

Broward County Public Schools

North Lauderdale Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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North Lauderdale Elementary School

7500 KIMBERLY BLVD, North Lauderdale, FL 33068

[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 Lauderdale Elementary is to provide an environment which promotes excellence in teaching and learning. North Lauderdale Elementary School staff is committed to providing an atmosphere where every child will be actively involved in learning and challenged to his/her highest potential. Innovative teaching techniques, modern technology, and risk-taking experiences will be combined to meet the educational, emotional, physical and social needs of each student.

Provide the school's vision statement.

North Lauderdale Elementary will be an exemplary school, meeting the individual needs of all students. We will provide excellence in teaching and learning. Through the use of technology, effective and innovative teaching strategies and a commitment to partnerships within the community, this goal will be achieved.

School Leadership Team, 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 |
|----------------------|---------------------|---|
| Williams, Nichele | Principal | <p>The role of the School Principal is to provide instructional leadership for all educational programs at the school in order to maintain a safe and nurturing learning environment. The School Principal also prepares and manages the school's budget including keeping an accurate inventory of the school's assets.</p> <p>The Principal must also read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws.</p> <p>The Principal must use effective interview techniques, coaching procedures, and evaluation procedures to ensure instruction takes place at the highest level of rigor to prepare students in a 21st century learning environment. The Principal must enforce collective bargaining agreements, use effective public speaking skills, group dynamics, and interaction and problem-solving skills. In doing this, he/she must maintain a sensitivity to multicultural issues, perceive the impact of a decision on other components of the organization and then communicate effectively, both orally and in writing, and through the use of technology. Finally, the School Principal must be able to and analyze and use data to make necessary changes to instruction to promote teaching and learning throughout the year.</p> |
| Archer, Marjorie | Assistant Principal | <p>The main role of the Assistant Principal is to assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources available for a successful and safe school program for students, staff and community. The Assistant Principal is an instructional leader responsible for all curriculum and instructional strategies by ensuring that all educators in the building are displaying an understanding of current educational trends, research and technology. The Assistant Principal is also responsible for the communication of</p> |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|----------------|--|
| | | <p>school information, goals, student learning and behavior expectations to all customer groups using effective communication techniques with students, teachers, parents and all community stakeholders.</p> |
| Kerr, Denica | Math Coach | <p>The Mathematics Coach's responsibility is to provide personalized support that is based on identified needs of individual teachers and differentiated supports that fosters the growth and development of teachers. In addition to strategic content- focused mentoring, the coach will support teachers to develop skills in critical areas such as establishing a positive classroom culture and climate, implementing instructional strategies, analyzing student work, differentiating instruction and supporting English Language learners and student with special needs. In addition, the coach will plan to work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.</p> |
| | Reading Coach | <p>The Literacy Coach's role is to support teachers in their daily work. They model and discuss lessons, co-teach lessons, visit classrooms, and provide feedback to teachers. They are a resource to parents and the community and are uniquely positioned to see the big picture -- the way in which people are working, the impact they're having, the needs of students, teachers and administrators. The Literacy Coach can help others see the big picture and work towards systemic changes. They support the process of gathering data, information and resources so that changes can be effective. They also use an inquiry process approach to ask questions and explore root causes.</p> |
| Welch, Kimberly | Other | <p>The role of the ESE Specialist is to serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the</p> |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--|
| | | <p>annual Local Education Agency (LEA) Memo. In addition, the ESE Specialist will coordinate required ESE meetings, provide information to school-based personnel on a variety of topics to include updating staff on policy changes, and assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. In addition, the ESE Specialist will meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities and provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources</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.

During SAC Meetings in the evening or morning, we simultaneously host a student event to encourage parents to come and participate. We invite our business partners and community members to come as well so they can explain their parts and how they can help with the improvement of students and the school. During these night meetings/events, the data of the school is communicated and the input from stakeholders is elicited to create our goals to drive the focus of the school.

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))

During SAC Meetings, our SIP goals are discussed. Families, parents, and community members who attend are asked to provide input on our school goals. If our data is showing a decrease, then we discuss ways to impact students and also to promote parent involvement. If our data is showing an increase, then we discuss ways to maintain and continue this. As we go through the school year, we continue to gather input from all stakeholders.

