

Broward County Public Schools

Imagine Charter School At North Lauderdale Elementary



2023-24

Schoolwide Improvement Plan (SIP)

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Imagine Charter School At North Lauderdale Elementary

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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.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Bailey, Sharon	Principal	<p>Responsibilities include disciplining or advising students, approving Teachers' curriculums, and ensuring the school environment is safe for all students and staff members. Implement the school's charter in collaboration with the school's board of directors and the authorizing institution. Establish and communicate standards for student and professional performance. Continually assess school practices and procedures and adjust them to support the diverse learning needs of students. Assume responsibility for the health, safety, and welfare of the students, staff, and visitors. Infuse the school culture with Imagine Schools Non-Profit's Six Measures of Excellence. Demonstrate an understanding of the Imagine Schools Non-Profit Six Measures of Excellence in the execution of duties. Model positive character virtues and habits. Assist students in developing positive moral and performance character attributes. Responsible for overseeing the financial management of the school, including the development of the annual budget, overseeing the management of accounts payable and accounts receivable, approving payroll, and provision of required financial reports to the board, district, and state. Also responsible for seeing that the annual financial audit is completed in a timely manner. Responsible for the hiring and supervision of the school personnel. Collaborate and clearly communicate with parents/guardians, and other educators to assist the students. Regularly communicate with all members of the school community.</p>
Wright, Alicia	Assistant Principal	<p>Performs a variety of administrative duties to assist the Principal in managing the school. Assumes the duties of the Principal in the absence of the Principal and as assigned. Assists the Principal in providing instructional leadership to the school. Supervises and evaluates the performance of designated certificated and/or classified personnel assigns duties to faculty and staff as appropriate to meet school</p>

Name	Position Title	Job Duties and Responsibilities
		<p>objectives; Assists with the recruiting, interviewing, and selection of new faculty and staff. Supervises students on campus after school; assist with monitoring students during lunch when needed Provides direction to a variety of faculty, staff, and student programs and services; participates in formal and informal classroom visitations and observations; provides recommendations and suggestions for improvement as appropriate. Directs the Saturday School tutoring program in collaboration with school staff and/or personnel from outside agencies. Provide Professional Development at Bi-Weekly Staff Meetings, Meet with educators to discuss data, Complete reports and progress monitor data Serve as ESOL Coordinator, Serves as Title 1 Liason, Assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students.</p>
Lawson, Tamaya	Instructional Coach	<p>Support teachers and administrators in using data to improve instruction on all levels. professional development targeted topics and designs. Develops coaching plans for teachers to ensure student improvement. Utilize Adult Learning Theory to motivate adult learners to improve professional practice.</p> <p>Serves as Title 1 Coordinator</p>
Sims, Paige	Instructional Coach	<p>Support teachers and administrators in using data to improve instruction on all levels. professional development targeted topics and designs. Develop coaching plans for teachers to ensure student improvement. Utilize Adult Learning Theory to motivate adult learners to improve professional practice.</p>
Dorfman, William		<p>Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually. Coordinate required ESE meetings. Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. Meet with ESE curriculum supervisors</p>

Name	Position Title	Job Duties and Responsibilities
		<p>monthly with regard to curricula, related services and program delivery systems for students with disabilities. Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student. Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard. Assist in identifying, reporting and correcting IDEA compliance concerns identified internally. Shall report all compliance concerns directly to the school based leadership. ? Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures. Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity. Utilize the electronic management system to generate IEP documents. Perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida. Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. Review current developments, literature and technical sources of information related to job responsibilities. Ensure adherence to safety rules and procedures. Follow federal and state, as well as School Board policies. Perform other duties as assigned by the school principal. Oversee the MTSS Process, Meet Weekly with Interventionist and share with the Leadership Team.</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 makes all stakeholders aware of the current school improvement plan and holds a meeting in which all stakeholders are invited to provide input on the current and upcoming plans. All stakeholders including the school leadership team, teachers, school staff, parents, families community members and governing board members are invited to join the meetings. The meetings are posted via school dojo, Parent Square and on the entry doors of the building. Invite flyers are sent home in multiple languages as well.

SIP Monitoring

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

The school 's leadership team monitors the various components of the School Improvement Plan. Progress and modifications are discussed at weekly leadership team meetings as well as monthly school leader meetings. Progress Monitoring is shared internally with staff members through the school weekly newsletter. The updates and progress are shared with all stakeholders including family, staff community and governing board members at monthly governing board meetings as well.

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	99%
2022-23 Economically Disadvantaged (FRL) Rate	93%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 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	32	29	18	26	20	33	0	0	0	158	
One or more suspensions	1	2	3	1	1	2	0	0	0	10	
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	0	0	0	24	29	29	0	0	0	82	
Level 1 on statewide Math assessment	0	0	0	24	32	34	0	0	0	90	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	46	57	35	43	46	46	0	0	0	273	

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	23	29	13	36	44	45	0	0	0	190

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

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

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	44	30	29	34	44	30	0	0	0	211	
One or more suspensions	1	2	1	1	2	5	0	0	0	12	
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	33	31	36	0	0	0	100	
Level 1 on statewide Math assessment	0	0	0	5	44	45	0	0	0	94	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	1	3	26	27	29	0	0	0	87	

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	2	2	27	49	49	0	0	0	131

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	1	6	0	1	0	0	0	8
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	44	30	29	34	44	30	0	0	0	211	
One or more suspensions	1	2	1	1	2	5	0	0	0	12	
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	33	31	36	0	0	0	100	
Level 1 on statewide Math assessment	0	0	0	5	44	45	0	0	0	94	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	1	3	26	27	29	0	0	0	87	

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	2	2	27	49	49	0	0	0	131

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	1	6	0	1	0	0	0	8
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*	32			36	58	56	29		
ELA Learning Gains				48	66	61	38		
ELA Lowest 25th Percentile				36	56	52	56		
Math Achievement*	34			25	59	60	20		
Math Learning Gains				45	72	64	11		
Math Lowest 25th Percentile				35	63	55	12		
Science Achievement*	17			11	45	51	17		
Social Studies Achievement*					0	50			
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	58			41			49		

* 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)	CSI
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	169
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	35

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	277
Total Components for the Federal Index	8
Percent Tested	99
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	14	Yes	4	4
ELL	26	Yes	2	1
AMI				
ASN				
BLK	31	Yes	2	1
HSP	37	Yes	2	
MUL				
PAC				
WHT				
FRL	34	Yes	2	

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	19	Yes	3	3
ELL	34	Yes	1	
AMI				
ASN				
BLK	34	Yes	1	
HSP	37	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%
MUL				
PAC				
WHT				
FRL	36	Yes	1	

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	32			34			17					58
SWD	7			15			0				4	33
ELL	20			33			15				5	58
AMI												
ASN												
BLK	30			31			14				5	50
HSP	35			43			22				5	62
MUL												
PAC												
WHT												
FRL	31			34			18				5	57

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	36	48	36	25	45	35	11					41
SWD	5	26	17	12	33	30	0					30
ELL	28	48	41	26	45	33	10					41
AMI												
ASN												

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
BLK	32	46	33	24	44	44	7					43
HSP	42	55	50	27	51	18	14					40
MUL												
PAC												
WHT												
FRL	36	50	36	25	46	38	12					42

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	38	56	20	11	12	17					49
SWD	6	40	50	2	4	0	0					38
ELL	19	44		18	12		12					49
AMI												
ASN												
BLK	28	40	64	18	9	15	13					46
HSP	29	36		23	17		25					54
MUL												
PAC												
WHT												
FRL	27	40	59	19	10	12	17					49

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	36%	56%	-20%	54%	-18%
04	2023 - Spring	37%	61%	-24%	58%	-21%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	24%	53%	-29%	50%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	36%	62%	-26%	59%	-23%
04	2023 - Spring	24%	65%	-41%	61%	-37%
05	2023 - Spring	41%	58%	-17%	55%	-14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	16%	46%	-30%	51%	-35%

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.

