

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



**School Name: NORTH SIDE ELEMENTARY SCHOOL**

**District Name: Broward**

**Principal: Camille LaChance**

**SAC Chair: Marlyn Guirand**

**Superintendent: Mr. James F. Notter**

**Date of School Board Approval: December 1, 2009**

**Last Modified on: 08-31-2009**

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## VISION and MISSION STATEMENTS

### VISION

The vision of North Side Elementary is to provide the highest quality education for all students and to ensure an optimal teaching and learning environment for all students to reach maximum potential.

### MISSION

The mission of North Side Elementary School for the 2009-2010 school year will be to work cooperatively with the community to provide academic and social experiences designed to develop individuals capable of being responsible, productive, and successful members of society who achieve to their highest academic potential. The staff will strive to ensure that 100% of the students show learning gains in all subject areas.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

North Side Elementary is a Title I school with a grade of "A". North Side Elementary School is located in the northeast section of the city of Fort Lauderdale in Broward County. The school opened in 1926 and is a neighborhood school. The school serves 444 students in grades Pre-Kindergarten through 5th grade.

Historically, teacher turnover has been low at this school, resulting in a stable environment for the high percentage of ELL students. Staff includes: 33 full time faculty and 2 administrators with ethnic ratios of 29% White; 66% Black and 5% Multiracial/Other, 91% male; and 9% female. Teacher/student ratio for K through 3 is 18:1 and 4 through 5 is 22:1.

The students and families that North Side Elementary serves are first and second generation Haitians going through acculturation with very little resources and many barriers. The school serves as a place of resource for the students and their families.

#### Unique School Strengths for Next Year

The 2009 School Accountability Report indicates that 63% of students met high standards in the 2009 FCAT Reading Assessment, 56% of the students met high standards in the 2009 FCAT Math Assessment, 95% scored 3.5 and above on the FCAT Writing Assessment, 18% of students met high standards in the 2009 FCAT Science Assessment, 83% of the lowest 25th percentile students made adequate progress in reading and 90% of the lowest 25th percentile students made adequate progress in math. North Side Elementary School received an "A" according to the State of Florida School Grading System. This is the first time the school has received an "A" rating.

#### Unique School Weaknesses for Next Year

North Side Elementary School will discontinue the use of the CMS schedule for the 2009-2010 school year. In previous years, the CMS schedule allowed for staff development and team collaboration activities to take place within the hours of the school day. Due to budget restraints, North Side Elementary will follow a traditional thirty minute "specials" schedule.

#### Student Demographics

The school serves 444 students in grades Pre-Kindergarten through 5th grade. The demographics include: 94% Black, 1% White and 5% Hispanic. The school has 36% ELL students, 7% ESE students, and 98% of students are eligible for the Free

and Reduced Lunch Program. Population by grade level is: Pre-K -53; K- 65; 1st-70; 2nd- 68; 3rd- 73; 4th- 58 ; 5th- 57.

**Student Attendance Rates**

The Student Attendance Rate for the 2008-2009 school year was 95.60, which has been consistent for the past three years. The Attendance Rate for the 2007-2008 school year was 95.70 and the Attendance Rate for the 2006-2007 school year was 95.40.

**Student Mobility**

The Student Mobility Rate for the 2008-2009 school year was 36.60, which remained unchanged from the 2007-2008 school year.

**Student Suspension Rates**

The Student Suspension Rate for the 2008-2009 school year was 3.00 which showed a slight decline from 3.20 for the 2007-2008 school year.

**Student Retention Rates**

The Student Retention Rate for the 2008-2009 school year was 4.1%. There has been a decline in the retention rate over the past three years. In 2007 the retention rate was 7.30 and in 2008 the rate was 5.04.

**Class Size**

The average class size for the 2008-2009 school year was 17.36 in Pre-K through 3rd grade and 15.94 in grades 4 and 5.

**Academic Performance of Feeder Pattern**

Sunrise Middle School received a school grade of "B" for 2009 and the school did not make AYP. Fort Lauderdale High School received a school grade of "C" and the school did not make AYP.

**Partnerships and Grants**

North Side Elementary School has several partners who enhance many of the academic and social programs for the students and their families. The Broward County Health Department plays an integral part in the school's annual Back To School Health Fair. This fair allows members of the North Side Elementary School community to get physicals, immunizations, resources and supplies to prepare for the start of the school year. The Health Department also assists periodically throughout the year with wellness presentations for the students and their parents. The Kiwanis Club of Fort Lauderdale Beach sponsors the Terrific Kids Program. This program focuses on character education and enhancing the students' self esteem. The Kiwanis Club of Fort Lauderdale Beach also donates books, clothing and school supplies to the students. Nova Southeastern University provides counseling opportunities for classes and individual students, as well as group sessions for families. These sessions have positively impacted student behavior and have empowered students and their parents with important life skills. The YMCA of Broward County provides prizes and incentives for the students who excel in academics and show high learning gains. They provide snacks and drinks for students during their assessment periods. They also provide babysitting services for monthly PTA meetings. This service contributes to increased parental involvement. For the 2009-2010 school year, North Side Elementary is pleased to begin a new partnership with Regions Bank. Volunteers from Regions Bank will provide lessons on financial responsibility to parents and students. Volunteers go into the classrooms and present lessons that relate math to real life situations.

**STUDENT ACHIEVEMENT DATA**

*Note: The following links will open in a separate browser window.*

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

**HIGHLY QUALIFIED ADMINISTRATORS**

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Mrs.C. LaChance	BA - Elementary Education, Florida Atlantic University MA-Educational Leadership, Nova	3	7	Principal of North Side Elementary 2008-09 Grade: A Reading Mastery: 63% Math Mastery: 56% Writing Mastery: 95% Science Mastery: 18% AYP: Black, ELL, FRL made AYP in reading and math  Principal of North Side Elementary 2007-08 Grade: D Reading Mastery: 41% Math Mastery: 47% Writing Mastery: 97% Science Mastery: 14% AYP: Black, ELL, FRL did not make AYP in reading or math

		Southeastern University			Principal of North Side Elementary 2006-2007 Grade: B Reading Mastery: 55% Math Mastery: 56% Writing Mastery: 87% Science Mastery: 30% AYP: FRL,ELL made AYP in math, Black did not make AYP in math, Black, ELL and FRL did not make AYP in reading
Assis Principal	Mrs. A. Winder	BA- Elementary Education, New York University  MA- Educational Leadership, Nova Southeastern University	2	2	Assistant Principal of North Side Elementary 2008-09 Grade: A Reading Mastery: 63% Math Mastery: 56% Writing Mastery: 95% Science Mastery: 18% AYP: Black, ELL, FRL made AYP in reading and math  Assistant Principal of North Side Elementary 2007-08 Grade: D Reading Mastery: 41% Math Mastery: 47% Writing Mastery: 97% Science Mastery: 14% AYP: Black, ELL, FRL did not make AYP in reading or math  Reading Coach, Eagle Point Elementary 2006-2007 Grade: A Reading Mastery: 93% Math Mastery: 95% Writing Mastery: 99% Science Mastery: 68% AYP: White, Hispanic, FRL, ELL made AYP in reading and math