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 | 96% |
| 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) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: C 2019-20: C 2018-19: C 2017-18: C |
| 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 | 50 | 35 | 38 | 32 | 33 | 0 | 0 | 0 | 228 | |
| One or more suspensions | 0 | 1 | 2 | 9 | 4 | 11 | 0 | 0 | 0 | 27 | |
| 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 | 18 | 45 | 40 | 54 | 28 | 43 | 0 | 0 | 0 | 228 | |
| Level 1 on statewide Math assessment | 0 | 31 | 38 | 36 | 25 | 50 | 0 | 0 | 0 | 180 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 4 | 19 | 20 | 15 | 6 | 0 | 0 | 0 | 64 | |

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 | 4 | 41 | 39 | 48 | 32 | 44 | 0 | 0 | 0 | 208 |

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 | 3 | 5 | 2 | 1 | 0 | 0 | 0 | 15 |
| Students retained two or more times | 1 | 0 | 1 | 1 | 2 | 0 | 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 | 25 | 28 | 27 | 45 | 29 | 30 | 4 | 3 | 1 | 192 | |
| One or more suspensions | 0 | 2 | 0 | 3 | 10 | 9 | 4 | 4 | 1 | 33 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 2 | 7 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 5 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 61 | 39 | 27 | 9 | 6 | 5 | 147 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 51 | 37 | 42 | 11 | 7 | 3 | 151 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 1 | 0 | 1 | 4 | 1 | 4 | 1 | 0 | 0 | 12 | |

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 | 0 | 1 | 1 | 39 | 41 | 38 | 10 | 8 | 5 | 143 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 3 | 3 | 18 | 5 | 14 | 0 | 0 | 2 | 45 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 25 | 28 | 27 | 45 | 29 | 30 | 4 | 3 | 1 | 192 | |
| One or more suspensions | 0 | 2 | 0 | 3 | 10 | 9 | 4 | 4 | 1 | 33 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 2 | 7 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 5 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 61 | 39 | 27 | 9 | 6 | 5 | 147 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 51 | 37 | 42 | 11 | 7 | 3 | 151 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 1 | 0 | 1 | 4 | 1 | 4 | 1 | 0 | 0 | 12 | |

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 | 0 | 1 | 1 | 39 | 41 | 38 | 10 | 8 | 5 | 143 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 3 | 3 | 18 | 5 | 14 | 0 | 0 | 2 | 45 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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* | 33 | 56 | 53 | 37 | 58 | 56 | 29 | | |
| ELA Learning Gains | | | | 62 | | | 47 | | |
| ELA Lowest 25th Percentile | | | | 40 | | | 44 | | |
| Math Achievement* | 49 | 62 | 59 | 43 | 54 | 50 | 24 | | |
| Math Learning Gains | | | | 66 | | | 25 | | |
| Math Lowest 25th Percentile | | | | 56 | | | 39 | | |

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| Science Achievement* | 30 | 48 | 54 | 38 | 59 | 59 | 8 | | |
| Social Studies Achievement* | | | | 67 | 71 | 64 | 17 | | |
| Middle School Acceleration | | | | | 60 | 52 | | | |
| Graduation Rate | | | | | 45 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 42 | 59 | 59 | 64 | | | 45 | | |

* 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 | 37 |
| OVERALL Federal Index Below 41% - All Students | Yes |
| Total Number of Subgroups Missing the Target | 5 |
| Total Points Earned for the Federal Index | 184 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 99 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|--|------|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 53 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 473 |
| Total Components for the Federal Index | 9 |
| Percent Tested | 96 |
| 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 | 23 | Yes | 4 | 1 |
| ELL | 36 | Yes | 1 | |
| AMI | | | | |
| ASN | | | | |
| BLK | 37 | Yes | 1 | |
| HSP | 35 | Yes | 1 | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 35 | Yes | 1 | |

| 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 | 3 | |
| ELL | 50 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 51 | | | |
| HSP | 52 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 45 | | | |
| 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 | 33 | | | 49 | | | 30 | | | | | 42 |
| SWD | 29 | | | 34 | | | 6 | | | | 3 | |
| ELL | 34 | | | 55 | | | 26 | | | | 5 | 42 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 35 | | | 46 | | | 30 | | | | 5 | 42 |
| HSP | 30 | | | 52 | | | 21 | | | | 5 | 42 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 31 | | | 49 | | | 28 | | | | 5 | 39 |

