	24	19	6	5	7	10					
ELL	44	35		31	15		25					58
AMI												
ASN	79	60		68	50		50					
BLK	59	46	27	32	14	8	36					
HSP	65	52		38	4		38					57
MUL	92			67								
PAC												
WHT	87	67		67	42		62					

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
FRL	57	46	28	29	13	4	32					57

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	53%	56%	-3%	54%	-1%
04	2023 - Spring	64%	61%	3%	58%	6%
03	2023 - Spring	65%	53%	12%	50%	15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	54%	*	54%	*
03	2023 - Spring	66%	62%	4%	59%	7%
04	2023 - Spring	59%	65%	-6%	61%	-2%
05	2023 - Spring	52%	58%	-6%	55%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	46%	3%	51%	-2%

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.

Our students with disabilities exhibited the lowest performance which has been a challenging component for our school. Some of the contributing factors are scheduling and allowing our SWDs to receive their Core instruction in addition to their instruction to assist them in achieving IEP goals. Staff also need more professional development on working with struggling readers to assist our SWD population. Our federal Index was 35% and we needed 41%.

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

Our overall literacy proficiency declined from the previous year by 5 percentage points when comparing FSA data to FAST PM3 data. This is also lower than our school expectations and goal of 70%. Our students need more foundational skills in the intermediate grades. They also need more consistent intensive remediation. Teachers also require more ongoing training in reading strategies.

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.

Based on the state average. Our 5th grade students have had the greatest gap with Nova Eisenhower students at 52% and the state at 55% within the area of mathematics. All of our other grade levels and subjects were above the state average.

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

Science Data showed the most improvement although it was also the lowest performance content school wide for the 2023 assessments. We had only 49% of students show proficiency on this component. However, compared to last year's NGSSS this is an upward trend as we were at 44% last year. Some of the contributing factors could be the lack of mastery of 3rd and 4th grade Science standards going into 5th grade. We created a secondary plan focused on spiralling those 3rd and 4th grade standards and implemented bi weekly labs.

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

Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C is currently 130 students.

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

- Improving grade level proficiency in ELA.
- Improving grade level proficiency in 5th grade ELA.
- Decreasing the number of students with substantial reading deficiencies.
- Improving profieciency in our SWD subgroup.

Area of Focus

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

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

Include a rationale that explains how it was identified as a 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.

In the last three years at Nova Eisenhower Elementary, students with disabilities have not met the Federal Percent of Points index achievement criteria.

Measurable Outcome:

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

By May 2024, students with disabilities in grades 3-5 will increase proficiency performance by 6 percentage points according to the FAST PM3 ELA Assessment.

Monitoring:

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

The FAST PM 1 and PM2 will be monitored for achievement of our SWD and instruction will be adjusted accordingly.

Person responsible for monitoring outcome:

Tamilla Eldridge-Mason (tamilla.l.eldridge-mason@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 Reading Horizons and Reading Elevate intervention program will be used with struggling students. The SIPPS- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words program will be used with our students with disabilities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

SIPPS® is a research-based foundational skills program proven to help both new and struggling readers in grades K–12.

Reading Horizons will address phonemic awareness and phonics deficiencies.

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.

1. Utilize Cool Tools Screening Diagnostics to pin point area of deficiency.

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

By When: Sept 1, 2023.

All affected personnel will receive training and materials for research based intervention.

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

By When: September 15, 2023

#2. 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.

Our goal at Nova Eisenhower is to build a more positive and supportive learning environment for all students.

Measurable Outcome:

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

By May 2024, 80% of Nova Eisenhower students will rate themselves as feeling happy and safe at school based on the BCPS Annual Student Survey.

Monitoring:

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

Students and Parents will be asked to take the annual survey in order to monitor the positive culture and school environment.

Person responsible for monitoring outcome:

Tamilla Eldridge-Mason (tamilla.l.eldridge-mason@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.)

Our school participates in Character Education as well as Life Skills and Wellness. Led by our guidance counselors and administrators, our school will conduct quarterly assemblies, that focus on positive behavior, academic growth and celebrations. Classroom teachers will instruct students using Life Skills and Wellness curriculum We have also partnered with other agencies such as "The Ned Show" to provide motivational assemblies on making positive life choices.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

One of daily goals is to promote kindness. We will empower students with tools to promote kindness and share kindness in others in our efforts to promote a more positive culture and school environment. All activities are aligned to maintain positive culture.

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.

Character Trait will be taught each month and students will be recognized each month by class for consistently demonstrating the trait. Classroom teachers will teach the trait. Guidance counselors will monitor and conduct student celebrations.

Person Responsible: Tamilla Eldridge-Mason (tamilla.l.eldridge-mason@browardschools.com)

By When: Monthly recognition by character traits.

Annual student surveys will be given once released in May. Survey data will be reviewed for progress towards identified goal of creating and maintaining and improving the positive school culture and environment.

Person Responsible: Tamilla Eldridge-Mason (tamilla.l.eldridge-mason@browardschools.com)

By When: May 2024

#3. 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 2023-2024 School data 61% of students were proficient in ELA which has a direct impact not only in the area of reading, but applies to comprehension in other subject areas.

Measurable Outcome:

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

By June 2023, 65% of student will achieve proficiency in ELA.

Monitoring:

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

Progress monitoring and bi-monthly formative assessments will be used to monitor student progress on the ELA Standards.

Person responsible for monitoring outcome:

Angine Tyghter (angine.tyghter@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.)

Grade level standards based on instruction that is a mix of whole group, small group and intervention based groups. Spiral review implemented consistently. Interventions implemented from support staff via push-in support and pull out groups focused on areas of deficiencies, building stamina and rigor.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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.

Utilize Phonological Awareness and Phonics screeners to identify areas of weakness within foundational reading skills.

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

By When: October 3, 2023

Teachers will attend Science of Reading Training and Reading Horizons Training.

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

By When: October 20, 2023

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).

Nova D. Eisenhower is currently an ATSI (Additional Targeted Support and Improvement School. Resources are discussed during SAC/SAF meetings and prioritized based on need and data analysis. All funding allocations are decided during SAC and voted on by its members.

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 SIP plan will be disseminated using various methods such as posting on our school website, providing hard copies in our school front office, sending voice or text messages with a link to our SIP Pdf. Our SIP will be shared at our SAC meetings and progress will be discussed throughout year. SIP can also be translated in a language parents can understand upon request.

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))

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

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

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)

We will strengthen our academic programs by providing in house professional learning to our teachers on a bi-monthly basis. We will hold grade level Professional Learning Communities (PLC) where our teachers will engage in the CARE Cycle to discuss and analysis curriculum, student growth and performance. In order to increase the amount and quality of learning time, teachers will be provided with grade level schedules with times dedicated to whole group and small group instruction for each of the appropriate content area. Our schedule is designed minute to minute, bell to bell so that no time is wasted. We will follow the district model of scaffolded instruction to ensure the building of rigor within a lesson. We will engage in a process of ongoing progress monitoring and utilize data results to inform our instruction of individual student needs, including students with disabilities. Our planning will be data based and standards based working towards student mastery.

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))

N/A- We follow all Federal, State, and Local guidelines for ESSA , housing, and nutrition programs.