The data component from PM3 progress monitoring assessments that showed the lowest performance is reading proficiency in grade 3. Although growth was apparent from PM1, which had a 15% proficiency to PM3, which had a 23% proficiency, it was still 15% below 4th grade proficiency of 38% and 13% below 5th grade's reading proficiency level of 36%. Also when analyzing primary grade level data proficiency scores of 40% in Reading can be seen in grade 2 based on the PM3 STAR assessment, a 53% in proficiency in grade 1 and a 50% proficiency in Kindergarten on the PM 3 STAR Early Literacy Assessment.

When looking specifically at demographic data it is apparent that 66% of third grade ELL students scored a Level 1 on the Spring FAST Assessment and 33% scored a level 2 on the PM3 FAST ELA Assessment. When reflecting on the three categories tested during the Spring FAST Reading Assessment which included the categories of Reading Prose and Poetry, Reading Informational Text and Reading Across Genres & Vocabulary, the lowest performance area was Reading Informational text. For the third grade students, Informational Text had a 5% Proficiency rate with 67% of students scoring a level two which would qualify them for intervention and 27% scoring a level 1 which would place them in the Tier 3 category. On the topic of Reading Prose and Poetry 3rd graders had a 15% Proficiency rate, with 65% of students scoring in the intervention category and 20% scoring in the Tier 3 category. For the topic of Reading Across Genres and Vocabulary fourth grade students had a 15% Proficiency rate with 58% of students scoring in the intervention category and 27% scoring in the urgent intervention category.

The factor's that we believe contributed to this year's performance includes the following; In third grade, there was a team of two new to Imagine educators and one returning Interim sub. Of the three educators, two attended professional development, common planning sessions and implemented strategies introduced. Those two teachers were able to see great gains in their classrooms. One of the new to Imagine, educators were able to increase her class proficiency from 8% on the PM1 FAST ELA Assessment to 33% on the Spring PM3 FAST ELA Assessment. The returning Interim Sub was able to decrease her deficiencies (Tier 1) by 34% as her level 1 scores went from 50% of students based on the PM1 FAST ELA Assessment to 16% on the Spring PM3 FAST ELA Assessment. There was one teacher that started and ended the year with 0% of her students proficient, and went from 94% of the class scoring a level 1 on the PM1 FAST ELA Assessment to 72% of the class scoring Level 1 on the PM3 FAST ELA Assessment which was a 22% decrease in urgent intervention. This educator did not attend any of the planned staff professional development sessions, seldom attended supported common planning, and did not implement strategies with consistency when supported by instructional coaches.

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

The greatest decline from Progress Monitoring period 1 to Progress Monitoring period 3 was the number of students that scored a level 1 and fell into the category for Tier 3 instruction. In PM1 seventy one percent of the student body in third, fourth and fifth grades scored a level 1 and received Tier 3 Interventions. By PM3, this number significantly decreased to forty-four percent of students in grades three, four, and five scoring a level 1 which would qualify them as a Tier 3 student.

When looking at grades independently, it can be seen that 5th grade decreased from the number of students that scored a level 1 on the Spring Florida Assessment of Student Thinking (FAST) English Language Arts (ELA) assessment and fell into Tier 3 instruction as well. Tier 3 5th grade students decreased from seventy two percent on PM1 FAST ELA Assessment to forty percent. on the PM3 FAST ELA Assessment which is a 32% decrease in urgent intervention students. The same can be seen in 4th grade in which 4th grade students scoring a level 1 on the FAST ELA Assessment decreased from 71% on PM1 to 48% on the PM3 FAST ELA Assessment, which is a 23% decrease in students in urgent intervention. Also in 3rd grade, based on the FAST ELA PM1 Assessment, students scoring a level 1 decreased from 70% to 44% by the PM3 FAST ELA Assessment; this was a 26% decrease in urgent intervention students for grade 3.

In analyzing Primary STAR- Star Early Literacy Assessment (SEL) data the same trend can be seen. Kindergarten Fall STAR assessment data reflects that forty seven percent of students scored urgent intervention, by the PM3 Assessment this number significantly decreased by thirty percent to seventeen percent of students scoring in the urgent intervention category.

The 1st grade Fall STAR SEL assessment data reflects that thirty percent of students scored urgent intervention, by the PM3 Assessment this number decreased by seventeen percent to thirteen percent of students scoring in the urgent intervention category on the STAR Reading assessment.

The 2nd grade Fall STAR Reading assessment data reflects that thirty four percent of students scored urgent intervention, by the PM3 Assessment this number decreased by nine percent to twenty -five percent of students scoring in the urgent intervention category on the STAR Reading assessment.

The factors that contributed to this decline were some of the initiatives implemented from the 2022-2023 School Improvement Plan. The reading interventionist pulled small groups daily implementing Interventions utilizing Foundations, Rewards and Benchmark curriculum for Tier 3 students. All students also received personalized instruction through Lexia daily in the areas of comprehension, fluency, vocabulary, phonics and phonemic awareness. Classroom teachers provided in class small group

instruction to Tier 2 students through Lexia Intervention Lessons and direct instruction. All of the factors, above contributed to the 27% decrease in level one scores for PM3. PM3 reflects that 44% of students in grades K-5 scored a level 1 compared to 71% during PM1.

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.

In analyzing the overall PM3 data, the greatest gap when compared to the state average is the proficiency scores of 4th grade students in the area of math. The proficiency score of Imagine North Lauderdale students in grade four was a twenty four percent, this is a thirty percent gap in proficiency, when compared to the state average of sixty one percent.

In 4th grade when analyzing demographic data for categories targeted through the SIP for improvement, students that are English Language Learners, as well as students with disabilities had a proficiency score of thirty eight percent on the PM3 FAST test, thirty three percent of African American 4th graders were proficient and forty-five percent of Hispanic fourth graders were proficient.

Data for students in third and fifth grade reflects the following:

Third grade data reflects that 50% of 3rd grade students scored proficiently based on State data from the F.A.S.T ELA test. This is being compared to 23% of third graders that scored proficient at Imagine North Lauderdale. This is a 27% proficiency gap when comparing state scores to school scores. In 3rd grade when analyzing demographic data students that are ELL'S, as well as SWD's had a proficiency score of 23% on the PM3 FAST ELA test, 29% percent of African American 3rd graders and 17% of Hispanic 3rd graders were proficient.