| 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 | 37 | 62 | 40 | 43 | 66 | 56 | 38 | 67 | | | | 64 |
| SWD | 23 | 42 | 30 | 26 | 52 | | 33 | | | | | |
| ELL | 35 | 50 | 33 | 48 | 71 | 63 | 37 | | | | | 64 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 39 | 65 | 42 | 42 | 65 | 54 | 35 | | | | | 62 |
| HSP | 25 | 45 | | 53 | 75 | 50 | | | | | | 64 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 40 | | | 50 | | | | | | | | |
| FRL | 36 | 64 | 43 | 41 | 67 | 67 | 33 | 73 | | | | 59 |

| 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 | 29 | 47 | 44 | 24 | 25 | 39 | 8 | 17 | | | | 45 |
| SWD | 14 | 38 | | 15 | 17 | | | | | | | |
| ELL | 27 | 58 | 57 | 24 | 40 | 55 | 11 | | | | | 45 |

| 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 | | | | | | | | | | | | |
| BLK | 31 | 46 | 38 | 24 | 23 | 37 | 9 | 19 | | | | 47 |
| HSP | 17 | 46 | | 27 | 38 | | | | | | | 33 |
| MUL | 10 | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 29 | 47 | 38 | 22 | 25 | 38 | 8 | 16 | | | | 39 |

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 | 40% | 56% | -16% | 54% | -14% |
| 04 | 2023 - Spring | 37% | 61% | -24% | 58% | -21% |
| 03 | 2023 - Spring | 27% | 53% | -26% | 50% | -23% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 50% | 62% | -12% | 59% | -9% |
| 04 | 2023 - Spring | 52% | 65% | -13% | 61% | -9% |
| 05 | 2023 - Spring | 41% | 58% | -17% | 55% | -14% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 27% | 46% | -19% | 51% | -24% |

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.

Based on the 2022-2023 FAST assessment data, numerous trends emerged. All content areas and subgroups increased in overall proficiency. However, in Science and ELA, our overall proficiency did not meet our school goals of 56 respectively. ELA was at 34 and Science was at 27.

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

Although all instructional areas and subgroups increased significantly in 2022-2023, however, the highest need of improvement is our overall Science proficiency as well as our ELA proficiency for our entire population including the lowest 25 percent and ESE students.

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.

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

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

Mathematics showed the most improvement at 48 percent. A math coach was placed and she provided targeted support for teachers. Coaches and support teachers pulled small groups for targeted student needs. Teachers were provided professional development.

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

According to our EWS data, our attendance is an area of concern. 228 students were absent 10% or more days during the school year. In addition, 228 students were Level 1 on the assessment.

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

1. Improving grade level ELA Proficiency, 2. Improving 5th grade Science Proficiency, 3. Improving proficiency and learning gains 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.

Our area of focus is students with disabilities. In May 2023, 34% of our students with disabilities were proficient on the ELA FAST PM3. These students are also in the lowest quartile of students in their grade levels.

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 will increase ELA proficiency from 34% to 42%, according to the F.A.S.T PM3 assessment.

Monitoring:

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

This area of focus will be monitored through PM1 and PM2 data along with iReady Diagnostic 1 and 2.

Person responsible for monitoring outcome:

Kimberly Welch (kimberly.welch@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.)

Reading Horizons will be used to support our students with disabilities to achieve proficiency in ELA.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Reading Horizons will address the reading foundational skills to assist our students with disabilities become proficient readers.

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.

Provide classroom teachers with IEPs and support with implementing the interventions.

Person Responsible: Kimberly Welch (kimberly.welch@browardschools.com)

By When: September 1st, 2023

Monitoring data through teacher data chats throughout the school year. Teachers will use data to differentiate instruction.

Person Responsible: Nichele Williams (nichele.williams@browardschools.com)

By When: September 30th, 2023.

#2. Positive Culture and Environment specifically relating to Early Warning System**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 response to the challenges faced by North Lauderdale Elementary, the emphasis on cultivating a positive school culture and implementing an early warning system is not only relevant but crucial. This approach has been identified as a necessary strategy based on a comprehensive review of the school survey data which highlights a range of factors that impact the students' educational experience and well-being.

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 North Lauderdale students will rate themselves as happy and safe via the annual BCPS survey.