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

#### HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Science	Mrs. G. Allette	MA-Curriculum and instructions, University of Phoenix; BSc- SLD, Univ of South Florida; ESOL Endorsed; Certified in- SLD K-12; Elementary Ed (K-6)	20		Teacher, Grade 5, North Side Elementary 2008-09 Grade: A Reading Mastery: 63% Math Mastery: 56% Writing Mastery: 95% Science Mastery: 18% AYP: Black, ELL, FRL made AYP in reading and math  Teacher, Grade 5, North Side Elementary 2007-08 Grade: D Reading Mastery: 41% Math Mastery: 47% Writing Mastery: 97% Science Mastery: 14% AYP: Black, ELL, FRL did not make AYP in reading or math  Teacher, Grade 5, North Side Elementary 2006-2007 Grade: B Reading Mastery: 55% Math Mastery: 56% Writing Mastery: 87% Science Mastery: 30% AYP: FRL,ELL made AYP in math, Black did not make AYP in math, Black, ELL and FRL did not make AYP in reading.
Reading	Mrs. J. Foreman	MS- Reading, Nova Southeastern University;  BA- Linguistics ESOL Endorsed Certified in- Economics (6-12)  Elementary Ed	17	10	Reading Coach, North Side Elementary 2008-09 Grade: A Reading Mastery: 63% Math Mastery: 56% Writing Mastery: 95% Science Mastery: 18% AYP: Black, ELL, FRL made AYP in reading and math  Reading Coach, North Side Elementary 2007-08 Grade: D Reading Mastery: 41% Math Mastery: 47% Writing Mastery: 97% Science Mastery: 14% AYP: Black, ELL, FRL did not make AYP in reading or math

		(1-6) Reading (k-12)			Reading Coach, North Side Elementary 2006-2007 Grade: B Reading Mastery: 55% Math Mastery: 56% Writing Mastery: 87% Science Mastery: 30% AYP: FRL,ELL made AYP in math, Black did not make AYP in math, Black, ELL and FRL did not make AYP in reading
Math	Mr. L. Cristadoro	BA- Science, University Of Massachusetts; Certified in Elementary Ed K-5, Secondary Ed, Social Science; Reading Endorsement, ESOL Endorsement	22	1	Math Coach, North Side Elementary 2008-09 Grade: A Reading Mastery: 63% Math Mastery: 56% Writing Mastery: 95% Science Mastery: 18% AYP: Black, ELL, FRL made AYP in reading and math  Teacher, Grade 4, North Side Elementary 2007-08 Grade: D Reading Mastery: 41% Math Mastery: 47% Writing Mastery: 97% Science Mastery: 14% AYP: Black, ELL, FRL did not make AYP in reading or math  Teacher, Grade 4, North Side Elementary 2006-2007 Grade: B Reading Mastery: 55% Math Mastery: 56% Writing Mastery: 87% Science Mastery: 30% AYP: FRL,ELL made AYP in math, Black did not make AYP in math, Black, ELL and FRL did not make AYP in reading

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

### HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Monthly learning communities held with the principal to support and instruct best practices	Principal	Ongoing	
2. New teachers are assigned a peer teacher as a mentor and partner.	Principal	Ongoing	
3. Staff development in all the subject areas are held to model best teaching practices.	3. Staff development in all the subject areas are held to model best teaching practices.	Ongoing	

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Paulette Dixon	Professional Educator's Elementary Ed: K-6	Kindergarten	Attend ESOL training
Robert Jenkins	Temporary Educator's Elementary Ed: K-6	Grade 2	Attend ESOL training
Renea Adderley	Professional Educator's Elementary Ed: K-6; Business Ed: 6-12	Grade 5	Attend ESOL training
Claudia Lusararian	Professional Educator's Elementary Ed: K-6; Music: K-12	Grade 2	Attend ESOL training

### Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
33	0	15	33	52	58	100	12	12	88

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Tonya Brown	Claudia Lusararian (Grade 2)	Mrs. Lusararian is a new classroom teacher. Mrs. Brown is the NESS coach at the school.	Modeling, coaching, assistance with planning
Jennifer Foreman	Renea Adderley (Grade 5)	Ms. Adderley is new to her grade level. Mrs. Foreman is the reading coach at North Side.	Modeling, coaching, assistance with planning
Janice Asherman	Jo Fowler (Speech teacher)	Mrs. Fowler is new to North Side. Mrs. Asherman is the ESE Specialist and is very knowledgeable about the students that will require speech assistance.	Assistance with planning, tour facilities
Tia Teague	Carol Davis (Music teacher)	Carol Davis is new to North Side. Tia Teague is a veteran teacher and will be able to assist her.	Assistance with planning, tour facilities

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Title I, Part A

These funds provide for the salaries of teachers to work with low performing students. Parental activities are planned that will assist parents in helping their child(ren) improve their academic performance. These funds also enable staff development activities to take place.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

The total allotment is \$39,055. This will be used to cover 70.48% of one teacher salary. This teacher will work with low performing students.

Title III

The total allotment is \$17,153. This money has not be allocated yet, but will be used to cover 88% of the ESOL paraprofessional's salary. This will improve the education of immigrant English Language Learners

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

The total allotment is \$13,396. This will be used to cover 24.17% of a teacher salary. This teacher works with the most at risk students.

#### Violence Prevention Programs

NA

#### Nutrition Programs

NA

#### Housing Programs

NA

#### Head Start

The total allotment is \$229,960. This money will be used for 3 teacher salaries, 3.6 paraprofessional salaries, field trips and supplies.

Head Start teachers will collaborate with district Head Start facilitators to determine appropriate assessments and develop a timeline for their administration. The Head Start Parent Educator will facilitate a Kindergarten Orientation to help Head Start parents' transition their children from preschool to kindergarten.

#### Adult Education

NA

#### Career and Technical Education

NA

#### Job Training

NA

#### Other

NA

### Response to Instruction/Intervention (RtI)

#### School-based RtI Team

Identify the school-based RtI Leadership Team.

The members of the school-based RtI Leadership Team are: Principal, Assistant Principal, ESE Specialist, Guidance Counselor, Reading Coach, Math Coach and Science Coach.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

Each team member is designated to work with a particular grade level to discuss students in need of interventions. These meetings take place twice a month during grade level meetings; once a month for tier one and once a month for tiers two and three. The RtI Leadership team meets once a week to analyze student academic and behavioral data and discuss trends, areas of strengths and weaknesses and brainstorm strategies for improvement. The coaches then disseminate information from these meetings at grade level meetings and at individual conferences with teachers. Coaches model intervention strategies for teachers as needed.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

RtI Leadership Team met with the School Advisory Council and the Principal and Assistant Principal to help develop the SIP. Subcommittees were created by subject area, led by the coaches and representation from each grade level to serve on these subcommittees. These subcommittees created the action steps for the School Improvement Plan that align with the needs of the school and the objectives of the SIP.

#### RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: PMRN, Broward Assessment Test (BAT 1 and 2 for reading and math), Florida Comprehensive Assessment Test (FCAT), SAT-10  
Progress Monitoring: Mini Assessments, FCAT Simulation, Monthly Writing Prompts, PMRN.  
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR)  
End of year: FCAT, FAIR

Frequency of Data Chats: twice a month for data analysis

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The first session will take place during the pre-planning week in mid-August to give the teachers an overview of RtI, the Problem Solving Model, and Data-based Decision-making.

The RtI Team will evaluate additional staff PD needs during weekly RtI Leadership meetings.

## School Wide Florida's Continuous Improvement Model

### Plan

#### Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

- **Strengths:** In grade 3, the reading results show that students are performing at state and district average in words and phrases, comparisons and reference and research. The results of the FCAT in math show that students are performing at state and district levels in measurement, geometry, algebraic thinking and data analysis. In grades 4 and 5, the reading results show that students are performing at state and district levels in reference and research. In grade 4, the math results show that students are performing at state and district levels in geometry and algebraic thinking. In grade 5, the math results show that students are performing at state and district levels in number sense, measurement and geometry. 63% of students met high standards in reading, which is 21 percentage points higher than 2008. 56% of students met high standards in math, which is 9 percentage points higher than 2008. 75% of students made learning gains in reading, which is a 30 percentage point increase from 2008. 74% of students made learning gains in math, which is an 18 percentage point increase from 2008. 83% of the students in the lowest quartile made learning gains in reading, which is a 32 percentage point increase from 2008. 90% of the students in the lowest quartile made learning gains in math, which is a 24 percentage point increase from 2008. 95% of students met high standards in writing.
- **Weaknesses:** Across all grade levels, students scored below the state and district levels in main idea/plot and purpose. 18% of students met high standards in science. Grade 5 students scored 33 points below the state and district mean scores on the science assessment. Although this is a slight increase from 2008, it is still an area of weakness for students at North Side.

#### Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

- **When was the Instructional Focus Calendars (IFCs) created?**  
The Instructional Focus Calendars were created in June 2009. The IFC will be updated in September 2009 by disaggregated data results from the BAT I, and again in November 2009 as determined by the disaggregated data results from the BAT II.
- **Was data used to develop the IFCs?**  
Data from the 2009 FCAT results were used to develop the IFCs.
- **Were teachers included in the development of the IFCs?**  
Team leaders from each grade level, coaches, and administrators were included in the development of the IFCs.
- **How was the duration of instruction selected for each Benchmark?**  
Based on the 2009 FCAT results, the least proficient strands were selected and given more instructional time when developing the IFCs.
- **How will the administration ensure the IFCs are used by all teachers?** Administration will monitor the implementation of IFCs through quarterly lesson plan checks, daily classroom walkthroughs, review of mini assessment data and data chats with teachers.
- **How will assistance be provided to teachers who struggle implementing the IFCs?** Instructional coaches will model strategies for implementation of IFCs. Team leaders and NBCT teachers will mentor teachers with lesson planning and the implementation of IFCs.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

- Based on the results of the 2009 FCAT, the follow benchmarks were identified as weaknesses and will receive priority focus:
- **Mathematics:** Number Sense and Algebraic Thinking were the least proficient strands and will be given priority focus.
  - **Reading:** Words/Phrases and Comparisons were the least proficient strands and will be given priority focus.
  - **Science:** Scientific Process was the least proficient strand and will be given priority focus.
  - **Writing:** Word choice and Ideas were the least proficient traits and will be given priority focus. Expository writing was less proficient and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Once FCAT scores were released, administration studied student learning gains by teacher and determined the strengths of teachers and subjects to be taught by each teacher for departmentalization.. Students' needs were identified and addressed. Classes were created based on students' academic and behavioral needs. Small group instruction was prescribed to meet the needs of each student.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

The school provides numerous opportunities for students to see how subjects are relevant to their future by incorporating programs such as KAPOW and Junior Achievement, field trips, career day presentations from various fields of study that are related to the different subject areas. Objects around the campus are labeled to maximize understanding of mathematical concepts. A daily focus of the school is for teachers and students to ask each other, "Why are we learning this?" to ensure that instruction is always relevant. Teachers and students use Time For Kids Magazines as supplemental reading materials that are based on current events.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

NA

## DO

### Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

The lesson plans and the delivery of instructions are aligned with the weekly instructional focus calendar for grades K-5. Teachers from each grade level worked with the instructional coaches to create these IFCs. Teachers will meet with their grade level teams weekly to share best practices, share resources and plan for their lessons. Vertical teams will meet throughout the school year to share best practices and resources. Coaches will meet with grade level teams to share additional resources and will be available to model instructional strategies aligned with the IFCs.

How are instructional focus lessons developed and delivered?

The instructional focus lessons are developed from the district's curriculum and from a review of the school's data. The school's instructional focus is aligned with the district/state curriculum and pacing charts as well as the school's academic data. The lessons are delivered using district and state approved strategies. The lessons will be taught by homeroom and content area teachers.

How will instructional focus lessons be revised and monitored?

The instructional focus lessons are revised based on data from assessments such as: Mini Assessments, BAT I and II, Chapter Tests, End of the Year Assessments. Monitoring will include: data reviews data chats, classroom walkthroughs, lesson plan checks, learning communities, and teacher observations

## CHECK

### Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Chapter tests and Mini Assessments will be used to determine student comprehension. Student work portfolios will be kept and reviewed as well. Mini Assessments typically have five questions per benchmark to determine mastery. Mini Assessments are administered bi-weekly.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Data from Mini assessments are reviewed bi-weekly to identify students that are reaching mastery and those that are not. Mastery is set at 75% or higher on each assessment. Based on the data, students that are not reaching mastery are provided with proper intervention strategies. Students who consistently show mastery on assessments will be given enrichment extensions to the benchmark.

### Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Teachers will constantly monitor the progress of their students. Students who consistently perform at the mastery level will be provided with enrichment extensions. Students who fall below mastery will be grouped for reteaching using alternative strategies and resources. The benchmarks will be spiraled through the IFCs for maintenance as well.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Each grade level will meet with their teams and instructional coaches weekly to share resources and best practices. Grade level teams will meet bi-weekly with administration and instructional coaches to review mini assessment results. These meetings will be facilitated by the team leaders and coaches, as well as, documented by agendas, sign in sheets, and data analysis sheets with essential questions.