In Fifth Grade, student data reflects that fifty percent of 5th grade students scored proficiently based on State data from the Florida Assessment of Student Thinking (FAST) English Language Arts (ELA) test compared to thirty percent of 5th graders that scored proficient at Imagine North Lauderdale. This is a nineteen percent proficiency gap when comparing state scores to school scores.

In 5th grade when analyzing demographic data, ELL's, as well as SWD's had a proficiency score of 36% percent on the PM3 FAST test, thirty-one percent of African American 5th graders were proficient and forty-six percent of Hispanic fifth graders were proficient.

Factors that contributed to 4th grade having the largest gap included 4th grade students faced several challenges this year with teacher turnover 3 times in on 4th grade classroom and twice in another 4th grade classroom. Of the three 4th grade teachers two were long-term subs who were receiving coaching support as often as possible from the instructional coaches on campus. With a new math curriculum, new standards and being new to the profession of education two-thirds of the 4th grade team faced challenges with providing the targeted-data based, differentiated instruction needed in their classrooms at the level of effectiveness in which was necessary. Although, there is a gap between the state and students at INL in this area. The 4th grade teachers and students did show tremendous growth in the fact that they were able to increase proficiency from a 2% in Fall 22 to 37% in Spring 22; as well as decrease the amount of students in Tier 3 from 93% in Fall of 22 to 53% in the Spring of 23.

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

The data component which showed the most improvement when comparing Spring 22 test results (FSA) to Spring 23 test results (FAST) would be math proficiency. Math proficiency increased 10% when comparing the two data components as the Spring 22 assessment had an overall proficiency of 25% and the Spring 23 assessment had an overall proficiency of 35%. Also when comparing PM1 to PM3 data for the 2022-2023 school year there was a 32% increase as proficiency went from a 3% to a 35% in grades

3 through 5. As well as the number of students scoring urgent intervention or level 1 decreased from 88% to 48%; which is a 40% decrease in the number of students in Tier 3 in grades 3-5.

Third grade data reflects that 37% of 3rd grade students scored proficiently based on data from the F.A.S.T Math PM3 test. This is being compared to 4% of third graders that scored proficient on the PM1 Test This is a 33% proficiency increase when comparing PM1 scores to PM 3 scores. In 3rd grade when analyzing demographic data students that are ELL'S proficiency increased from 0% to 11%, African American students increased proficiency from 5% to 40% and Hispanic 3rd graders proficiency increased from 6% to 34%.

4th grade data reflects that 24% of 4th grade students scored proficiently based on data from the F.A.S.T Math PM3 test. This is being compared to 2% of 4th graders that scored proficient on the PM1 Test. This is a 22% proficiency increase when comparing PM1 scores to PM 3 scores. In 4th grade when analyzing demographic data students that are ELL'S proficiency increased from 0% to 19%, African American students increased proficiency from 5% to 40% and Hispanic 3rd graders proficiency increased from 6% to 34%.

5th grade data reflects that 41% of 5th grade students scored proficiently based on data from the F.A.S.T Math PM3 test. This is being compared to 4% of 5th graders that scored proficient on the PM1 Test This is a 37% proficiency increase when comparing PM1 scores to PM 3 scores. In 5th grade when analyzing demographic data students that are ELL'S proficiency increased from 0% to 17%, African American students increased proficiency from 5% to 40% and Hispanic 3rd graders proficiency increased from 6% to 34%.

In grades K-1 the same trend can be seen as Kindergarten data increased from 33% PM1 to 58% PM3 1st from 53% PM1 to 61% PM3.

Factors that lead to this improvement include initiatives implemented from the 2022-2023 School Improvement Plan. The math interventionist pulled small groups daily implementing Interventions utilizing Envisions intervention kits. All students also received personalized instruction through Success Maker daily in the areas of Numbers and Operations, Algebraic Thinking, Data and Measurement, and Geometry. Classroom teachers provided fluency practice through Mountain Math Daily, in class small group instruction to Tier 2 students through Envision Intervention Lessons and direct instruction. All of the factors, above contributed to the decrease in level one scores for PM3.

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

One area of concern based on Early warning systems data is the number of students with moderate and severe numbers of absences. There are 158 students that have been absent for 10 percent or more days this school year. This shows that 36% of the student body has attendance concerns. The school counselor has mailed/delivered 10-day letters to families each quarter and scheduled meetings with parents to address challenges with attendance. In speaking with parents the most frequent reasons for unexcused absences are parents are having transportation issues, parents forgot to call in when students were sick, parents were afraid of language barrier with communicating to excuse the absence, and lastly they were absent due to parent having to travel. Our counselor will continue to meet with parents and develop an attendance plan when necessary to help improve absence statuses of students.

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

Our highest priorities for next school year include : 1. Providing data-based differentiated instruction in the areas of reading and math for all students including ESE,ESOL, and demographic subgroups including but not limited to Black/African American, Hispanic, and Economically Disadvantaged. 2. Ensuring that consistent, effective Tier 2 and Tier 3 instruction is implemented daily. 3. Ensuring the

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

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

In regards to math, fluency practice through Mountain Math Daily at the beginning of every math Block will be a school wide expectation as well practicing Reflex Math. Teachers will also incorporate Daily 5 Math. Our Math Interventionist will pull Tier 3 students daily.

All educators will be trained on resources that assist English Language Learners and Exceptional Students. They will have access to Ellevation Lessons and Tools, ensure our A1 students use Imagine Learning Daily and will have access to Lexia-English. Our teachers will use District MTSS goal sheets to progress monitor our students who are not mastering skills and will meet with our MTSS coordinator monthly.

Area of Focus

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

#1. Instructional Practice specifically relating to 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.

Proficiency in the subject area of English Language Arts is a priority focus area for the 2023-2024 school year. In analyzing various data points increases have been seen in the subject area of ELA however we are not yet surpassing our Pre-COVID instructional goals. FSA data reflects a increase in reading proficiency overall from a 29% in Spring 21 to a 36% in Spring 22 which proves we are moving in the right direction but there is still work to be done.

Reflecting on our data it is clear that we need to provide consistent targeted instruction in the area of phonics for our Primary students. We will do so by utilizing the Research Based Program FUNdations in grades K and 1 which will benefit all learners with phonics instruction including ELL's and SWD's. We will also implement the use of a research based, schoolwide, individualized instruction program Lexia which will provide all students

with meaningful, targeted instruction in not only Phonemic Awareness and Phonics. but also Vocabulary, Fluency and Comprehension which will aid in increasing Reading Proficiency as a whole. Tier 3 students will be pulled daily by the Reading Interventionist to receive additional explicit instruction in areas of deficiency utilizing approved curriculum. In analyzing Fall STAR Progress Monitoring Data 33% of Kindergarten students are

proficient in the area of Phonics. 77% of Kinder students are below grade level in Reading Overall. As for 1st grade 49% are proficient in the area of phonics and 67% are below grade level in Reading Overall. In 2nd Grade 45% are proficient in the area of phonics and 49% are in need of reading intervention. With consistent implementation of the FUNdations program combined with Lexia and Small group instruction all students will receive purposeful, differentiated instruction to meet their various learning needs.