Monitoring:

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

Students and parents will be asked to complete an annual survey in order to monitor the positive improvement of our school culture and environment.

Person responsible for monitoring outcome:

Nichele Williams (nichele.williams@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 Guidance Counselor promotes character traits each month. Each classroom teacher chooses a student who demonstrates that trait. The guidance counselor and teachers instruct their students using the Florida SEL standards and online district-adopted tools from the district targeting SEL, life skills, and wellness. North Lauderdale also holds assemblies that promote positive academic and behavioral growth and expectations. North Lauderdale has also partnered with various community stakeholders that donate incentives to our children as additional motivation such as our Game Room.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

North Lauderdale Elementary will continue to motivate our students to be kind to one another, kind to themselves, and kind to their environment. These specific outcomes are realistic and achievable within a school year. They address key areas of concern and are directly tied to creating a positive school culture and early warning system. By setting these objectives, North Lauderdale can track progress, adjust strategies as needed, and ultimately enhance student educational experience.

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.

Student school supplies and book bag giveaway and the curriculum kick-off pep rally to get children excited about the curriculum this school year. This will in turn get students excited about attending school.

Person Responsible: Nichele Williams (nichele.williams@browardschools.com)

By When: These action steps have occurred both before the school year as well as will be occurring throughout the school year until June.

5,000 Role Models program to mentor young male youth who are at

Person Responsible: Nichele Williams (nichele.williams@browardschools.com)

By When: These action steps have occurred both before the school year as well as will be occurring throughout the school year until June.

#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.

Upon review of our ELA and Math data we have initiated that Math is a strength at our school and that instructional practices in ELA instruction must be improved through PLCs, Professional Development, and support. For ELA proficiency, 34% of our students were proficient on the 2023 F.A.S.T PM 3. This speaks to the need to really hone in on instructional practices that can meet the needs of our students and our teachers so that our goal of 54% proficiency in ELA can be accomplished.

Measurable Outcome:

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

By May 2024, 54% of students will be proficient on the F.A.S.T assessment PM 3 for ELA.

Monitoring:

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

Instructional practice improvement will be monitored by monitoring student data. Student achievement will be monitored through the use of I-Ready Diagnostic 1 and 2, Benchmark Unit Assessments and PM 1 and PM 2 for F.A.S.T. Students who are not making adequate progress towards the goal will be given support through differentiated instruction, and small group instruction as needed.

Person responsible for monitoring outcome:

Marjorie Archer (marjorie.archer@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.)

In the area of ELA, we will use Benchmark Advance intervention in small groups, SIPPS Reading Interventions, and Heggerty for Phonemic Awareness.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We are using these intervention methods to improve instructional practices because many of our students have deficiencies in Phonics, Comprehension, and Phonemic Awareness. These programs have been specifically tailored to meet the needs of students with these deficiencies when used with fidelity.

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.

Academic support staff will screen and form groups based on student deficiencies and perform interventions

Person Responsible: Marjorie Archer (marjorie.archer@browardschools.com)

By When: September 2023 so that small groups and intervention groups can be formulated.

Academic support staff and teachers will monitor student data for growth and tailor intervention and instruction based on progress made throughout the year

Person Responsible: Marjorie Archer (marjorie.archer@browardschools.com)

By When: Ongoing from September through May.

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).

North Lauderdale is currently an Additional Targeted Support Improvement School (ATSI). The resources will be reviewed at SAC / SAF meetings. All decisions on resources and funding will be discussed and decided at SAC / SAF Meetings.

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

Students in grades K - 2 have deficiencies in phonological awareness and phonics. This directly impacts their ability to read and comprehend text. The data reviewed were the FAST PM3, iReady Diagnostic PM3, and Grade 1 had 70% of their students not proficient in ELA. Grade 2 had 71% of their students not proficient in ELA.

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

In grades 3-5 there were 66% students not proficient in ELA. Students get to grade 3-5 and their specific reading deficiencies are not addressed. Each student will be screened to determine these deficiencies.

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 of 2024 students in grades K - 2 will improve ELA proficiency to 54% based on the FAST PM3 assessment.

Grades 3-5 Measurable Outcomes

By May of 2024 students in grades 3 - 5 will improve ELA proficiency to 54% based on the FAST PM3 assessment.

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.