#### **Monitoring**

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal, Assistant Principal and Leadership Team will be active participants in all data meetings and learning communities. Classroom Walkthrough data will be reviewed in weekly leadership meetings and patterns and trends across grade levels will be identified. Instructional coaches will front load staff development to teachers prior to the teaching of benchmarks on the IFC. Coaches will model focus lessons and instructional strategies for teachers in small group and large group. Coaches will team teach with teachers as needed and then they will follow up with classroom walkthroughs to ensure that strategies learned and modeled are being presented effectively in the classrooms

#### **ACT**

##### **Supplemental and Intensive Instruction/Interventions**

Identify the core, supplemental, and intensive instruction and interventions.

The core reading program for grades K,1,2,3 is Treasures and the intervention program is Triumphs. The core reading program for grades 4 and 5 is Harcourt Trophies and the intervention program is Voyager. Supplemental materials from Broward County's Struggling Reader's Chart will be used as needed based on the areas of weakness for students in grades K-5. The core math program for grades K-5 is Harcourt Math. The Harcourt Math Intervention program will be used for students who need intensive intervention. Supplemental materials from Broward County's struggling math chart and hands on manipulatives will be used as needed for supplemental instruction.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

There is a protected reading block during the first hour of the school day. During this time "special area" teachers and paraprofessionals will assist with tutorials and double doses of instruction. Supplemental instruction will take place in the form of double dose during the school day. There are also before school computer aided tutorials, after school camps and Saturday camps for additional intensive instruction.

How does the school identify staff's professional development needs to improve their instructional strategies?

Instructional coaches administer surveys to the faculty to gather input on staff development needs. Classroom Walkthrough data as well as formative and summative assessment data are used to determine staff development needs.

Which students will be targeted for supplemental and intensive instruction/interventions?

Students who perform in the lowest quartile on standardized assessments will be targeted for intensive instruction in before and after school camps. Students who do not show mastery on mini assessments will receive supplemental instruction in the form of reteaching during the school day. All students are invited to Saturday camp and are grouped for instruction based on their ability and instructional needs. Students who consistently show mastery on assessments will be targeted for enrichment. All students will be offered after school assistance through Supplemental Educational Services.

How will the effectiveness of the interventions be measured throughout the year?

All students who receive intervention services will be pre and post tested. They will also have ongoing progress monitoring and assessments. All personnel providing services to students will meet to discuss this data and share documentation of strategies and evidence of mastery or non-mastery. Factors hindering implementation of strategies ( attendance, behavior,

etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

**Enrichment**

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students who exceed mastery levels in reading will be enriched with novels and advanced level content area reading. Students who exceed mastery levels in math will follow Broward County’s MATS criteria for instruction at advanced levels.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in specific subjects, portfolio documentation, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level academic programs. Teacher recommendation is also taken into consideration. Parent conferences are held with the recommending teacher, instructional coach, guidance counselor, ESE specialist and administration. The parents are counseled on the expectations for the student in advanced programs, as well as their continued parental involvement.

**Professional Learning Communities**

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
K-5 Reading	J. Foreman, Reading Coach	Bi-weekly	2:00-3:00 pm	Analyze the effectiveness of the IFC, share best practices in reading. Lesson study and data analysis.
K-5 Math	L. Cristadoro, Math Coach	Bi-weekly	2:00-3:00 pm	Analyze the effectiveness of the IFC, share best practices in math. Lesson study and data analysis.
K-5 Science	G. Allette, Science Coach	Bi-weekly	2:00-3:00 pm	Lesson study and Data analysis
K-5 Teachers	T. Brown, Curriculum Teacher, NESS Liaison	Bi-weekly	2:00-3:00 pm	Working on The Work book study and lesson review. Lesson study and data analysis.

**NCLB Public School Choice**

**Note: For Title I schools only**

- Notification of (School in Need of Improvement) SINI Status  
**No Attached Notification of (School in Need of Improvement) SINI Status**
- Public School Choice with Transportation (CWT) Notification  
**No Attached Public School Choice with Transportation (CWT) Notification**
- Notification of (School in Need of Improvement) SINI Status  
**Show Attached Supplemental Educational Services (SES) Notification**

**Pre-School Transition**

Assessment Tools: Creative Curriculum

Skills: Cognitive, Fine Motor and Gross Motor skills, Independent functioning.

Social Growth: Social skills include how to interact with others, express needs and wants, peer interaction, manners, and proper behavior.

Current Program: Headstart is a national, federally-funded program that provides free comprehensive services for low-income preschool children and their families. Every child receives a variety of learning experiences to foster intellectual, social and emotional growth.

Transitional Programs: Independent functioning in which a child is aware of his/her daily schedule (Reading circle, small reading groups, recess, whole groups, lunch, center time, shared reading, rest time, closure, snack, and dismissal).

Funding and Resources: Eligibility is based on income and other factors. It is not a first come - first serve basis. Proof of all household income is required as well as proof of age and proof of guardianship, if applicable.

Evaluation Methods: The Brigance Developmental Screening; the DECA Behavioral Checklist; Creative Curriculum Developmental Continual Assessment; and the ESI-P/ESI-K Developmental Screening.

Screening data will be collected prior to September, 2009. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and the need for changes to the instructional program.

Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year.

All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.

## Postsecondary Transition

**Note: Required for High School- Sec. 1008.37(4), F.S.**

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

<b>Needs Assessment:</b>	Based on School Grade and Adequate Yearly Progress Data:  Did the total percent proficient increase or decrease? What is the percent change?  What clusters/strands, by grade level, showed decrease in proficiency?  Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?  Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?  Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 63% of students achieved mastery on the 2009 FCAT Reading Test.		In grades 3-5, 72% of the students will achieve mastery on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implement Treasures Series (K-3) Harcourt Trophies 4-5	Reading Coach, ClassroomTeacher	Administration will monitor the implementation of the core reading series through lesson plan checks and classroom walkthrough.	Lesson Plan Checklists, Classroom Walkthrough data sheets and logs.
2	Develop and Implement Instructional Focus Calendar for Reading (K-5)	Reading Coach, Classroom Teacher	Administration will be aware of the IFCs upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through mini-assessment data
3	Use Student Portfolios	Classroom Teacher	Monitoring Authentic Student Work	Rubric based Assessment
4	Utilize programs such as: BEEP Online Resources, Compass Learning Odyssey, FCAT Explorer (3-5); Riverdeep, Quick Reads (K-2)	Classroom Teachers	Review computer generated data reports to ensure effectiveness.	Printouts of computer generated data reports.
5	Implement Accelerated Reader schoolwide reading incentive initiative	Media Specialist, Classroom Teachers	Administration will monitor the program by review STAR and AR data reports and award prizes for participation and success.	STAR and AR data reports
6	Utilize Time For Kids Magazine in the classroom (k-5)	Reading Coach, Classroom Teachers	Lesson plans will be reviewed during classroom walkthroughs and checked quarterly by Administration.	Classroom Walkthrough logs, data and lesson plan checklists

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 4-5 75% of students achieved learning gains in reading on the 2009 FCAT Reading Test		In grades 4-5, 80% of the students will achieve learning gains on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will include higher order questions in lesson plans.	Reading Coach, Principal, Classroom Teachers	Classroom Walkthroughs will be used to determine effectiveness of implementation.	Classroom Walkthrough data and lesson plan checklists
2	Student data chats will be conducted to review FCAT, BAT and mini assessment results.	Classroom Teachers, Reading Coach, Principal, Assistant Principal	Administrators will review Student Achievement Data Chat logs and portfolios quarterly.	Student Achievement Data Chat logs and Student Portfolios will be used to determine effectiveness.