Measurable Outcome:

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

By June 2024, Kindergarten Phonics Proficiency of all learners including all Demographic Subgroups, English Language Learners and Students with Disabilities will increase from 33% to 76%.

By June 2024, First grade phonics Proficiency of all learners including all Demographic Subgroups, English Language Learners and Students with Disabilities will increase from a 49% to a 80%.

By June 2024, Second grade Phonics Proficiency of all learners including all Demographic Subgroups, English Language Learners and Students with Disabilities will increase from 45% to 70% as measured by the Spring 23 STAR Progress Monitoring Assessment.

Monitoring:

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

Educators will participate in weekly common planning sessions supported by our Literacy Instructional Coach to guide instructional practice in the targeted areas. The instructional coach will help with developing lesson plans in all grades K-5, help with identifying resources to use while instructing and ensure lessons are aligned to the Florida BEST Standards. Lesson Plans will be monitored weekly by the Literacy Instructional Coach to

check for BEST standard alignment, utilization of approved curriculum, inclusion of Accommodations for ESE students, inclusion of Accommodations/Modifications for ELL students, and differentiated small group instruction for Tier 2 and Tier 3 students. A.P. will monitor implementation of Lexia, Imagine Learning, and Lexia English (when purchased) and share data reports via schoolwide data chats and weekly school newsletter. The

MTSS/ESE Coordinator will monitor student meeting and instructional program implementation through weekly meetings. Observe for Success Evaluation tool will be utilized to provide feedback to educators.

Person responsible for monitoring outcome:

Alicia Wright (alicia.wright@imagineschools.org)

Evidence-based 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.)

Wilson's Foundations will be the intervention program, supported by Lexia Core 5 and Benchmark Advanced Interventions. The Research Based Program FUNdations in grade K will be implemented utilizing the Gradual Release Model, which will benefit all learners with phonics instruction including ELL's and SWD's. We will also

implement the use of a research based, schoolwide, individualized instruction program Lexia which will provide all students with meaningful, targeted, differentiated instruction in not only Phonemic Awareness and Phonics, but also Vocabulary, Fluency and Comprehension which will aid in increasing Reading Proficiency as a whole. The program will be supported by the teacher who will provide small group intervention as needed based on student lesson recommendations. Small Group will also be used by the Reading Interventionist who will meet with Tier 3 students daily for small group reading instruction utilizing FUNdations, or Benchmark Intervention lessons based on need.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Gradual Release model of instruction was selected to be utilized with the FUNdations program as the majority of Kinder and First grade students are currently under performing. Utilizing this method of instruction gives students the support they need as they work toward independence and full comprehension of the daily learning target. Small Group Instruction was chosen as an evidence based reading strategy because it allows the educator to focus precisely on what students need at the moment to build towards academic growth/proficiency. The final strategy of differentiated instruction was chosen to meet the various learning needs of all students via individualized learning plans whether they be through Lexia Core 5 which is used for all students including SWD's ELL's and Hispanic and Black student subgroups in grades K, 1, and 2. Or the Imagine Learning and/ or Lexia English that provide individualized instruction specifically for the English Language Learners.

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?

Yes

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

New Educators that will be teaching FUNdations will be registered for and receive FUNdations training. In order to see the benefits of implementing the FUNdations Program all educators utilizing the program will need to be FUNdations trained prior to use. The Assistant Principal will register the Tier 3 Interventionist for FUNdations training in grades 1, 2 and 3 as she will be utilizing all three levels depending on student need. The majority of the Tier 3 students belong to the ELL and ESE student population and the Black and Hispanic student subgroups. All new Kindergarten-1st educators that have not received FUNdations training will be registered to attend training sessions as well since Kindergarten will be completing FUNdations

Whole Group. Utilizing the FUNdations program whole group in K-1 will allow K-1 educators to meet the needs of all learners in their classrooms including ELL'S, SWD's and Black and Hispanic student subgroups.

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

By When: September 2023

Reading Interventionist will conduct data based small group instruction daily with students identified as Tier 3 students in the subject of Reading. while the ESE Teacher that is certified in Reading will support by pushing in and providing Reading Intervention to students in Kindergarten and 1st grade identified as Tier 3 who are not in the class of a Reading endorsed or reading certified homeroom teacher. Both instructors will be utilizing

approved school curriculum outlined in our school Reading Plan including Lexia Skill Builders, FUNdations and Benchmark Intervention lessons. The leadership team including the MTSS Coordinator/ ESE Specialist along with the Assistant Principal, Instructional Coach, Principal and Reading Interventionist will meet to determine and discuss Tier 3 students, develop the Interventionist schedule and meet monthly to share out data and progress on the 3rd Monday of each month.

Person Responsible: Paige Sims (paige.sims@imaginefl.org)

By When: Ongoing through June 2024

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

Person Responsible: Sharon Bailey (charter5171@browardschools.com)

By When: Ongoing through June 2024

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

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

By When: September 2023

#2. Instructional Practice specifically relating to Math**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.

Proficiency in the subject area Math, specifically Numbers and Operation is a priority focus area this school year. In analyzing data increases have been seen in Math however we are not yet surpassing our Pre-COVID achievement levels. FSA data reflects a increase in Math proficiency from a 20% in Spring 21 to a 25% in Spring 22 with learning gains increasing from 11% in Spring 21 to 45% Spring 22, which proves we are improving in student achievement but there is still room for improvement.

Through the data it's evident that we need to provide consistent targeted instruction in the area of Numbers and Operations. We will do so by utilizing Envision Re-Teach and Intervention lessons during Small Group Instruction which will benefit all learners. We will also implement the use of a research based, schoolwide, individualized instruction program Success-maker which will provide all students including ELL's and SWD's with meaningful, targeted instruction in not only Numbers and Operation. but also Geometry, Measurement, and Algebra/Algebraic Reasoning which will increase Math Proficiency as a whole. Reflex and Mountain Math Fluency programs will also be implemented daily. In analyzing Fall STAR Progress Monitoring Data 22% of Kindergarten, 35% of 1st grade and 41% of 2nd grade students are proficient in Numbers and Operations/Number Sense. 34% of Kindergarten, 54% of 1st grade and 42% of 2nd grade students are Proficient in Math overall. 32% of 3rd grade, 43% of 4th grade and 26% of 5th grade students are proficient in Numbers and Operations. 62% of 3rd grade, 66% of 4th grade and 65% of 5th grade students are performing 1-3 years below level in Math. With consistent implementation of Tier 2 and 3 small group instruction combined with Success-maker individualized instruction students will receive purposeful, differentiated instruction to meet their various learning needs.

Measurable Outcome:

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

By June 2024, Numbers and Operations Proficiency of all learners including all Demographic Subgroups (Hispanic and Black), English Language Learners and Students with Disabilities will increase from 22% to 51% in Kindergarten as measured by the Spring 23 STAR Progress Monitoring Assessment.