Ongoing monitoring will include data chats, formative assessments, FAST PM1-2-3, and iReady PM1-2-3. We will utilize all of these sources of data to plan for instruction and adapt plans as ongoing assessment data is analyzed. Monthly assessments, quarterly interim assessments and biweekly data meetings

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Williams, Nichele, nichele.williams@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?

Programs used for implementation will include Phonics for Reading, Reading Horizons, SIPPS, and Benchmark Advance Intervention. All of the interventions that will be used with students are on the struggling readers chart. Each program is aligned to the reading foundational skills in the BEST ELA Standards.

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?

Our identified need is that students need to be explicitly taught phonics and phonological awareness before they can increase fluency and improve comprehension. Each of the programs is research - based with proven results to increase student reading performance.

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

| Action Step | Person Responsible for Monitoring |
|---|---|
| <p>Action Step: Create a Literacy Culture through Targeted Intervention</p> <p>Literacy Leadership - The Literacy Coach, 2 Academic Support Teachers, and the Team Leaders will engage in professional learning surrounding the Science of Reading and support their grade level teams with the tools to intervene with students.</p> <p>Literacy Coaching - The Literacy Coach will coach the academic support teachers, team leaders, and grade level teachers by observing, modeling, providing feedback, and engaging in a continuous coaching model.</p> <p>Assessment - All staff will screen level 1 students K - 5 using a targeted screening tools to determine needs for phonological awareness. Classroom teachers will continue with formative assessment.</p> <p>Professional Learning - The literacy leadership team will provide professional learning for all teachers so that their level of knowledge and skill in implementing science of reading core components with students increases.</p> | <p>Williams, Nichele, nichele.williams@browardschools.com</p> |
| <p>Action Step: Improve and create a sustainable MTSS system to ensure that students are receiving intervention and / or ESE services as needed.</p> <p>Literacy Leadership - The ESE Specialist, ESE Support Facilitator, School Counselor, Social worker will take the lead on approaching our students with needs in the school. All students can make gains.</p> <p>Literacy Coaching - The ESE Team will support teachers by offering observing, modeling, and planning for students with Tier 2-3 needs and students with disabilities.</p> <p>Assessment - All staff will screen level 1 students K - 5 using a targeted screening tools to determine needs for phonological awareness. Classroom teachers will continue with formative assessment.</p> <p>Professional Learning - The ESE Team will support all staff with ongoing PD surrounding accommodations, modifications, and interventions.</p> | <p>Williams, Nichele, nichele.williams@browardschools.com</p> |

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.

Our SIP plan and progress toward goals will be disseminated during SAC/SAF meetings monthly. It will be posted on our website <https://www.browardschools.com/northlauderdale>.

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))

On our website <https://www.browardschools.com/northlauderdale> our Family Engagement Plan will be made public to share with parents. We will have multiple schoolwide community events at night and on weekends including, but not limited to our Harvest Festival in October and our Holiday event in December. During all of these events, we will support the needs of our students. In addition, we will host academic nights where we keep families informed about state testing and student programs. Teachers will participate in our Open House and have 2 conferences per year to keep families informed about their children's progress in school.

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))

All students scoring a level 1 on previous testing will be screened by our academic support teachers for reading deficiencies. We will provide targeted intervention to meet these deficiencies so that all students can become proficient readers. This will include our students with disabilities as well. All intervention materials used will be research based.

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))

One of our academic support teachers is funded through ESSA and will work as a team with the other support teachers to provide small group intervention for students who show the need based on our screenings. Students will be monitored for adequate progress ongoing.

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))

We have a full time social worker, a HeadStart coordinator, and a school counselor on site to provide support for our students and families. All of these individuals work together to get families what they need.

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))

NA

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).

MTSS will meet regularly on students who are not showing growth as compared to peers. The students will receive Tier 2 intervention and Tier 3 if needed. Data will be collected and analyzed by the team, and support services will be assigned if needed.

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))

Regular professional learning will be disseminated around the Science of Reading in grades K - 5. This will occur in our scheduled Professional Learning Communities. Teacher leaders will train peers and model best practices. Ongoing peer observations will also support the professional learning.

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))

Our HeadStart, VPK, and ESE PreK programs coordinate parent meetings and support for transitioning to kindergarten for the families and students. These occur in April and May with classroom teachers who have already developed relationships with students and families.