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grades 4-5, 83% of the students in the lowest 25% achieved learning gains on the FCAT Reading Test.		In grades 4-5, 86% of the students in the lowest 25% will achieve learning gains on the FCAT Reading Test.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Tier 1: Determine core instructional needs by reviewing FCAT data and placement test data. Plan small group differentiated instruction using evidence based instruction/interventions within the 90 reading block.	Reading Coach	Student progress is assessed weekly using the core text selection tests. Students will be tested bi-weekly using mini assessments.	Student portfolios and teacher grade books will be checked to monitor for effectiveness.
2	Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by the review BAT, mini-assessment data and core selection test data will include explicit instruction, modeled instruction, guided practice and independent practice during the 90 minute reading block and additional pullout/push-in doses.	Reading Coach, Specials Teachers, Classroom Teachers	Student progress is assessed using DAR, Oral Fluency Probes,(Pre, mid, post) BAT (Sept, Dec.)	Assessment data will be reviewed to determine effectiveness of instruction and interventions.
3	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem solving process. Interventions will be matched to individual student needs, be evidence based and provided in addition to core instruction. This will take place through push in/pullout groups, before and after school camps, and Saturday camps.	RTI Leadership Team	Student progress will be assessed using DAR to provide specific deficiencies on the 6 components of reading, Oral Fluency Probes (pre, mid, post), BAT (Sept, Dec.) and student portfolios (bi-weekly) for all Tier 3 targeted intervention.	Assessment data will be reviewed to determine effectiveness of instruction and interventions.

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grades 3-5,59% of Black subgroup,58% of the Economically Disadvantaged Subgroup and 54% of the ELL subgroup achieved proficiency on the FCAT in reading.		In grades 3-5,65% Black subgroup, 63% of the Economically Disadvantaged subgroup and 59% of the ELL subgroup will achieve proficiency on the 2010 FCAT in reading.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Teachers will implement higher order questing techniques during instruction and document in lesson plans. (QAR).	Principal, Reading Coach	Principal and reading Coach will monitor teacher use of higher order questioning techniques during classroom walkthroughs.	Mini Benchmark assessments will be administered weekly and data collected will be used to drive instruction.
2	Sheltered curriculum will be provided for ELL students.	Principals, Team Leaders	Class rosters will be reviewed periodically. Lesson plans will be monitored during Classroom Walkthroughs for fidelity of implementation.	Class roster, lesson plan checklists
3	Pullout and push-in interventions will be provided for Black, ELL and Economically Disadvantaged students.	Assistant Principal, ELL paraprofessional	Student portfolios, progress logs will be reviewed for fidelity of implementation. Classroom Walkthroughs will be conducted during push in, pullout blocks.	Student Portfolios, Walkthrough data
4	Data chats will be conducted with Grade 3-5 students in the ELL, Black	Principal, Assistant Principal, Classroom Teachers	BAT data, mini bat data, student goal sheets will be reviewed by students,	Data chats will be conducted with Grade 3-5 students in the ELL, Black

	and Economically Disadvantaged subgroups.		teachers and Administration.	and Economically Disadvantaged subgroups.  BAT data, mini bat data, student goal sheets will be reviewed by students, teachers and Administration. Student data and goal
5	K-12 ESOL Plan will be followed for scheduling, instruction and assessment.	Administration, reading coach, classroom teachers	Classroom Walkthroughs, lesson plans will be checked for fidelity of implementation and follow through.	lesson plan checklist, student data, Classroom Walkthrough data

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 3-5, 72% of the students will achieve mastery on the 2010 FCAT Reading Test	Teaching Reading in the Content Areas	Reading Coach	August 2009	Classroom Walkthroughs Modeling of Lessons	Principal/Assistant Principal Reading Coach
In grades 4-5, 80% of the students will achieve learning gains on the 2010 FCAT Reading Test.	Differentiated Instruction /Strategies	Reading Coach	August 2009	Classroom Walkthroughs Modeling of Lessons	Principal/Assistant Principal Reading Coach

**For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher**

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Florida Treasures for Grade 3	General Fund	\$418.00
Harcourt Trophies for grades 4 and 5	General Fund	\$1,139.00
		<b>Total: \$1,557.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
Smart Boards	Accountability	\$2,300.00
Projectors/Document Readers	Accountability	\$6,975.00
		<b>Total: \$9,275.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
Renaissance Learning Staff Development	Title I	\$1,872.00
Leap Track	Instructional Inservice	\$2,000.00
Content Reading Staff Development	Title I Staff Development	\$10,000.00
		<b>Total: \$13,872.00</b>
Other		
Description of Resources	Funding Source	Available Amount
Stipends for after school and Saturday camp teachers	Extended Learning	\$8,069.50
After school tutorial materials (Steck Vaughn Achieve)	Extended Learning	\$1,482.30
Time For Kids Magazines (Gr 1-5)	General Fund	\$2,121.60
		<b>Total: \$11,673.40</b>
		<b>Final Total: \$36,377.40</b>

End of Reading Goal

**Needs Assessment:** Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grades 3-5 56% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test.		In grades 3-5 65% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Teachers will provide math instruction using Harcourt series grades (3-5)	Classroom Teachers, math coach	Lesson plans will be reviewed by Administration during Classroom Walkthroughs to determine effectiveness of implementation.	Classroom Walkthrough data and lesson plan checklists
2	Develop and Implement Instructional Focus Calendar (K-5)	Math Coach and Classroom teachers	Administration will be aware of the IFC's upcoming focus and monitor the implementation through classroom walkthroughs.	Classroom Walkthrough data and Mini Assessment data
3	Compass Learning Odyssey will be utilized in K-5	Classroom Teachers, math coach	Reports will be printed weekly and reviewed by Administration, math coach and teachers.	Computer generated data reports

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In grades 4-5, 74% of students achieved learning gains on the 2009 administration of the FCAT Mathematics Test		In grades 4-5, 80% of students will achieve learning gains on the 2010 administration of the FCAT Mathematics Test		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Implement School-wide initiative (Superstars Math) incentive program	Math Coach	Classroom teachers and Math Coach will maintain record of student progress based on problem solving skills. This data will be reviewed weekly and prizes will be awarded for participation and success.	Math Challenge Worksheets
2	After-school camps will be available to select students to strengthen problem solving skills	Math Coach, Classroom Teachers	Pre and post testing will be done for all students participating. This data will be reviewed as well as progress monitoring and mini-assessment data. Teachers will maintain a record of strategies and interventions utilized with these students.	Pre and Post test data and progress monitoring/mini-assessment data will be used as the evaluation tools.
3	Math Mad-minutes will be administered and reviewed daily (k-5)	Math Coach, Classroom Teachers	Teachers will record results of daily assessments in their grade books and weekly samples will be kept in student portfolios. Weekly winners will be awarded prizes.	Grade books will be reviewed as well as student portfolios

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Based on the 2009 FCAT Mathematics data, 90% of the		By June, 2010, 93% of the students in the lowest 25%		

students in the lowest 25% showed learning gains in mathematics.			will show learning gains in mathematics.	
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Tier 1: Determine core instructional needs by reviewing FCAT and placement test data for all students. Plan differentiated instruction using the Harcourt Math Program within the designated math instructional block	Math Coach, Classroom Teachers	Grade level teams will review results of chapter tests and mini assessment data bi-weekly to determine progress and monitor effectiveness of instruction.	Assessment data and student portfolios will be reviewed bi-weekly.
2	Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus is determined by review of bi-weekly assessment data include explicit instruction, modeled instruction, guided and independent practice. Supplemental instruction will include the use of hands -on manipulatives and will be provided in addition to core instruction during push in/pull out sessions.	Math Coach, Classroom Teachers	Grade-level teams will review results of assessments bi-weekly to determine progress and effectiveness of interventions. Students in push-in/pullout programs will be pre and post tested on benchmark skills.	Assessment data will be reviewed bi-weekly.
3	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process and hands on manipulatives. Interventions will be matched to individual student needs and will be provided during before and after school camps and Saturday camps.	RtI Leadership Team	FtI Team and Grade level teams will review results of weekly and bi-weekly assessments to determine progress and effectiveness of interventions. Students attending before and after school and Saturday camps will take pre and post assessments.	Assessment data will be reviewed bi-weekly.

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>			<b>Objective Linked to Area of Improvement</b>	
In grades 3-5, 51% of the students in the Black subgroup, 51% of the Economically Disadvantaged subgroup and 50% of the ELL subgroup achieved proficiency on 2009 FCAT in math.			In grades 3-5, 56% of the students in the Black subgroup, 56% of the Economically Disadvantaged subgroup and 55% of the ELL subgroup will achieve proficiency on the 2010 FCAT in math.	
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Sheltered curriculum will be provided for ELL students.	Principal, Team Leaders	Lesson Plans and class lists will be monitored by Administration. Classroom Walkthroughs will be conducted by Administration and math coach to determine effectiveness of implementation.	Class rosters, lesson plan checklists
2	Pullout and push-in interventions will be provided for Black, ELL and Economically Disadvantaged students.	Assistant Principal, ELL paraprofessional	Student portfolios, progress logs will be reviewed for fidelity of implementation. Classroom Walkthroughs will be conducted during push in, pullout blocks.	Student Portfolios, Walkthrough data
3	Data chats will be conducted with Grade 3-5 students in the ELL, Black and Economically Disadvantaged subgroups.	Principal, Assistant Principal, Classroom Teachers	BAT data, mini bat data, student goal sheets will be reviewed by students, teachers and Administration.	Student data and goal sheets
4	K-12 ESOL Plan will be followed for scheduling, instruction and assessment.	Administration, math coach, classroom teachers	Classroom Walkthroughs, lesson plans will be checked for fidelity of implementation and follow through.	lesson plan checklist, student data, Classroom Walkthrough data

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 3-5 65% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Effective use of Manipulatives and Hands-on Activities	Math Coach	August 2009	Modeling of Lessons Classroom Walkthroughs	Principal Mathematics Coach
In grades 3-5 65% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Elementary Math Strategies	Broward County District Trainers	September 2009	Classroom Walkthroughs	Math Coach Principal Assistant Principal
In grades 4-5, 80% of students will achieve learning gains on the 2010 administration of the FCAT Mathematics Test	Critical Content Math Gr. 3-5	Broward County District Trainers	September 2009	Classroom Walkthroughs	Math Coach Principal Assistant Principal

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Math Superstar Rewards	General Funds	\$500.00
		<b>Total: \$500.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
FCAT Explorer Compass Odyssey	District	\$3,000.00
		<b>Total: \$3,000.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
After School and Saturday Camp Professional Development based on teacher needs	Extended Learning	\$8,069.50
Critical Content Math	Title I Staff Development	\$400.00
		<b>Total: \$8,469.50</b>
Other		
Description of Resources	Funding Source	Available Amount
After School Camp Materials (Steck Vaughn Achieve)	Extended Learning	\$1,996.48
		<b>Total: \$1,996.48</b>
		<b>Final Total: \$13,965.98</b>

*End of Mathematics Goal*

**Science Goal**

**Needs Assessment:** Based on School Grade Data:  
 Did the total percent proficient increase or was the percent proficient maintained?  
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 5, 18% of students achieved mastery on the 2009 administration of the FCAT Science Test		By June, 2010, 28% of students in grade 5 will achieve mastery on the 2010 administration of the FCAT Science Test		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1 Utilize the Harcourt Science series (K-5) in conjunction with Broward County's pacing chart and IFC.	Science Coach, Classroom Teachers	Chapter Tests and mini assessments will be administered bi-weekly. Administration and Science Coach will do weekly	Assessment data will be reviewed by grade level teams, the Science Coach and Administration bi-weekly to determine the	

			classroom Walkthroughs.	effectiveness of implementation. Classroom Walkthrough data will be reviewed as well.
2	Utilize hands-on laboratory experiments three times per week using the 5E model and science stations	.Science Coach, Administration, classroom Teachers	Science Coach will create and follow a lab schedule for modeling and co-teaching that will be implemented with fidelity and monitored by Administration.	Improvement on science mini-assessments will be noted.
3	Provide real-world science experiences and engaging activities.	Science Coach, Classroom Teachers	Teachers will utilize National Geographic magazine articles and Science Alive videos in alignment with the IFC. These will be documented in lesson plan books that will be checked monthly by the science coach and quarterly by Administration.	Lesson plan checklist, Classroom Walkthrough data. Mini-assessment data will be reviewed as well.
4	Utilize BEEP resources and Delta science kits.	Science Coach, Classroom Teachers	Teachers will utilize Delta science kits in order to conduct experiments with students in alignment with the IFCs. These will be documented in lesson plan books that will be checked monthly by the science coach and quarterly by Administration.	Journal writing. Mini-assessment data will be reviewed with students and teachers biweekly as well .

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June, 2010, 35% of students in grade 5 will achieve mastery on the 2010 administration of the FCAT Science Test.	Hands -On Science Kit Training K-5	Broward County Trainers	September 2009	Science Coach will model in classrooms and follow up with Classroom Walkthroughs	Science Coach, Principal, Assistant Principal

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
National Geographic Magazines	Media	\$100.00
		<b>Total: \$100.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
Harcourt Science Kit Training	District	\$800.00
Science Content Staff Development	Title I Staff Development	\$3,581.22
		<b>Total: \$4,381.22</b>
Other		
Description of Resources	Funding Source	Available Amount
Science related field trip	District	\$2,300.00
		<b>Total: \$2,300.00</b>
		<b>Final Total: \$6,781.22</b>

*End of Science Goal*

**Writing Goal**

**Needs Assessment:** Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grade 4, 88% of students scored a level 3.5 or higher on FCAT Writing Test.		By June, 2010, 97% of students in grade 4 will score a 3.5 or higher on the FCAT Writing Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Develop and implement a Writing IFC which includes monthly writing prompts	Reading Coach, Classroom Teachers	Monthly writing prompts will be scored using the state of Florida's holistic scoring rubric. These results will be analyzed by teachers, Reading Coach and Administration.	Monthly writing prompt data and student portfolios will be used to evaluate effectiveness of the writing program and student progress.
2	After-school Writing camp will be offered to all fourth grade students and select third grade students.	Reading Coach, Classroom Teachers	Pre and Post Assessments, Monthly writing prompts will be analyzed for effectiveness of program.	Monthly Writing Samples, Pre and Post Assessments, Student Portfolios
3	Students will Integrate writing throughout the content areas through the use of journals.	Classroom Teachers	Student journals will be reviewed bi-weekly by teachers during grade level meetings. Reading Coach and Administration will periodically review journals during Classroom Walkthroughs.	Student portfolios, Monthly writing samples
4	Teachers will utilize BEEP lessons to develop effective writing plan.	Classroom Teachers	Monthly writing prompts will be analyzed for effectiveness of program.	Monthly Writing Samples, Pre and Post Assessments, Student Portfolios

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June, 2010, 92% of students in grade 4 will score a 4 or higher on the FCAT Writing Test.	The Six Traits of Writing	Broward County District Trainers	September 2009	Monitoring students' writing samples on the Six Traits.	Reading Coach, Principal, Assistant Principal
By June, 2010, 92% of students in grade 4 will score a 4 or higher on the FCAT Writing Test.	Qualities of Great Writing Gr. 3-5	Broward County District Trainers	November, 2009	Analyze monthly writing prompts	Reading Coach, Principal, Assistant Principal

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Journals	General	\$160.00
		<b>Total: \$160.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
Coaches, Substitutes	Title I Staff Development	\$1,460.00
		<b>Total: \$1,460.00</b>
Other		
Description of Resources	Funding Source	Available Amount
Student Portfolios	General	\$1,028.00
After School Tutorials	Title I Special Allocation	\$3,581.00

## Parent Involvement Goal

**Needs Assessment:** Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the results of the 2008-2009 Customer Survey, 42% of the parents who responded have discussed their child's test scores with a faculty member.		By June, 2010, 70% of the parents will conference with their child's teacher regarding test scores and academic achievement.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will schedule and conduct two face to face conferences with parents each year.	Classroom Teachers, Principal, Assistant Principal, Community Liaison	Teachers will log parent conferences and hand logs in to Administration quarterly.	Conference forms and logs, 2010 Parent Survey
2	Teachers will share student portfolios with parents at Open House and at parent conferences.	Classroom Teachers	Collect Open House sign in sheets, Send out feedback surveys to parents	Sign in sheets, survey forms, 2010 Customer Survey
3	Conduct parent training on accessing Virtual Counselor and understanding standardized test data.	Instructional Coaches, Technology Specialist, Community Liaison, Administration	Collect sign-in sheets and participant feedback for workshop	Sign in Sheets and Workshop Evaluations

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Sign-in sheets from Parent Workshops during 2008-2009 indicate only 305 of students' parents attended at least one parent workshop		Increase parent participation at parent workshops to 50% of students' parents.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Survey parents to determine high interest topics and best days and times for workshops.	Principal Community Liaison	Collect sign-in sheets and participant feedback for each workshop.	Sign-in sheets and workshop evaluations.
2	Schedule high parent interest whole school events at flexible dates and times to accommodate all parent groups.	Principal, Community Liaison, PTA President	Collect feedback surveys from parents	Parent Surveys
3	Publicize events using multiple methods and in students' home language.	Community Liaison, PTA President, Principal	Collect sign in sheets from events	Maintain logs/sign-in sheets of parent attendance at workshops.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the results of the 2008-2009 Customer Survey, 60% of the parents feel that their input on school based decisions is solicited and valued.		By June, 2010, 70% of parents will attend parent meetings and provide input on the School Improvement Plan.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Publicize meetings using multiple methods and in students home language.	Principal, Community Liaison, SAC Chairperson	Collect sign in sheets and compare attendance to previous year's attendance	Sign in sheets

			at parent meetings.	
2	Provide Creole and Spanish translators at all parent meetings.	. Principal, SAC Chariperson, PTA President, Community Liaison	Collect Sign-in sheets and compare attendance to previous year's attendance at parent meetings.	Sign in sheets
3	Conduct Shared Decision Making Training "It Takes A Village" to all school stakeholders.	Assistant Principal	Participant feedback surveys	Participant Surveys

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June, 2010, 70% of the parents will conference with their child's teacher regarding test scores and academic achievement.	Conferencing Skills – Effective two-way communication	Guidance Counselor	September, 2009	Conference Logs will be checked, Parent Surveys will be sent out and results will be analyzed.	Principal, Assistant Principal,, Guidance Counselor

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Caribbean Kitchen	Title I Parent Involvement	\$968.00
		<b>Total: \$968.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
Website	Title I Parent Involvement	\$200.00
		<b>Total: \$200.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
MegaSkills	Title I Parent Involvement	\$715.00
		<b>Total: \$715.00</b>
Other		
Description of Resources	Funding Source	Available Amount
Parent Agendas Books/MegaSkills	Title I Parent Involvement	\$600.00
Reading, Science, Writing, Math Family Night Activities	Title I Parent Involvement Stimulus	\$1,973.00
		<b>Total: \$2,573.00</b>
		<b>Final Total: \$4,456.00</b>

*End of Parent Involvement Goal*

# Other Goals

No Other Goals were submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Florida Treasures for Grade 3	General Fund	\$418.00
Reading	Harcourt Trophies for grades 4 and 5	General Fund	\$1,139.00
Mathematics	Math Superstar Rewards	General Funds	\$500.00
Writing	Journals	General	\$160.00
Science	National Geographic Magazines	Media	\$100.00
Parental Involvement	Caribbean Kitchen	Title I Parent Involvement	\$968.00
			<b>Total: \$3,285.00</b>
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Smart Boards	Accountability	\$2,300.00
Reading	Projectors/Document Readers	Accountability	\$6,975.00
Mathematics	FCAT Explorer Compass Odyssey	District	\$3,000.00
Parental Involvement	Website	Title I Parent Involvement	\$200.00
			<b>Total: \$12,475.00</b>
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Renaissance Learning Staff Development	Title I	\$1,872.00
Reading	Leap Track	Instructional Inservice	\$2,000.00
Reading	Content Reading Staff Development	Title I Staff Development	\$10,000.00
Mathematics	After School and Saturday Camp Professional Development based on teacher needs	Extended Learning	\$8,069.50
Mathematics	Critical Content Math	Title I Staff Development	\$400.00
Writing	Coaches, Substitutes	Title I Staff Development	\$1,460.00
Science	Harcourt Science Kit Training	District	\$800.00
Science	Science Content Staff Development	Title I Staff Development	\$3,581.22
Parental Involvement	MegaSkills	Title I Parent Involvement	\$715.00
			<b>Total: \$28,897.72</b>
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Stipends for after school and Saturday camp teachers	Extended Learning	\$8,069.50
Reading	After school tutorial materials (Steck Vaughn Achieve)	Extended Learning	\$1,482.30
Reading	Time For Kids Magazines (Gr 1-5)	General Fund	\$2,121.60
Mathematics	After School Camp Materials (Steck Vaughn Achieve)	Extended Learning	\$1,996.48
Writing	Student Portfolios	General	\$1,028.00
Writing	After School Tutorials	Title I Special Allocation	\$3,581.00
Science	Science related field trip	District	\$2,300.00
Parental Involvement	Parent Agendas Books/MegaSkills	Title I Parent Involvement	\$600.00
Parental Involvement	Reading, Science, Writing, Math Family Night Activities	Title I Parent Involvement Stimulus	\$1,973.00
			<b>Total: \$23,151.88</b>
			<b>Final Total: \$67,809.60</b>

## Differentiated Accountability

School-level Differentiated Accountability Compliance

- Intervene
  Correct II
  Prevent II
  Correct I
  Prevent I
  NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

# School Advisory Council

## School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✔ **Yes. Agree with the above statement.**

Projected use of SAC Funds	Amount
Smart Boards	2300
Projectors/Document Readers	6975

## Describe the Activities of the School Advisory Council for the Upcoming Year

The School Advisory Council (SAC) is the sole responsible for final decision-making at the school relating to the implementation of school improvement. Upcoming SAC meetings are publicized in the monthly newsletter, sent home on flyers, and posted on the school marquis. The composition of SAC reflects the demographics of the student population and appointment of members are elected by peer groups in August/ September, 2009.

## SAC Members

### Members

- 1) Camille LaChance, Principal
- 2) Marilyn Guirand, SAC Chair
- 3) Hermie Speckels, Teacher
- 4) Laura Treliving, Teacher
- 5) Galanie LaCroix, Business Member
- 6) Renee Lewis, Parent
- 7) Edward Dany, Parent
- 8) Leslie Johnson, Parent
- 9) Dieufaite Tertullien, Parent
- 10) Sandy Monestime, Parent
- 11) Luce Roque, Community Member
- 12) Marie Phanor, School Support Personnel
- 13) Tia Teague, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward NORTH SIDE ELEMENTARY SCHOOL 0041											
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 176 Math: 176		2008-2009 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress? YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL <sup>4</sup>	100	Y	100	Y	58	N	51	N			Y			NA	65	42	Y	58	49	Y	72	NA	66	NA	
WHITE		NA		NA		NA		NA			NA			NA			NA		NA						
BLACK	100	Y	100	Y	59	N	51	N			Y			NA	65	41	Y	58	49	Y	73	NA	67	NA	
HISPANIC		NA		NA		NA		NA			NA			NA			NA		NA						
ASIAN		NA		NA		NA		NA			NA			NA			NA		NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA		NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	58	N	51	N			Y			NA	66	42	Y	58	49	Y	72	NA	66	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	54	N	50	N			NA			NA	70	46	Y	67	50	Y	71	NA	65	NA	
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA		NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward NORTH SIDE ELEMENTARY SCHOOL 0041											
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 219 Math: 219		2007-2008 School Grade <sup>1</sup> : D		Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	Y/N	2008	Y/N	
TOTAL <sup>4</sup>	99	Y	99	Y	35	N	42	N			Y			NA	52	65	NA	49	58	NA	45	NA	51	NA	
WHITE		NA		NA		NA		NA			NA			NA			NA		NA						
BLACK	100	Y	100	Y	35	N	42	N			Y			NA	50	65	NA	47	58	NA	45	NA	50	NA	
HISPANIC		NA		NA		NA		NA			NA			NA			NA		NA						
ASIAN		NA		NA		NA		NA			NA			NA			NA		NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA		NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	34	N	42	N			Y			NA	52	66	NA	49	58	NA	45	NA	51	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	30	N	33	N			Y			NA	60	70	NA	51	67	NA	41	NA	51	NA	
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA		NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward NORTH SIDE ELEMENTARY SCHOOL 0041											
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 226 Math: 226		2006-2007 School Grade <sup>1</sup> : B		Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL <sup>4</sup>	99	Y	99	Y	48	N	51	N			Y			NA	48	52	N	49	49	N	44	N	61	Y	
WHITE		NA		NA		NA		NA			NA			NA			NA		NA						
BLACK	100	Y	100	Y	50	N	53	N			Y			NA	49	50	N	51	47	N	46	N	61	Y	
HISPANIC		NA		NA		NA		NA			NA			NA			NA		NA						
ASIAN		NA		NA		NA		NA			NA			NA			NA		NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA		NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	48	N	51	N			Y			NA	49	54	N	49	49	N	45	N	61	Y	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	40	N	49	N			Y			NA	48	58	N	54	51	N	36	N	61	Y	
STUDENTS WITH DISABILITIES	99	Y	99	Y		NA		NA			NA			NA			NA		NA						

## SCHOOL GRADE DATA

Broward School District NORTH SIDE ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	63%	56%	95%	18%	232
<b>% of Students Making Learning Gains</b>	75%	74%			149
<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. 3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level					

						1 or 2
<b>Adequate Progress of Lowest 25% in the School?</b>	83% (YES)	90% (YES)			173	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					554	
Percent Tested = 100%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District NORTH SIDE ELEMENTARY SCHOOL 2007-2008</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	41%	47%	97%	14%	199	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
<b>% of Students Making Learning Gains</b>	45%	56%			101	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	51% (YES)	66% (YES)			117	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					417	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>					<b>D</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District NORTH SIDE ELEMENTARY SCHOOL 2006-2007</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	55%	56%	87%	30%	228	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
<b>% of Students Making Learning Gains</b>	55%	70%			125	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	67% (YES)	85% (YES)			152	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					505	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>					<b>B</b>	Grade based on total points, adequate progress, and % of students tested