By June 2024, Numbers and Operations Proficiency of all learners including all Demographic Subgroups (Hispanic and Black), ELL's and SWD's will increase from 35% to 63% in 1st grade, and second grade will increase from 41% to 65% as measured by the Spring 23 STAR Progress Monitoring Assessment.

By June 2024, Numbers and Operations Proficiency of all learners including all Demographic Subgroups (Hispanic and Black), ELL's and SWD's will increase from 32% to a 51% in 3rd grade, 4th grade will increase from 43% to a 54% proficiency and 5th grade will increase from 26% to 45% proficiency as measured by the Spring 23 STAR Progress Monitoring Assessment.

Monitoring:

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

All educators in Grades K-5 will be trained on components of an effective Math Workshop by the Assistant Principal who will monitor for implementation using Observe for Success. All educators will teach Math Fluency Practice through Mountain Math Daily at the beginning of every math Block this will be monitored via Observe for Success the Math Coach will roll out the program. Math Fluency Practice through Problem

of the Day will take place daily in classrooms implementation monitoring will occur weekly by the Math Coach and shared via the weekly School Newsletter. The Math Interventionist/Coach will meet with Tier 3 students, as well as Provide Coaching Cycles, Math Professional Development to Educators and support Math Grade level Common Planning Sessions K-5 each Thursday. Educators will receive weekly Lesson Plan feedback by the Instructional Coach. ESE Educators will use Touch Math curriculum, and monitored by ESE Specialist.

Person responsible for monitoring outcome:

Tamaya Lawson (tamaya.lawson@imagineintl.org)

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.)

Several evidence based strategies will be utilized. The Research Based Curriculum Envision will be implemented utilizing the Gradual Release Model daily, which will benefit all learners in Math including ELL's and SWD's. Also the use of an individualized instruction program Success-maker will provide all students with targeted, differentiated instruction in not only Numbers and Operations but also, Geometry, Measurement and Data, and Algebra/Algebraic Thinking which will increase math proficiency of all learners.

The program will be supported by the teacher who will provide small group intervention daily to Tier 2 and Tier 3 students. ELL and ESE student's will have additional support through the use of accommodations and modifications outlined in educator individual lesson plans. Small Group will also be used by the Math Interventionist and ESE Teachers who will meet with Tier 3 and or ESE students daily for small group instruction utilizing approved curriculum to achieve math goals.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Gradual Release model of instruction was selected to be utilized with the Envision program as well as with Mountain Math as the majority of 3rd-5th students including SWD's, ELL's and multiple ethnicity categorized subgroups (Hispanic and African American) are currently under performing. Utilizing this method allows the educator to explicitly teach and model lessons, it also gives students the support they need as they work toward independence and full understanding of the daily learning target. Small Group Instruction was chosen as an evidence based strategy because it allows the educator to focus precisely on what students need at the moment to build upon math proficiency. This strategy is also an accommodation that is beneficial for ELL'S and SWD's. SWD's will also utilize Touch Math Curriculum during small group sessions. The final strategy of differentiated instruction was chosen to meet the learning needs of all students via individualized learning plans.

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?

Yes

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

All educators will participate in Professional Development based on the new BEST Standards aligned Envision and Success-maker curriculum presented by the Saavas Company. Educators will receive an Introduction training in which they will learn about the tools and resources available through both Envision

and Success maker. Educators will participate in a second session that focuses on Math Progress Monitoring Assessments and Data Analysis to Plan for Instruction. Educators will utilize data from both platforms to guide instruction. Instruction Planning will be supported by the Math Instructional Coach Weekly. Plans will be reviewed weekly to ensure they are planning for the needs of all learners including incorporating the use of manipulatives, aligning lessons with Florida BEST Math Standards, implementing the Gradual Release Model of instruction during whole group instruction, planning for Daily 5 Math Centers, differentiated re-teach and intervention small groups, ESOL accommodations/modifications and ESE accommodations and utilizing approved Math Curriculum.

Person Responsible: Tamaya Lawson (tamaya.lawson@imagineintl.org)

By When: September 2023

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

Person Responsible: Tamaya Lawson (tamaya.lawson@imagineintl.org)

By When: Ongoing through June 2024

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

The Math Interventionist will monitor implementation of math Program such as Mountain Math and Problem of The Day as well as Envision.

Person Responsible: Paige Sims (paige.sims@imagineintl.org)

By When: Ongoing through June 2024

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

Person Responsible: Sharon Bailey (charter5171@browardschools.com)

By When: Ongoing through June 2024

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

The Assistant Principal will also monitor quarterly Progress Monitor Assessment Data including STAR and FAST Assessments. Data will be viewed by school, grade, class, and by subgroups including White, Black, Hispanic, ELL, and SWD's to progress monitor towards goal achievement and inform instruction. Findings will be shared at Leadership team meetings, Staff meetings, governing board meetings as well as to parents through Interim Reports and Assessment Family/Parent Reports. Findings will also be used to drive the Imagine Company's School Excellence Plan.

Person Responsible: Tamaya Lawson (tamaya.lawson@imaginenl.org)

By When: Ongoing through June 2024

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

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

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

Science Proficiency has been a concern as State Science scores have decreased since 2019. In 2019 there was a proficiency score of 31%, 2021 the score decreased to 17%, and the following year 2022 it decreased further to 11%. Currently, in Spring of 2023 the score increased slightly to 16% proficiency. Due to consistent years of science proficiency scores under 20% it was selected as a priority focus area.

Imagine Elementary at North Lauderdale currently offers a science curriculum (STEMSCOPES) that reflects the practices of scientists by providing hands-on, minds-on opportunities for students to apply the scientific method. Inquiry-based learning is the school's current philosophy for science instruction which is another philosophical shift for teachers that will result in academic growth. Throughout the year, students are expected to engage in short-term as well as long-term inquiry-based science experiments. Teachers participated in professional learning in which they were trained to facilitate these experiments using the 5 E Learning Cycle Model, where teachers engage, explore, explain, elaborate and evaluate with the students. Teachers engage the students with a quick investigation via reading text, a demonstration followed by predicting an answer to a question in the science journal. When the teacher progresses to the explain stage, teachers provide students with cooperative exploration activities, giving them common, concrete experiences that help students construct concepts and develop scientific skills. The elaboration stage assists students correct remaining misconceptions and results in a deeper understanding of concepts. Students engage in activities that challenge them to apply, extend, or elaborate concepts and skills in a new situation. Teachers evaluate students' understanding of concepts and proficiency with various skills. Teachers use a variety of formal and informal assessments to monitor understanding and progress toward learning outcomes. The challenge is reducing teacher turn-over and remaining consistent with the model outlined.

Measurable Outcome:

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

By June 2024, science proficiency will increase from 16% to a minimum of 25% as determined by the Florida State Science Exam.

Monitoring:

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

All educators in Grades K through 5 will be trained on components of an effective Science Workshop by the Assistant Principal and Principal who will monitor for implementation using Observe for Success. All educators will utilize Chapter Assessments, Quarterly Progress Monitoring Assessments and weekly Hands on Labs implementation monitoring will occur weekly, by the Principal and shared via the weekly School Newsletter. Educators will meet with Tier 3 students, as well as receive Coaching Cycles, Science Professional Development and Science supported Grade level Common Planning Sessions weekly. Throughout the year, students will engage in short-term as well as long-term inquiry-based science experiments. Teachers will facilitate these experiments using the 5 E Learning Cycle Model, where teachers engage, explore, explain, elaborate and evaluate with the students. District approved curriculum STEMSCOPES will be used as the core curriculum for science instruction, Instructional coaches will provide professional learning and support for all educators.

Person responsible for monitoring outcome:

Sharon Bailey (charter5171@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 Educational Bootcamp Science Bootcamp program is an intervention program designed to target students in the lowest 30 percent by addressing the needs of all students, including ELL and lower-level readers. The program components are designed to identify each individual student's depth of knowledge (DOK) and are proven to increase students' testing aptitude. The benchmarks- by- grade-level are individually unwrapped to allow students the opportunity to learn the basic skills and concepts necessary for building up to mastery. The Science Bootcamp program also integrates components to ensure that skills that have been previously taught are maintained. The Science Bootcamp program is research- based and directly aligned to the Florida Next Generation Sunshine Science Standards (NGSSS) and is designed to promote testing efficiency while learning through fun and games.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Imagine North Lauderdale has selected this curriculum because the science curriculum is based on national academic standards presented in the strands of Nature of Science, Earth and Space, Physical Science Life Science, and STEM. The curriculum will be beneficial in teaching the Next Generation Sunshine State Standards for Science. The selected intervention and curriculum program will help develop students' capacity to: Explain concepts, principles, and theories needed to understand the natural world in which we live, Develop the ability to read, understand, and analyze current science articles, books, and presentations from both an analytical and ethical viewpoint, Observe and describe events as they occur during scientific investigations and draw conclusions based on evidence and scientific studies, Design and implement scientific investigations Demonstrate the ability to integrate mathematical concepts and technology with scientific principles, Introduce significant events, discoveries, careers, and personalities as they relate to content presented through the science curriculum.

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?

Yes

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible: Sharon Bailey (charter5171@browardschools.com)

By When: September 2023

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

Person Responsible: Sharon Bailey (charter5171@browardschools.com)

By When: Ongoing through June 2023

#4. 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.

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

The Positive Character Development Committee collaborates to refine the PBIS system each year to ensure that they meet all students' needs. The committee members are the Title 1 parent liaison, a leadership team member, an ESOL contact, ESE teacher representative, and it is led by the Dean of Behavior. During these meetings, each stakeholder ensures that each student they represent has an equal

opportunity to participate in all celebrations. They ensure that our ESOL students are able to understand what is taking place by ensuring that accommodations and translators are incorporated into lessons if needed. They also ensure that our ESE students are able to participate as well by making sure that when they are pulled out of their classes, their ESE teachers all have access to their homeroom Class Dojo's so that students are able to continue receiving points for their positive behavior, ensuring that at no time they are missing out on opportunities to be celebrated for making positive choices.

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

Measurable Outcome:

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

During the 2023 - 2024 school year, all teachers in grades K- 5 will teach character lessons from the Positivity Project. Character strengths — as classified by positive psychology — are a family of positive traits expressed through a person's thoughts, feelings, and behaviors that are universally recognized for the strength that they create in individuals and communities.

Making children aware that every one of them has all 24 character strengths, provides the foundation for genuine self-confidence grounded in self-awareness. At the same time, it helps children better understand why everyone is different and how to appreciate those differences. This will give students the vocabulary needed to articulate their feelings in an appropriate way to ensure that all parties are able to understand each other in a calm and comforting environment. Through daily discussion and reflection, students and teachers will be able to understand each others viewpoints better.

Monitoring:

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

This will be monitored by the Dean of Students and the Social Worker. They will be monitoring all classes during the designated Positivity time to ensure that all classes are teaching the lessons and will support classes and students as needed. Students will also have moments within the cafeteria with the Dean of Students where he will review the character traits for the month. He will discuss the traits taught and provide scenarios for discussion with various grade levels. If students need additional interventions, students will be pulled by the Social worker and then they will be given Navigate 360 lessons to help reinforce character traits and allow students the opportunity to think through their actions.

Person responsible for monitoring outcome:

Sharon Bailey (charter5171@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.)

Navigate 360 is an evidence based Intervention & Restorative Practices program that supplies schools and teachers an effective way to reach out and help students struggling behaviorally.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This system was chosen because we noticed that last year we saw a decrease in our negative behaviors. We want to continue with the same program because we want to see a more drastic decrease with the negative behaviors this coming school year. Students who worked within Navigate 360 were very interested in the lessons and referred to the material learned from the lessons. We want to make sure that we continue with the program to see more positive behaviors develop from the use of the program the coming year with more students and using it over a longer period of time.

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.

No action steps were entered for this area of focus

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).

Data is collected and analyzed from various tools including State Assessments, Progress Monitoring Assessments, Parent, student and staff surveys and District Academic Programmatic Reviews. After analyzing data needs and priorities are determined based on impact on academic achievement. Funds are then disbursed on items with the highest priority.

In the area of ELA, the UniSIG funds will be used to purchase Wilson Foundation instruction materials for grades K, 1 and 2. It will be used as a Comprehensive Intervention Reading Program for all homeroom students. The homeroom teachers of grades K-2 of ten teachers will all be trained in the Foundations program. The school is reimbursement for the training of the Foundations program from the grant. Substitutes will also be used to cover the classes of the homeroom teachers while they will be attending the trainings of this program of while the school is also requesting reimbursement for the ten teachers. The grant will be utilized to purchase Lexia English for our English Language Learners, as well as the headphones that they will use with microphones that would be best for minimum interruption within the classroom because the program requires students to respond to prompts from the computer. Children's Bilingual Dictionary will also be purchased using these funds. Finally to close out the ELA area of focus, Mountain Language will be purchased to for all grade levels K-5 which will provide students spiral review of grammar, phonics, spelling, and language skills needed

for grade-level assessments.

In the area of Math, the UniSIG funds will be used to hire an Math Interventionist to work with our tier 2 and 3 students. A site license from Savvas will be acquired to purchase Successmaker. This will be utilized to assess students in the area of mathematics. Mountain Math will be purchased to front load students with skills that they will need for further assessments. The School Specialty books of Instruction and Success Coach will be used for math instruction during extended learning opportunities during the school year.

In the area of Science, the UniSIG funds will be used to purchase Science Bootcamp materials for grades 3 - 5. These materials will be used for extended learning opportunities during the school year. The funds are also requesting stipends for teachers for extended learning opportunities in Science for ten teachers. In addition, the funds are also being used to purchase Brain Pop site licenses for grades K- 5

Finally, in the area of culture, the UniSIG funds are being used to purchase a site license for the Positivity Project which provides character lessons for students. Teachers use this website daily to teach students on various character traits. The next request would be to purchase a site license to Navigate 360 which will be used as a tier 2 or tier 3 intervention program for students who need more scripted lessons on character and their behaviors. This program allows students to complete lessons more than once and you can review they work with them.

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

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

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**Grades 3-5 Measurable Outcomes****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.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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?

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?

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****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 School Improvement Plan will be posted on our school website of <https://www.imagenorthlauderdale.org/>. The link will be shared on our Class Dojo and Parent Square. We will also reach out to our local community partners of Pizza Hut and Publix to see if we can share the link to our School Improvement Plan. Families will also be encouraged to come in and meet with our Parent Liaison to review the School Improvement Plan if they would prefer and 1 copy of the plan would be kept in the front office with our liaison for this purpose.

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))

The school's Family Engagement Plan is posted on the website of <https://www.imagenorthlauderdale.org/>. Monthly family events are planned and families are encouraged to attend. During meetings, families are introduced to the teacher and the school community creating a welcoming environment between home and school. Weekly Wednesday folders are sent home updating families on their child's progress during the week and about upcoming events. Weekly newsletters are posted on Class Dojo and Parent Square to remind families about special events. Parents are invited to Governing Board Meetings, Title I Open House, Report Card Nights, and all events that the school has. They are given at least a month notice and reminded weekly by our various forms of communications.

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))

The school plans to strengthen the academic program by being more focused on our areas of focus. In ELA, all primary grades will teach Foundations. The students will have a strong phonics foundation that will be beneficial in the years to come. Our English Language Learners will focus on skills geared towards their needs on using Lexia English, and all students will have more of a solid grammar foundation due to the use of Mountain Language. The use of these programs will help to support the students in their weakest areas of ELA.

The academic program will be strengthened with the hiring of a Math Interventionist who will pull tier 2 and 3 students in mathematics. Students will be exposed to Mountain Math which will be used to front load students with information that they will need for assessments. Success Maker is an assessment tool where students' progress will be monitored. School Sociality books will be used to support students during extended learning opportunities.

The academic program will be strengthened with the use of Science Bootcamp which will be used for extended learning opportunity to support students in their explorations. As well as Brain Pop will help students while they focus on their research.

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))

The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning, evening or virtually so that as many parents as possible are able to attend.

Imagine Elementary at North Lauderdale Charter School will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats, upon requests, and to the extent practicable, in a language the parents can understand:

Provide translated copies in Spanish, Haitian Creole, and English, of printed materials (school Title I Newsletter, Title I Brochure, Family Learning Night flyers, School/District Handbook, and progress reports, etc.). Information will also be available digitally through Class Dojo, Parent Square, and via the school website and social media platforms.

Parent conferences are available for scheduling in the morning and afternoon hours and offer flexibility in time slots. ESE and ESOL parent meetings are scheduled not only in the morning, but also throughout the day to provide convenience for parents. Translators are available upon request.

Title I Family Learning Nights are conducted at least once per month so parents have an opportunity to participate in all or selected events.

Student performances occur at family events, allowing parents to witness their child's efforts students put into in school projects and enrichment class artifacts.

Imagine at North Lauderdale will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats, upon request, and to the extent practical, in a language the parents can understand:

Provide translated copies in Spanish, Haitian Creole, and English, of printed materials (school and Title 1 Newsletter, Title 1 Brochure, Family Learning Night flyers, School/District Handbook, and progress reports, etc.).

*When necessary, staff members will conduct telephone conferences or home-visits to maximize parent involvement in a manner that aligns with the family's needs.

*The school will send out weekly Parent Square and Class Dojo notifications to update parents on upcoming events.

*Notify parents of monthly Governing Board meetings, which provide the forum for parents to provide input and formulate suggestions related to decisions affecting the academic program.

*Parents have the opportunity to provide input through a Mid-Year and End of Year survey

The school staff will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities are sent to parents of participating children in an understandable and uniform format, including alternative formats, upon requests, and to the extent practicable, in a language the parents can understand:

Provide translated copies, in Spanish, Haitian Creole, and English, of printed materials (Title I newsletter and brochure, Family Literacy Night flyers, School and District handbooks, and Interims and Report Cards.)

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))

The school ensures students receive mental health services as needed. We have a mental health professional on campus and students can request a meeting or a teacher can put in a referral. The mental health professional will meet with the student one on one and determine if the meetings should continue or not. If the meetings continue, a phone call is made home and the legal guardian will have to sign consent. If consent is given, sometimes meetings are one on one or within a group. It all depends on the child and the situation.

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).

There is a schoolwide three tiered model to behavior within the school. There are classroom rules that the teacher establishes within the first days of schools that will be reviewed repeatedly within the first weeks. Rules are also reinforced with the use of Class Dojo which is used schoolwide and parents are also connected to so they can see the progress of their student as well as communicate with school. If

students need additional support behaviorally, students may be pulled in groups for lessons with the Dean or Social Worker for lessons on appropriate skills using Navigate 360. If more intensive attention is needed, students could be provided a personalized behavior plan, for a period of time, and one on one lessons focused on the behavior they are exhibiting. Parents will be contacted during each stage of this process to ensure that they are aware of what is taking place within school they will also be asked if they would like to reinforce the plan at home.

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))

Each week instructional staff will meet with the Instructional and Math Coach to review data, and plan lessons. Twice a month the entire staff will meet to discuss upcoming events and discuss school wide data. All staff members have access to professional learning through Broward Virtual University (BVU). All staff members are encouraged to continue their education and to quarterly when classes come out. During one on one meetings, all staff members had a discussion about the classes that they still needed to take and they each were encouraged to register and were supported during the summer while they took their classes. Educators will be using the knowledge gleaned from their classes this coming school year.

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))

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA				\$53,691.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	5171 - Imagine Charter School At N Lauderdale Elem	UniSIG		\$12,890.00
			Notes: Charter School will be reimbursed for Vendor: Wilson Learning Instructional materials for grades K- 2 for students and teachers for classroom instruction. The program is a structured literacy approach to foundational skills grounded in the Science of Reading contains the instructional topics and principles critical for foundational reading and writing success. Budget information: Allocate \$12980 to purchase: Foundations Teachers Kit Kindergarten (\$1725 x 4)=6900+2860+3220 Foundations Teachers Kit First Grade (\$715 x 4)= 2860 Foundations Teachers Kit Second Grade (\$805 x 4)=3220			
	6400	394	5171 - Imagine Charter School At N Lauderdale Elem	UniSIG		\$2,000.00
			Notes: Charter school will be reimbursed for substitutes to cover the teachers who are training at Wilson Learning while they learn about Foundations. 10 substitutes x \$200 daily rate = \$2000			

	5100	394	5171 - Imagine Charter School At N Lauderdale Elem	UniSIG		\$16,000.00
			Notes: Charter school will be reimbursed for Lexia site license for English Language Learners from Lexia Learning Systems, LLC. The students will participate in individualized adaptive instruction to increase English Language Acquisition. Site Licence \$16,000. School-wide use with all grades.			
	5100	394	5171 - Imagine Charter School At N Lauderdale Elem	UniSIG		\$1,400.00
			Notes: Charter school will be reimbursed for Mountain Math/ Language Daily Review Instructional Materials. Materials will provide students K- 5 spiral review of grammar, phonics, spelling, and language skills needed for grade-level assessments.			
	5100	394	5171 - Imagine Charter School At N Lauderdale Elem	UniSIG		\$280.00
			Notes: Charter school will be reimbursed for headphones with microphones for English Language Learners to use with the Lexia program. The program requires students to respond to prompts and the headphones with microphones allow students to respond with minimal interruption within the classroom. This would be purchased for 200 students. Amazon is selling the headphones in sets of 30 for \$39.99. (7 x \$39.99 = 279.93)			
	5100	394	5171 - Imagine Charter School At N Lauderdale Elem	UniSIG		\$4,700.00
			Notes: Charter school will be reimbursed for Children's Bilingual Dictionaries for picture dictionaries for our ESOL students to allow them to have a better understanding of their second language. (200 x 23.50 Spanish and Creole = 4700)			
	5100	394	5171 - Imagine Charter School At N Lauderdale Elem	UniSIG		\$16,421.00
			Notes: Charter School will be reimbursed for ELO stipends to 6 teachers to teach Summer Extended Learning Opportunity Camps for grades 3 through 5 with specific targets on our tier 2 and 3 students. Instruction and materials will be selected based on data. All these strategies will help us achieve our SIP goals. Stipends for 6 teachers to teach extended learning opportunity camps from June 2024 to July 2024. Teachers will identify student grouping based on progress monitoring data, disaggregate data to ensure assignments are standards-based, and communicate with parents concerning student progress and/or additional support needed. Stipends will be paid at \$35/hour. ELO student camp time: 5.5 hours/week x 11 days = 60.5 hours ELO student camp stipends: 6 teachers x 60.5 hours x \$35 stipend = \$12,705			
2	III.B.	Area of Focus: Instructional Practice: Math				\$77,639.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	5171 - Imagine Charter School At N Lauderdale Elem	UniSIG	1.0	\$64,000.00
			Notes: Charter school will be reimbursed for the salary of a certified Math Interventionist \$59,000 plus fringe. They will work with grades K-5 the tier 2 and tier 3 students within the grade levels. August 2023 through June 2023, working 5 days a week, with primary and intermediate grade students. (salary and fringe).			
	5100	394	5171 - Imagine Charter School At N Lauderdale Elem	UniSIG		\$5,040.00
			Notes: Charter school will be reimbursed for Savvas- Success Maker for grades K-5. Program aides with learning proficiency skills needed by grade level. Students will use this program daily for 30 minutes. 425 licenses for \$18261.			

	5100	394	5171 - Imagine Charter School At N Lauderdale Elem	UniSIG		\$2,000.00
			Notes: Charter school will be reimbursed for Mountain Math instructional materials. Instructional Materials will support student learning and are aligned with best standards. \$2000			
	5100	394	5171 - Imagine Charter School At N Lauderdale Elem	UniSIG		\$3,495.00
			Notes: Charter school will be reimbursed for School Specialty Instructional Materials - Florida Success Coach, Math, Classroom Set, w/ Florida Coach Practice Tests Grade 3 (3 x 436.69) Florida Success Coach, Math, Classroom Set, w/ Florida Coach Practice Tests Grade 4 (2 x 436.69) Florida Success Coach, Math, Classroom Set, w/ Florida Coach Practice Tests Grade 5 (3 x 436.69) \$1,310.07 + 1310.07 + 873.38= \$3493.52			
	5100	394	5171 - Imagine Charter School At N Lauderdale Elem	UniSIG		\$3,104.00
			Notes: Charter school will be reimbursed for School Specialty Instructional Materials - Florida Instruction Coach Grade 1, 25 -Book Classroom Set Math, (4 x \$443.39) School Specialty will be providing Florida Instruction Coach Grade 2 25 -Book Classroom Set Math, (3 x \$443.39) \$1773.56 + 1330.17 = \$3103.73			
3	III.B.	Area of Focus: Instructional Practice: Science				\$39,426.25
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	5171 - Imagine Charter School At N Lauderdale Elem	UniSIG		\$5,928.00
			Notes: Charter School will be reimbursed for vendor J&J Educational instructional materials and resources to support supplementary science resources for students to utilize classroom instruction and to reinforce science concepts during core lessons and extended learning camps. Science Bootcamp Classroom Package with ED Basecamp - Grade 3 \$850 Science Bootcamp Classroom Package with ED Basecamp - Grade 4 \$850 Science Bootcamp Classroom Package with ED Basecamp - Grade 4 set 25 \$350 Science Bootcamp Classroom Package with ED Basecamp - Grade 5 \$1400 Science Bootcamp Consumable Package with ED Basecamp - Grade 5 \$975 Science Bootcamp Speed Bag Student Booklets - Grade 3 \$350 Science Bootcamp Speed Bag Student Booklet - Grade 3 15 x \$14= \$210 Science Bootcamp Consumable Package with ED Basecamp (Individual) - Grade 5 15 x \$44 = \$660 Shipping 1 \$282.25			
	5100	394	5171 - Imagine Charter School At N Lauderdale Elem	UniSIG		\$5,190.00
			Notes: Charter School will be reimbursed for Vendor: Brain Pop Site Licenses. 400 licenses to support students in Grades K - 5 through the implementation of high-quality instructional material and progress monitoring throughout the 2023-2024 school year. This will include the use of technology for intervention. School-wide access to BrainPOP ELL. \$1395 and School-wide subscription to BrainPOP and BrainPOP Jr. \$3795.			
	5100	394	5171 - Imagine Charter School At N Lauderdale Elem	UniSIG		\$28,308.25
			Notes: Charter School will be reimbursed for ELO stipends to 9 teachers to teach Saturday Science Extended Learn Opportunity Camps for grades 2 through 5 with specific targets on our tier 2 and 3 students. Instruction and materials will be selected based on data. All these strategies will help us achieve our SIP goals. Stipends for 9 teachers to teach extended learning opportunity camps from January 2024 to May 2024. Teachers will identify student grouping based on progress monitoring data, disaggregate data to ensure assignments are standards-based, and communicate with pares concerning student progress and/or additional support needed. Stipends will be paid at \$50/hour. ELO student camp time: 3 hours/week x 15 = 45 hours ELO student camp stipends: 9 teachers x 45 hours x \$50 stipend = \$20,250 ELO Planning Time: 1 hour/weekend (15)= 15 hours ELO			

			<i>Planning Stipends: 9 teachers x 15 hours x \$50 stipends = \$6750 Total ELO Camp Request: \$6750 + \$20,250= \$27,000</i>			
4	III.B.	Area of Focus: Positive Culture and Environment: Other				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	5171 - Imagine Charter School At N Lauderdale Elem	UniSIG		\$7,000.00
			<i>Notes: Charter School will be reimbursed for Navigate 360 - a site license school-wide program to run school-wide starting in August 2023 to June 2024. \$7000</i>			
	5100	394	5171 - Imagine Charter School At N Lauderdale Elem	UniSIG		\$5,000.00
			<i>Notes: Charter School will be reimbursed for Positivity Project- a site license program for school-wide use to run school-wide starting in August 2023 to June 2024. \$5000.</i>			
Total:						\$182,756.25

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes