

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: NORTH LAUDERDALE ELEMENTARY

District Name: Broward

Principal: Stephanie Shipe

SAC Chair: Kathi Curtis

Superintendent: James F. Notter

Date of School Board Approval: 12/01/2009

Last Modified on: 09-11-2009

Dr. Eric J. Smith, Commissioner
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VISION and MISSION STATEMENTS

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

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

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

North Lauderdale Elementary School is located in the northern part of Broward County, Florida. It is a neighborhood school and opened in 1974. All students walk to school, ride their bikes or are car riders. There are no school buses for North Lauderdale Elementary. The school services 650 students.

Unique School Strengths for Next Year

North Lauderdale Elementary will receive additional instructional assistance from school based Mathematics, Reading and Science Coaches for the 2009-2010 school year. Grades 3-5 teachers departmentalize instruction for Mathematics, Reading and Science instruction.

Unique School Weaknesses for Next Year

During the past three years there has been a significant turnover of teachers within the intermediate grade levels. Due to budget constraints teachers rating highly effective with 80 percent learning gains with students are no longer serving the children of North Lauderdale elementary.

The community of North Lauderdale serves continues to have a high rate of mobility. Community and Parent Involvement is limited. Students attending North Lauderdale reside in a large apartment complex (1000 apts), located behind the school the consistency of the children we serve from Pre-K -grade 5 has a rate of less than 20 percent.

Student Demographics

The school serves 903 students in grades pre-K through 5th grade. North Lauderdale Elementary student demographics include: 3.3% White, 75.4% Black, 16.1% Hispanic, 2.7% Asian, and 2.5% Multi-racial. The school has 21.7% LEP students, 7.3% ESE students, and 88.7% of the students are eligible for the Free and Reduced Lunch Program.

Student Attendance Rates

Student attendance rates for the year of 2009 average Ninety Five percent.

Student Mobility

North Lauderdale Elementary student mobility rate is 28.10%

Student Suspension Rates

In-School Suspension rate 1.70%
 Out-of-School Suspension rate .90%

Student Retention Rates

Class Size

PK-Grade 3 average 17.75
 Grades 4-5 average 18.74

Academic Performance of Feeder Pattern

Most of North Lauderdale Elementary students feed into Silver Lakes Middle.

Partnerships and Grants

McDonald's Restauraunt
 Junior Achievement
 North Lauderdale Boys & Girls Club
 Publix Groceries
 Jewish Community Center

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	Stephanie Shipe	BA-Elementary Ed, Florida State University MA -Ed. Leadership Nova Southeastern	8	8	Principal of North Lauderdale Elementary School North Lauderdale Elementary School 2008-2009. Grade: C Reading Mastery: 50 Math Mastery: 63 Science Mastery: 18 Writing Mastery: 95 AYP: English Language Learner students did not make AYP in Reading Black, Economically Disadvantaged and English Language Learners did not make AYP in Mathematics.North Lauderdale Elementary2007-2008. Grade: C Reading Mastery: 52 Math Mastery: 60 Science Mastery: 24 Writing Mastery: 81 AYP: English Language Learner students did not make AYP in Reading Black, Economically Disadvantaged and English Language Learners did not make AYP in Mathematics. North Lauderdale Elementary2006-2007 Grade C Reading Mastery: 56 Math Mastery: 64 Science Mastery: 25 Writing Mastery: 79 AYP: Economically Disadvantaged and English Language Learners did not make AYP in Reading. English Language Learners did not meet AYP in Mathematics. 2005-2006 Grade B Reading Mastery: 62 Math Mastery: 64 Science Mastery: NA Writing Mastery: 82 AYP: Fourth Grade Students did not meet AYP in Writing
					North Lauderdale Elementary School 2008-09. Grade: C Reading Mastery: 50 Math Mastery: 63 Science Mastery: 18

Assis Principal	Frederick Robinson	BS Elementary Education MS Educational Leadership	3	7	<p>Writing Mastery: 95 AYP: English Language Learner students did not make AYP in Reading Black, Economically Disadvantaged and English Language Learners did not make AYP in Mathematics. Elementary School 2007-08. Grade: C Reading Mastery: 52 Math Mastery: 60 Science Mastery: 24 Writing Mastery: 81 AYP: English Language Learner students did not make AYP in Reading Black, Economically Disadvantaged and English Language Learners did not make AYP in Mathematics.</p> <p>2006-2007 Grade C Reading Mastery: 56 Math Mastery: 64 Science Mastery: 25 Writing Mastery: 79 AYP: Economically Disadvantaged and English Language Learners did not make AYP in Reading. English Language Learners did not meet AYP in Mathematics. Deerfield Park Elementary School 2005-06. Grade: A Reading Mastery: 65 Math Mastery: 67 Writing Mastery: 99 Economically Disadvantaged and Students with Disabilities met AYP in Reading Black, Economically Disadvantaged and Students with Disabilities met AYP in Mathematics. Deerfield Park Elementary 2004-2005 Grade B Reading Mastery: 59 Math Master 67 Writing Master 95 Black & Economically Disadvantaged Students made AYP in Reading & Math Students With Disabilities did not make AYP in Reading and Mathematics Deerfield Park Elementary School 2003-04. Grade: B Reading Mastery: 54 Math Mastery: 56 Writing Mastery: 85 AYP: Black & Economically Disadvantaged Students met AYP in Reading & Math Students With Disabilities did not make AYP in Reading and Math</p>
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* 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 *
No data submitted					

* 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)
North Lauderdale Elementary has a teacher mentoring program . Both the Instructional Coach and new educator benefit from relationships that encourage reflection on the practice of teaching. NLE's administration provides resources (especially time for mentoring teams to meet), observes each other's classroom techniques, models promising practices, and discusses how improvements can be made to classroom and instructional practices.	Instructional Coach	On Going	
North Lauderdale Elementary has a teacher mentoring program . Both the Instructional Coach and new educator benefit from relationships that encourage reflection on the practice of teaching. NLE's administration provides resources (especially time for mentoring teams to meet), observes each other's classroom techniques, models promising practices, and discusses how improvements can be made to classroom and instructional practices.	Instructional Coach	On Going	

Advertisement of teacher vacancies and shortages have been made via the district Employment Information website, teacher recruitment job fairs, and in cities throughout the United States where teachers are being laid off.	District Human Resource Department & Administration	Ongoing 2009-10	
Applicants who indicate an interest/degree in reading are contacted immediately by staffing specialist.	District Human Resource Department & Administration	Ongoing 2009-10	
A program through which Title I schools use Title I funds to pay for a Masters in Reading for teachers on staff who want to become reading teachers.	District Human Resource Department & Administration	Ongoing 2009-10	
Professional learnin Communities are planned to teachers to communicate and share best practices in scientific researched based best practices.	Administration and Curriculum Coaches	Ongoing 2009-10	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
All teachers are Highly Qualified	All teachers are Highly Qualified	All teachers are Highly Qualified	All teachers are Highly Qualified

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
48	0	15	42	43	22	100	3	6	100

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
North Lauderdale Elementary provides support through the NESS program for new educators. At this time North Lauderdale does not have any new educators	N/A	N/A	Coaching, mentoring and opportunities for growth through professional learning communities

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Tutoring and mentoring programs are aligned to meet the differentiated needs of students. We analyze assessment data for correctly placing students in tutoring programs that will support each students' area of deficit. Each student is instructed according to the analysis of the results of his/her mini assessments and with appropriate programs.

A variety of extended learning opportunities are conducted during the year. Students who attend the after school program or Saturday camps(6 weeks) are invited to participate based on data criteria: students performing at Level 1 or Level 2 on the FCAT Reading and Math mini assessments. Students who are recommended for the writing camp have pretest scores 3.0 or below using the FCAT Writing Rubric. Students are grouped according to their needs, including ESE and LEP students who did not meet proficiency levels for NCLB. There are also opportunities for students that are meeting proficiency or above in during the day activities/camps.

Opportunities for Instructional Staff Development are:

- A+ Rise,
- Broward Educational Enterprise Portal (BEEP) Math, Reading, Science & Writing
- ENI Evans Newton Incorporated
- ELL English Language Learners Reading and Math, Understanding AYP
- Technology Integration GLIDES
- Understanding a Framework of Poverty
- Florida Continuous Improvement Model (FCIM)
- Dissagregate Assess Reteach Test (DART)
- Building Background Knowledge (Vocabulary)

7 Correlates of Effective Schools
8 Step Process
9 High Yield Strategies

Title I, Part C- Migrant

NA

Title I, Part D

The Broward Truancy Intervention Program (BTIP) is a joint program that partners with the Broward State Attorney's Office and the School Board of Broward County. The program is designed to prevent excessive absences through parent notification and accountability, school interventions, and daily monitoring of attendance.

Title II

Supplemental funds are utilized to provide additional In Service/Staff Developments and tutorial programs which focus on the core curriculum areas for all students in the areas of reading, Writing, Mathematics and Science.

Title III

Coaches will be a member of the reading advisory team at the school level. Coaches work with the leadership team to analyze data and assure that all students are receiving appropriate instruction. Additionally, as staff development issues are identified, the reading coach will either provide the staff development or identify the resources to meet the needs.

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

North Lauderdale Elementary provides a variety of alternative instructional delivery methods during the year such as before and after-school tutoring. Students are grouped according to their academic needs, including ESE or LEP students who did not meet proficiency levels for NCLB. In addition, students participate in Supplemental Educational Service Programs and they also attend After School Programs during the school year and summer . Students who attend the after-school program are primarily students performing at level 1 or level 2 on the FCAT Reading and Math Assessments. Their parents are personally contacted at the start of the academic year, and are given the opportunity to pre-register for the program. Additionally, their attendance is closely monitored and absenteeism is addressed promptly.

Violence Prevention Programs

North Lauderdale Elementary participates in an Anti Bullying Program which correlates with policy 5.9. Students learn about the different types of bullying: Adult Bullying, Harassment, Cyberstalking, Cyberbullying. Students also participate in assemblies by performing in skits and they respond to narrative and expository prompts about bullying. North Lauderdale Elementary also adheres to Policy 5.9 whenever there is an issue of bullying amongst students.

Nutrition Programs

North Lauderdale Elementary participates in Nutrition Art programs that are held in October and March of each school year. The purpose is to celebrate National School Lunch Week and National Nutrition Month. North Lauderdale Elementary Students also participate in Broward County's Commit 2b Fit program.

Housing Programs

NA

Head Start

Towards the end of the school year and throughout the summer parents and incoming students are invited to our Kindergarten Round-Up. Kindergarten Round-Up is a school orientation program to introduce pre-school students and their parents to our school environment. It is also an opportunity for the Kindergarten teachers and school administrators to share their expectations of the students.

In addition to our transition meetings North Lauderdale also offers preschool classes for children ages 3-5. The program provides children the opportunity to become acquainted with the school in advance.

Reading Coach will coordinate and administer the SRUSS, Florida Kindergarten Readiness Screening (FLKRS) and Florida (FAIR) and the ECHOS. The Reading Coach will also coordinate Kindergarten Roundup to help parents transition their child from preschool to elementary school. Translators are present for ELL parents. There are two orientations provided to parents each year (May and August).

ECHOS is an assessment tool designed to collect information and monitor the progress and seven domains of learning. These domains include: Language and Literacy, Mathematics, Social and Personal skills, Science, Social Studies, Physical Development and Fitness and Creative Arts.

The staff provides parents with packets of kindergarten activities, registration materials, and offers workshops to train parents to assist their child(rn) at home. An exit interview and assessment is administered to each student before they

transition to kindergarten, which is designed to determine overall readiness and/or identify the need for any remediation. Testing helps in the determination of student placement and assignment of learning groups.

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.

Principal and Assistant Principal: Conduct Classroom Walk Throughs (CWT) and monitor Tier I, II, and III student academic/behavior progress. Devise Master Schedule that will enable intermediate grade levels teachers to departmentalize instruction so that students are taught Math, Reading and Science by teachers that are highly proficient in these areas.

Math Coach: Math Coach demonstrates lessons using scientifically research based math materials. The Math Coach demonstrates research- based math strategies for different AYP subgroups. Math Coach mentors and models lessons for teachers and assist students with the use of manipulatives and problem solving strategies.

Reading Coach: Reading Coach demonstrates lessons using scientifically research based reading materials. The Reading Coach demonstrates research- based reading strategies for different AYP subgroups. The Reading Coach also mentors and models lessons for teachers and assist students with the use of manipulatives and problem solving strategies.

The Reading Coach is available to work in classrooms with teachers and children using materials from the Struggling Readers Matrix. The Reading Coach also works with teachers to analyze data from diagnostic assessments to ensure that interventions are targeted to areas of student need.

The ESOL Coordinator identifies and monitors the progress of ELL students. Assists in CELLA, MAT and initial ESOL classification. The ESOL Coordinators conducts LEPSEP meetings to inform parents of student progress.

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

The School Leadership Team meets to identify Tier I, II & III students. The team also meets on a weekly basis to discuss behavioral, academic and health issues which relate to targeted Tier Level students.

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

The school-based RtI Leadership team meets with the School Advisory Counsel (SAC) and principal monthly to help develop the School Improvement Plan (SIP). Their role is to analyze test data, identify goals and objectives to be achieved during the school year and monitor the implementation of the SIP through classroom walkthroughs.

RtI Implementation

Describe the data management system used to summarize tiered data.

Data is maintained through Excel, Filemaker Pro and Virtual Counselor databases.

Academic Data Management

Review previous year's SAT 10/FCAT scores to identify struggling and advanced students.

Reading and Math placement tests are administered to students to determine appropriate small group placement.

District mini benchmarks/ school based checkpoint assessments are administered as scheduled on the Instructional Focus Calendars (i.e., every 2 to 3 weeks) to assess and identify areas of weakness and growth in specific strands that are tested

on the SAT 10 and FCAT [i.e. Reading, Math and Science].

DAR is administered to the students that fell below the 30% on the SAT 10 reading and all students scoring at a Level 1 & 2 on the FCAT reading.

FAIR is administered three times a year to all students in grades K through 3 to determine a student's proficiency in the 5 areas of reading. This data will enable us to make informed educational decisions about students and their reading strengths and weaknesses.

The Compass Learning Odyssey, Riverdeep, FCAT Explorer and EAOBICs technology programs are used daily to assess, monitor and provide practice in specific strands, that are tested on the SAT and FCAT [i.e. Reading, Math & Science].

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.

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 and weaknesses are indicated below:

Strengths: ELL students in grades 3-5 improved their proficiency in mathematics by 12% and made AYP through safe harbor.

Third grade students increased their data analysis scores by 14%.

Fourth grade students increased their Math scores by 14% points in data analysis and geometry and 13% points in measurement. Reading scores for fourth grade increased in the areas of words and phrases by 14% and comparisons by 3%.

Ninety-six percent of students have met standards in writing.

Weakness: In grades 3-5 levels, the lowest content area in Mathematics is Algebraic Thinking. There was no growth indicated in reading, 5th Grade decreased its proficiency level by 14%. Main Idea, Author's Purpose and Word & Phrases are areas of concern.

Instructional Calendar Development

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

First, test scores (i.e., FCAT & SAT 10) from the previous school year and various pre-test (i.e., DAR and BAT-1) are analyzed by teachers and the leadership team. In analyzing the data, strengths and weaknesses by grade level, subject area and cluster/stands are identified. The Instructional Focus Calendar is developed and includes the following: benchmarks and strands to address; dates to cover content, give assessments, conduct staff development, and hold data chats; chapters to cover in text books; remediation and enrichments resources. Once the Instructional Focus Calendar is completed, teachers are in-serviced on how to implement the calendar in their classrooms. Lastly, the leadership team conducts daily classroom walkthroughs to ensure that teachers are implementing the Instructional Focus Calendar with fidelity in reading, writing, math, and science. If a student is not making progress an Individualized Education Plan (IEP) is developed and implemented with fidelity by the classroom teacher and monitored by the leadership team.

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

Reading: Main Idea/Purpose and words & phrases (vocabulary)

Writing: Narrative

Mathematics: Algebraic Thinking

Science: Scientific Thinking

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

Teachers will provide instruction by adhering to the District's Instructional Focus Calendar (IFC). Students will be assessed on a weekly and biweekly basis. Differentiated instruction for all students will be determined based on academic performance on mini benchmark test as well as the September BAT 1 & November BAT 2. Grade 3-5 teachers will also departmentalize their instruction in an effort to assure that students are receiving math, reading and science instruction from the most proficient teachers based on Summative Assessment FCAT Results. Students will also be homogeneously grouped in an effort to provide adequate instructional momentum on a daily and weekly basis. Students will receive additional academic support from the Math and Reading Coaches, the Instructional Focus Calendars will provide push in assistance to individual students needing remedial assistance.

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

Special Area classes will reinforce math, reading, science and writing skills within their classroom by horizontally developing their lesson plans from the IFC. Teachers will implement Intervention and Extension Resources from the Harcourt Trophies Math, Reading & Science books to help students see the relationships between subjects and relevance to their future.

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?

Grade Level teachers meet to develop lesson plans as prescribed by the District's IFC. In addition, teachers also have an opportunity to vertically plan their lessons.

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed and delivered by determining Grade Level strength and weaknesses as measured by summative assessments (FCAT) in Math, Reading and Science. During common planning times Grade Level teams will create lesson plans from their math, reading and science textbooks based on the District's IFC. After lessons have been developed and delivered, students will be assessed on the benchmark test to determine if the skill has been mastered.

How will instructional focus lessons be revised and monitored?

Instructional focus lessons are revised when less than 80% of students are not meeting proficiency on mini assessments and BAT 1 & 2. Grade Level teams will revise the instructional focus lessons to make sure that students not achieving academic mastery receive extra time for remediation of benchmark skills that they may be having difficulty with. The RtI team will also monitor student progress to ensure extra assistance is provided to targeted students.

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.

Core Assessments

BAT 1 and 2

Tests developed around individual Sunshine State Standard benchmarks or clusters of similar benchmarks.

District Mini Assessments

Tests developed around individual Sunshine State Standard benchmarks or clusters of similar benchmarks.

Checkpoints

Reading, Math and Science test designed by North Lauderdale Elementary curriculum team. Test assess student mastery of targeted skill/clusters. Test is aligned to state standards using district assessment materials and curriculum guides.

Supplemental Assessments

FCAT Release Test is administered in the areas of reading, mathematics, and science. Tests are used to assess student proficiency levels and to increase the comfort level of students by enabling students to take the FCAT with confidence. Released tests to better understand the FCAT and the types of reading passages and questions included on the test. The released tests can also be used to illustrate the length of an actual test and the difficulty of the questions on the test.

Acaletics

Test developed to expose students to multiple math stands daily.

Intervention Assessments

DAR- assessment that diagnoses the areas of weakness in reading (i.e., phonemic awareness, phoneme segmentation, fluency, comprehension, and vocabulary).

FAIR

Developed by the Florida Center for Reading Research in collaboration with Just Read, Florida! The assessment system provides teachers with screening, progress monitoring, and diagnostic information that are essential to guiding instruction.

Monthly Writing Assessments

Grade level monthly assessment of student

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

The minimum percentile for mastery is set at 80%, based on the traditional standard for proficiency. Any student scoring below 80% have not reach the traditional proficiency level. Students who have not reached mastery are re-grouped in small groups and re-taught the skills they did not master.

Maintenance

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

Students' assessments on strands taught every two weeks are posted along with dates for data meeting between teachers and the leadership team to discuss students' progress.

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.

Teachers have weekly team meetings to discuss students' assessment data. Minutes are taken and given to administration for review. In addition, bi-weekly data meetings are held between teachers and the leadership team to discuss students' progress, and make the required instructional modifications needed to increase student achievement.

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 following is a list of the roles of the Principal as an instructional leaders and how she will continuously be involved in the teaching and learning process: assist with the development of all instructional focus calendars; analyze and disaggregate students' data bi-weekly; provide staff development; order required instructional materials and supplies; conduct daily classroom walkthroughs; meet with teams on a weekly rotating schedule and assist with the development of lessons (i.e., goals and objectives), meet with teams every two weeks to review and discuss student assessment data; assist with revisions to the instructional focus calendars when needed; meet with students individually on a quarterly bases to review their assessment scores and establish goals to achieve.

The following is a list of the roles of the Leadership Team as instructional leaders and how they will continuously be involved in the teaching and learning process: assist with the development of all instructional focus calendars; analyze and disaggregate students' data bi-weekly; meet with teams every two weeks to review and discuss student assessment data; model instruction in classrooms when needed; provide staff development; conduct daily classroom walkthroughs; meet with assigned teams weekly and assist with the development of lessons (i.e., goals and objectives), assist with revisions to instructional focus calendars when needed, and teaching small groups to enhance student achievement daily.

ACT

Supplemental and Intensive Instruction/Interventions

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

Reading

Grade K-3 will be utilizing Treasures as the core program.

Grade K – 3 will utilize Triumphs, Foundations, Destination Read Riverdeep, Odyssey and Wilson as their intervention programs for reading. All new teachers in Grades K-3 will be trained on how to implement these programs.

Grades 4 and 5 will be utilizing the Trophies Reading series as their core program

Grade 3-5 will be utilizing Kaleidoscope, Destination Read Riverdeep and Odyssey as their remediation programs for reading. All new teachers in Grades 3-5 will be trained on how to implement these programs.

Math

Grades K-5 will utilize the Harcourt Math series as their core for math.

Grades 3-5 supplemental math program is Acaletics.

Grade 1-5 will utilize the Moving with Math and Odyssey programs as their remediation resources.

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

Data is used to identify students with needs, students are grouped according to weaknesses and instruction is delivered in a small group setting utilizing remediation resources, in all targeted areas.

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

Staff Professional Development needs are determined by:

- **Student Performance on BAT Minis
- **CWTs conducted by Administration and Leadership Team
- **District's BAT1 & BAT 2 Assessment
- **District Initiatives
- ** Teacher Needs
- ** Grade Level Trends

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

Tutoring and mentoring programs are aligned to meet the differentiated needs of students. We analyze assessment data for correctly placing students in tutoring programs that will support each students' area of deficit. Each student is instructed according to the analysis of the results of his/her mini assessments and with appropriate programs.

We provide a variety of extended learning opportunities during the year. (Tuesdays & Thursdays/12 weeks) Students who attend the after school program or Saturday camps(6 weeks) are invited to participate based on data criteria: students performing at Level 1 or Level 2 on the FCAT Reading and Math mini assessments. Students who are recommended for the writing camp have pretest scores 3.0 or below using the FCAT Writing Rubric. Students are grouped according to their needs, including ESE and LEP students who did not meet proficiency levels for NCLB. There are also opportunities for students that are meeting proficiency or above during the day activities/camps. Florida requires that all ELL 3rd grade retainee students scoring Level 1 on the reading portion of the FCAT must have a summer reading camp made available to them.

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

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (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.

Gifted and high achieving students who have scored 80% or above on the District Minis and BAT Assessments will receive enrichment activities such as:

- **Creating portfolios
- **Completing book reports
- **Junior Great Books
- **Computer Assisted Instruction (Earobics, Compass, Accelerated Reader)

Describe how students are identified for enrichment strategies.

FCAT/SAT 10 results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration.

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-2nd Classroom Teachers Reading Coach	Administration Reading Coach	September 2009 Bi-Weekly	Fridays	Analyze the effectiveness of the Reading FCIM calendars, mini-lessons, Mini assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
3rd-5th Classroom teachers Reading coach	Administration Reading Coach	September 2009 Bi-Weekly	Wednesdays	Analyze the effectiveness of the Reading FCIM calendars, mini-lessons, Mini assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
3rd-5th Classroom teachers Reading coach	Administration Reading Coach	September 2009 Bi-Weekly	Friday	Analyze student data on mini assessments as well as BAT1 & BAT 2 in relations to Main Idea and Author's Purpose.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification
[Show 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

Towards the end of the school year and throughout the summer parents and incoming students are invited to our Kindergarten Round-Up. Kindergarten Round-Up is a school orientation program to introduce pre-school students and their parents to our school environment. It is also an opportunity for the Kindergarten teachers and school administrators to share their expectations of the students.

In addition to our transition meetings North Lauderdale also offers preschool classes for children ages 3-5. The program provides children the opportunity to become acquainted with the school in advance. Reading First Coach will coordinate and administer the SRUSS and DIBELS. The Coach will also coordinate Kindergarten Roundup to help parents transition their child from preschool to elementary school. Translators are present for ELL parents. There are two orientations provided to parents each year (May and August).

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

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?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5 50% of students achieved mastery on the 2009 administration of the FCAT Reading test.		In grades 3-5 56% of students will achieve mastery on the 2010 administration of the FCAT Reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. The school will utilize diagnostic reading assessments to determine instructional reading levels.</p> <p>2. Harcourt Trophies Placement Assessment as well as oral reading fluency assessment.</p> <p>3. The school will departmentalize in Grades 3-5.</p> <p>4. **Implement the Comprehensive Core Reading Program with a focus on Main Idea/Author's Purpose/Words & Phrases. Elements of Vocabulary and Bringing Words to Life. ** Teachers will utilize Higher Order Thinking Questions during lessons.</p> <p>4. Teachers will be trained in the use of High Yield Strategies (Note Taking, Similarities & Differences)</p> <p>5. Implement District Instructional Focus Calendar for Reading and Language Arts.</p> <p>6. Student Friendly Instructional Focus Calendars will be posted throughout each individual classroom and throughout the school.</p>	Administration and Reading Coach.	<p>. Review Mini Assessment Data reports to insure teachers are assessing students according to the created schedule.</p> <p>2. **Lesson Plans will be reviewed during classroom walk throughs.</p> <p>**Develop Assessment Calendar:</p> <p>**Mini Assessment Unit Reviews</p> <p>**Student Data Chats during CWTs</p> <p>3. Biweekly Data Chats between the Leadership and 3-5 grade teachers will be held to discuss student progress and make instructional changes.</p> <p>4. CWTs focus on High Yield Strategies (Note Taking Similarities & Differences)</p> <p>5. Lesson Plans will be reviewed during CWTs.</p>	<p>along with mini assessments, BAT 1 & BAT 2 to determine reading progress.</p> <p>2. CWTs focus on higher order questions and critical thinking</p> <p>3. The FAIR is an evaluation tool along with mini assessments, BAT 1 & BAT 2 to determine reading progress.</p>

			Administration and Reading Coach	
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data 45% of Economically Disadvantage (ED) students scored at or above Level 3.		Increase the percentage of Economically Disadvantage students scoring at or above a level 3 from 45% to 51% on the 2010 FCAT Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. FAIR assessments to monitor student progress</p> <p>**Implement the Comprehensive Core Reading Program with a focus on Main Idea/Author's Purpose/Words & Phrases. Elements of Vocabulary and Bringing Words to Life</p> <p>** Reading in the Content Areas (Social Sciences)</p> <p>** Triumphs, Interventions for Treasures</p> <p>** Higher Order Questions</p> <p>** Super QAR</p> <p>** Fast Track</p> <p>**Computer Assisted Instruction will consist of: Compass Odyssey Earobics Accelerated Reader River Deep</p> <p>High Yield Strategies (Note Taking Similarities & Differences)</p>	Administration Reading & Science Coach	<p>1. Student process is assessed using FAIR ongoing progress monitoring</p> <p>2. **Lesson Plans will be reviewed during classroom walk throughs.</p> <p>**Develop Assessment Calendar:</p> <p>**Mini Assessment Unit Reviews</p> <p>**Student Data Chats during CWTs</p>	<p>1. The FAIR is an evaluation tool along with mini assessments, BAT 1 & BAT 2 to determine reading progress.</p> <p>2. The FAIR is an evaluation tool along with mini assessments, BAT 1 & BAT 2 to determine reading progress.</p> <p>CWTs focus on High Yield Strategies (Note Taking Similarities & Differences)</p>

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5 54% of students achieved learning gains on the 2009 administration of the FCAT Reading test.		In grades 3-5 61% of students will achieve learning gains on the 2010 administration of the FCAT Reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. The school will implement the new FAIR assessments to monitor student progress.</p> <p>2. The school will departmentalize in Grades 3-5.</p> <p>3.Implement the Comprehensive Core Reading Program with a focus on Main Idea/Author's Purpose/Words & Phrases. Elements of Vocabulary and Bringing Words to Life</p> <p>High Yield Strategies (Note Taking Similarities & Differences)</p> <p>** Higher Order Questions</p> <p>** Super QAR</p> <p>** Fast Track</p>	1. Administration and Reading Coach.	<p>1. Student process is assessed using FAIR ongoing progress monitoring</p> <p>2. **Lesson Plans will be reviewed during classroom walk throughs.</p> <p>**Develop Assessment Calendar:</p> <p>**Mini Assessment Unit Reviews</p> <p>**Student Data Chats during CWTs</p> <p>When visiting classrooms, administrators will focus their attention to the frequency of explicitly teaching to the reading benchmarks in science.</p> <p>3. Student process is</p>	<p>1. The FAIR is an evaluation tool along with mini assessments, BAT 1 & BAT 2 to determine reading progress.</p> <p>2. CWTs focus on higher order questions and critical thinking</p> <p>3. CWTs focus on High Yield Strategies (Note Taking Similarities & Differences)</p>

**Computer Assisted Instruction will consist of: Compass Odyssey Earobics Accelerated Reader River Deep 3. Implement District Instructional Focus Calendar for Reading and Language Arts.	assessed using FAIR ongoing progress monitoring every
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5 41% of black students achieved mastery on the 2009 Reading Florida Comprehensive Assessment Test (FCAT)		In grades 3-5 51% of black students will achieve mastery on the 2010 Reading Florida Comprehensive Assessment Test (FCAT)		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Grades 3-5 students will be departmentalized for Reading Instruction.	Administration & Reading Coach	Data chats will be conducted in effort to identify students meeting reading proficiency. Instructional Focus Calendars will be adjusted to meet the needs of students needing Maintenance & Reteaching. Classroom Walkthroughs with a focus on the High Yield Strategies (Note Taking & Similarities & Difference) will be conducted to determine the effectiveness of the departmentalization.	Mini Assessments, BAT 1 & BAT 2 Student Data Chats Bi-Weekly Chats with Leadership Team

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5 based on 2009 FCAT data 29% of ELL students scored at a level 3 or above		Increase the percentage of ELL students in grades 3-5 from 29% to 35% scoring at a level 3 or above		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Make sure that students are properly placed (sheltered environment ,departmentalized)	Administration Reading Coach ESOL Coordinator	Mini Assessments Unit reviews Student data chats	Mini Assessments BAT 1&2

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 56% of students will achieve mastery on the 2009 administration of the FCAT Reading test. Increase the percentage of Economically Disadvantaged students scoring at or above a level 3 from 45% to 51% on the 2010 FCAT Reading	Main Idea, Comparisons, Words and Phrases Effective	Reading Coach	August 2009	Focused classroom walkthroughs	Principal Curriculum Area Coaches RTI TEAM
	Implementation of instructional focus calendars	District Trainer Effective Schools TBA	August 2009	Nine High Yield Strategies: Module: Similarities and Differences	
	FCIM (PT1) Florida Continuous Improvement Model	District Trainer Effective Schools TBA	November 2009	Curriculum Coaches logs will be shared with Administration weekly	
	FCIM (PT2) Florida Continuous Improvement Model				
					Principal Curriculum

<p>Increase the percentage of English Language Learners scoring at or above a level 3 from 29% to 32% on the 2010 FCAT Reading</p> <p>Increase the percentage of students in the lowest quartile students scoring at or above a level 3 from 56% to 61% on the 2010 FCAT Reading</p>	Main Idea, Comparisons, Words and Phrases Effective	Reading Coach	August, 2009	Focused classroom walkthroughs to observe evidence of Nine High Yield Strategies: Module: Similarities and Differences	Principal Reading Coach
	Nine High Yield Strategies: Module: Similarities and Differences	Effective Schools TBA	October, 2009 (AM)		
	Building Background Knowledge (Vocabulary)	Effective Schools TBA	October, 2009 (PM)	CWT with evidence of word walls, graphic organizers , student journals and workshop activities	Principal Reading Coach
	Accelerated Reader refresher	Media Specialist	August, 2009	Monitoring of assessments/achievement charts	Principal Media Specialist 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
Critical Content Reading	TITLE I FUNDING (Staff Development)	\$1,000.00
		Total: \$1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
" Glides Training"	TITLE I FUNDING (Staff Development)	\$3,000.00
		Total: \$3,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Critical Content Reading	TITLE I Funding (Staff Development)	\$2,000.00
Instruction Focus Implementation	Title I Staff Development	\$3,000.00
FCIM Training Pt1 &2	TITLE I Staff Development	\$1,000.00
Building Background Knowledge	Title I Staff Development	\$2,000.00
CHAMPS Refresher	Title I Staff Development	\$500.00
Differentiating Instruction	Title I Staff Development	\$1,000.00
		Total: \$9,500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$13,500.00

End of Reading Goal

Mathematics 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?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5 42% of ED students achieved Learning Gains on the 2009 administration of the FCAT Mathematics test.		In grades 3-5 50% of Economically Disadvantage Students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>Departmentalization Increase the use of manipulatives and hands on activities to reinforce math concepts. (Use of Hands on equations Calendar Math)</p> <p>Incorporate flexible grouping during math content delivery .</p>	Administration Math Coach	<p>CWTs conducted weekly by administration and Math Coach to ensure activities are implemented.</p> <p>Math Coach will assist teachers in the creation of center activities</p> <p>Math Coach will assist teachers in modeling of effective strategies with focus on algebraic thinking and measurement.</p>	<p>Pre Mid & Post comprehensive evaluations/accaletics, mini assessments and Harcourt Assessment.</p> <p>Grade Level Teams will review results of Benchmark 1 assessment to determine progress towards Benchmark Goal.</p> <p>Results on mini assessments to determine student learning gains.</p> <p>Results on Benchmark #2 assessments to show student academic outcome.</p>
2	<p>Content focus to include Algebraic Thinking & Measurement in grades 3-5.</p> <p>Grade specifics include: Grade 3, Algebraic thinking & Number Sense Grade 4 Algebraic thinking and number sense. Grade 5: Number sense and data analysis (Implement acaletics math program and student use of Math Journals)</p>	Administration Math Coach	<p>CWT with focus on grade level areas needing improvement as indicating in action step</p> <p>Student data chats</p>	Pre Mid & Post comprehensive evaluations/accaletics, mini assessments and Harcourt Assessment.
3	Realignment of Instructional focus on algebraic thinking and measurement	Administration Math Coach	Compass Odyssey reports review	Mini assessments, BAT 1& 2 results review

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5 67% of the students achieved mastery on the 2009 administration of the FCAT Mathematics test.		In grades 3-5 72% of the Students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Increase the use of manipulatives and hands on activities to reinforce math concepts.</p> <p>Hands on Equations</p> <p>Accaletics & Calendar Math</p>	<p>1. Administration Math Coach Special Teachers Paraprofessional</p> <p>2. Administration Math Coach Special Teachers</p>	<p>1. CWTs conducted by administration and Math Coach to ensure activities are implemented.</p> <p>2.</p>	<p>1. Pre Mid & Post comprehensive evaluations/accaletics, mini assessments and Harcourt Assessment.</p> <p>Grade Level Teams will review results of common</p>

2. Incorporate flexible grouping during math content delivery . Departmentalization 3. Content focus to include Algebraic Thinking & Measurement in grades 3-5. Grade specifics include: Grade 3, Algebraic thinking & Number Sense Grade 4 Algebraic thinking and number sense. Grade 5: Number sense and data analysis	Paraprofessional 3. Administration Math Coach Special Teachers Paraprofessional	Math Coach will assist teachers in the creation of center activities 3. Math Coach will assist teachers in modeling of effective strategies with focus on algebraic thinking and measurement. Implement use of Math Journals	assessment data to determine progress towards Benchmark Goal. 2. Results on common assessments to show student academic outcome. 3. Results on common assessments to show student academic outcome.
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5 50% of ELL students achieved Learning Gains on the 2009 administration of the FCAT Mathematics test.		In grades 3-5 56% of ELL Students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Math Coach will work additionally with ELL student in a push in model 2. Math coach will disaggregate ELL data and provide an analysis of student progress to Grade Level and RTI Team. 3. Content Academic Vocabulary System (CAVS)	Administration Math Coach	CWTs conducted by administration and Math Coach to ensure activities are implemented. Math Coach will assist teachers in modeling of effective strategies with focus on algebraic thinking and measurement.	Results on Mini assessments and benchmark assessment test 1& 2 to indicate student academic outcome improvements.
2	Math coach will disaggregate ELL data and provide an analysis of student progress to Grade Level and RTI Team.	Administration Math Coach	CWT's on a weekly basis	Results on mini assessments to indicate increase in student academic outcome.
3	Implement Content Academic Vocabulary System (CAVS)	Administration Math Coach	CWT's on a weekly basis with focus on use vocabulary journals and implementation of CAVS	Results on mini assessments to indicate increase in student academic outcome.
4	Implement interactive multimedia & multimodal strategies and testing accommodations	Administration and Math Coach	CWT's on a weekly basis indicating effective use of systems	Mini assessments, benchmark assessments 1&2 to indicate increase in student academic outcomes

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 56% of ELL Students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Effective implementation of instructional focus calendars Grade level Specs	Math Coach	August 2009	Modeling of lessons Classroom visits Classroom Walkthrough	Principal Math Coach RTI
In grades 3-5 72% of the Students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Effective use of hands on materials/ manipulatives Hands On Equations for Algebraic Thinking	Math Coach	September 2009	Observation of center use and documentation in lesson plans Classroom Walkthrough	Principal Math Coach RTI

Budget:

Evidence-based Program(s) /Material(s)		
Description of Resources	Funding Source	Available Amount
Acaletics Program	Title I staff development	\$5,000.00
Item specifications Training	Title I staff development	\$500.00
		Total: \$5,500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Acaletics Training	Title I staff development	\$8,000.00
		Total: \$8,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$13,500.00

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Science data 16% of students achieved level three and above		Given instruction based on the Sunshine State Standards, 30% of students will score at level three or above on the 2010 FCAT Science Assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Use hands on laboratory experiments three times a week using the 5E model, science stations.	Administration Science Coach	CWT'S to monitor created lab schedule and implementation of curriculum strategies with fidelity	1. Improvement of scores on pre, mid and inventory assessments Improvement on science mini assessments Results on Harcourt vocabulary assessment. Improvement in science pre and mid measure.
2	Provide real world science experiences and engaging activities(current event reading in the content area and Delta readers, Science, Alive) Time for KIDS)	Administration Science Coach	Requirement of current event assignments. Reading in the content area end of unit assessments	Mini Assessments BAT 1&2 Assessments
3	Students will complete lab activities weekly and use a common lab format to document hands on investigations. (Hands on Kits)	Administration Science Coach	Evidence of understanding through writing(science journals)	Improvement of scores on pre, mid and inventory assessments Improvement on science mini assessments
4	Implement DIstrict	Administration	BEEP Education Portal /	Increase of mastery on mini

instructional focus calendar and integration of technology	Science Coach	Technology resources and lessons (ex: United Streaming)	assessments and BAT1 & 2 assessments
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 30% of students will score at level three or above on the 2010 FCAT Science Assessment	" Hands On Science"				
	Effective implementation of instructional focus calendars	Science Coach	September 2009 Ongoing	Classroom Walkthroughs & Data Chats	Principal Science Coach RTI Team
	Science Test Specifications	District Trainer	October 2009		
Effective use of hands on materials/ manipulatives					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
BEEP Training	Accountability	\$1,500.00
		Total: \$1,500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Hands on Science Kits	Accountability	\$1,500.00
		Total: \$1,500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$3,000.00

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement	
On the 2009 administration of the FCAT Writing Test, 95% of the students in 4th Grade scored level 3.5 or above in writing		On the 2010 administration of the FCAT Writing Test, 97% of the students in 4th Grade will score level 3.5 or above in writing	
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1. Teachers will implement the BEEP Resources for writing instruction (6 /Traits writing) program during	1. Administration & Reading Coach.	1. Student conferences will be held with the teacher and administration (fourth grade). Writing centers will	Bi-weekly writing prompts will be given in fourth grade. In addition writing prompts will be given monthly schoolwide to

<p>their writing block.</p> <p>2. Teachers will model strategies in relations to how to respond to expository/ narrative writing while infusing the six traits of writing.</p> <p>3. Teachers will utilize the BEEP Lessons to teach the 6 Traits of writing to students.</p> <p>4. Teachers will monitor student progress in writing with the use of writing journals (composition books)</p>	<p>2. Administration & Reading Coach &</p> <p>3. Administration & Reading Coach.</p> <p>4. Administration, Teachers and the Reading Coach.</p>	<p>be created providing different activities focusing on different skills and levels of difficulty for grades K-2. Student Portfolios will be maintained and monitored by administration monthly for grade 4. Fourth grade student data will be collected weekly and student pullouts will be based on achievement score of 3.0 or below, and 4.5 and above. The students' progress will be monitored monthly during data meetings where mastery of writing benchmarks is discussed. The success of this goal will be evaluated through the students' performance on the FCAT Writing Assessment. Results from the FCAT Writing Assessment will be used to guide the writing curriculum and activities for the 2009-2010 school year.</p>	<p>increase student achievement. These prompts will be analyzed using the FCAT Writing Rubrics.</p>
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
On the 2010 administration of the FCAT Writing Test 97% of the 4th Grade students will achieve a 3.5 or above.	Teaching the use of the Six Traits of Writing.	District Writing Coach.	September 2010	Monitor student progress in expository/narrative writing and conduct biweekly data meetings with teachers to determine the need for differentiated student Instruction.	Administration & Reading Coach
A Professional Learning Community will be implemented to focus on strategies for narrative writing.	Narrative Writing	Administration & Reading Coach	September 2010	Monitor student progress in narrative writing and conduct biweekly data meetings with teachers to determine the need for differentiated student Instruction as it pertains to narrative writing.	Administration & Reading Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
District Writing Plan	District Funding	\$500.00
Total: \$500.00		
Other		
Description of Resources	Funding Source	Available Amount
Writing Composition Books	Title One	\$400.00
Total: \$400.00		
Final Total: \$900.00		

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
School staff survey indicated teachers communicated with only 25 % of parents once per month.		Increase teacher communication with parents to 50% of their students parents at least once per month.		
		Increase parent attendance at school activities from 25% to 50%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<ol style="list-style-type: none"> A school Parental Involvement Policy will be developed by all stakeholders which will include a school-family compact that will be distributed to parents with the Back-to-School Information packet (signed compacts returned by parents will be kept on file at the school). FCAT workshops will be scheduled each month in the areas of reading, writing and mathematics. Parents will be involved in decisions about how Title I funds are to be allocated and documented at the monthly SAC meetings 	<ol style="list-style-type: none"> Administration Administration Administration 	<ol style="list-style-type: none"> Collect all signed compact forms from parents. Collect feedback surveys from parents. SAC minutes indicating Shared Decision Making amongst Parents, Faculty and Staff. 	<ol style="list-style-type: none"> Calculate the number of Parent Compact Forms returned to the classroom teacher. Sign In & Parent Survey Documents Attendance will be monitored by parents sign in for each event.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Open House in 2008-2008 indicate only 65% of parents were in attendance.		Increase parent participation at Open House to 70%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<ol style="list-style-type: none"> Provide incentives to classrooms that have the most parent attendance during Open House. Actively recruit Parents via Parent Link, newsletters and marquee. Encourage Fathers to attend the 2009-2010 school activities. 	<ol style="list-style-type: none"> Administration & Teachers Administration Administration 	<ol style="list-style-type: none"> Sign In Sheets and feedback collected from Workshops and conferences. Review Parent Link Contact Results Sign In Sheets and feedback collected from Workshops and conferences. 	<ol style="list-style-type: none"> Sign In Sheets and feedback collected from Workshop evaluations. Parent Link Contact Results Sign In Sheets and feedback collected from Workshop evaluations.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
School staff survey indicated teachers communicated with only 25 % of parents once per month.	Mega Skills Parent Training	TBA	September 2009- March 2010	Attendance logs and Parent Surveys	Administration SAC Committee

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Parent Communication Planners	Title I	\$3,000.00
		Total: \$3,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$3,000.00

End of Parent Involvement Goal

Other Goals

Student Motivation Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the Discipline Management System the number of student behavior referrals will decrease by 10%		Student Motivation		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Training in the "CHAMPS" system of discipline management	Administration Zone behavior Specialist ESE Specialist Classroom Teachers	Decrease in the number of weekly, monthly and individual classroom referrals	DMS Data Management System

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Based on the Discipline Management System the number of student behavior referrals will decrease by 10%	CHAMPS follow up training Framework of Poverty Followup Training Student Motivation	Guidance District Trainer	September 2009 Ongoing	Monthly student and parent activities student conferences Awards certificates NLE wall of "Pride) student incentives Increase in student assessment scores) minis, BAT assessments)	Administration Science Coach Math Coach Reading Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
CHAMPS follow up training	Title One Staff development	\$1,500.00
		Total: \$1,500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,500.00

End of Student Motivation Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Critical Content Reading	TITLE I FUNDING (Staff Development)	\$1,000.00
Mathematics	Acaletics Program	Title I staff development	\$5,000.00
Mathematics	Item specifications Training	Title I staff development	\$500.00
Parental Involvement	Parent Communication Planners	Title I	\$3,000.00
			Total: \$9,500.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	" Glides Training"	TITLE I FUNDING (Staff Development)	\$3,000.00
Science	BEEP Training	Accountability	\$1,500.00
			Total: \$4,500.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Critical Content Reading	TITLE I Funding (Staff Development)	\$2,000.00
Reading	Instruction Focus Implementation	Title I Staff Development	\$3,000.00
Reading	FCIM Training Pt1 &2	TITLE I Staff Development	\$1,000.00
Reading	Building Background Knowledge	Title I Staff Development	\$2,000.00
Reading	CHAMPS Refresher	Title I Staff Development	\$500.00
Reading	Differentiating Instruction	Title I Staff Development	\$1,000.00
Mathematics	Acaletics Training	Title I staff development	\$8,000.00
Writing	District Writing Plan	District Funding	\$500.00
Science	Hands on Science Kits	Accountability	\$1,500.00
Student Motivation	CHAMPS follow up training	Title One Staff development	\$1,500.00
			Total: \$21,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Writing	Writing Composition Books	Title One	\$400.00
			Total: \$400.00
			Final Total: \$35,400.00

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.

No. Disagree with the above statement.

Measures Being Taken to Comply with SAC Requirement

SAC elections will be held in August and September of 2009

Projected use of SAC Funds	Amount
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Describe the Activities of the School Advisory Council for the Upcoming Year

September: Open House

Getting to Know North Lauderdale Elementary "Who's Who"?

September: Building Partnerships/ School Advisory/PTO

Helping your child to be successful in school.

October: School Improvement: " Be A Part of It" (monthly)

SIP/SAC: AYP groups Reading goals

November : Florida Writes-Parent Bootcamp #1

Science K-5 Make & Take

SAC(Science goal/Parent Involvement)

December: Technology Night: Websites @ home and school

Movie Night: Lions in the Park

SAC/SIP (Math goals)

January: FCAT Night #1 Reading

FCAT Night #2 Math

February: Florida Writes; Parent Writing Bootcamp #2

March: SAT Night Reading

April: School Improvement: Where are we now? Updates and planning

May : SIP/SAC Process... Get Involved Looking ahead to 2010-2011

SAC Members

Members

- 1) Stephanie Shipe, Principal
- 2) Kathy Curtis, SAC Chair
- 3) Kevin Hill, Parent
- 4) Estelle McGregor, Parent
- 5) Jacqueline Dixon, Parent
- 6) Erica Hill, Parent

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward NORTH LAUDERDALE ELEMENTARY 2231													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 402 Math: 402		2008-2009 School Grade ¹ : C		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 ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						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 ³ 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	2009	Y/N	
TOTAL ⁴	100	Y	100	Y	46	N	59	N			Y			NA	52	54	N	44	41	N	53	N	57	N			
WHITE		NA		NA		NA		NA			NA			NA													
BLACK	100	Y	100	Y	41	N	55	N			Y			NA	54	59	N	46	45	N	49	N	54	N			
HISPANIC	100	Y	100	Y		NA		NA			NA			NA													
ASIAN		NA		NA		NA		NA			NA			NA													
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA													
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	45	N	58	N	94		Y			NA	53	55	N	46	42	N	52	N	56	N			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	29	N	50	N			NA			NA	74	71	N	67	50	Y	45	N	52	NA			
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA													

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward NORTH LAUDERDALE ELEMENTARY 2231													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 429 Math: 429		2007-2008 School Grade ¹ : C		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 ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						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 ³ 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	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL ⁴	100	Y	100	Y	48	N	56	N	88		Y			NA	48	52	N	41	44	N	59	Y	55	N			
WHITE		NA		NA		NA		NA			NA			NA													
BLACK	99	Y	99	Y	46	N	54	N	86		Y			NA	49	54	N	44	46	N	58	Y	52	N			
HISPANIC	100	Y	100	Y		NA		NA			NA			NA													
ASIAN		NA		NA		NA		NA			NA			NA													
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA													
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	47	N	54	N	88	94	Y			NA	51	53	N	43	46	N	58	Y	54	N			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	26	N	33	N			NA			NA	59	74	N	46	67	N	48	N	50	N			
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA													

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward NORTH LAUDERDALE ELEMENTARY 2231													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 496 Math: 496		2006-2007 School Grade ¹ : C		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 ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						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 ³ 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	2007	Y/N	
TOTAL ⁴	100	Y	100	Y	52	Y	59	Y	89	88	N			NA	48	47	NA	41	41	NA	53	NA	61	NA			
WHITE		NA		NA		NA		NA			NA			NA													
BLACK	100	Y	100	Y	51	Y	56	Y	92	86	N			NA	51	48	NA	46	44	NA	51	NA	56	NA			
HISPANIC	100	Y	100	Y		NA		NA			NA			NA													
ASIAN		NA		NA		NA		NA			NA			NA													
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA													
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	49	N	57	Y	89	88	N			NA	47	49	NA	43	43	NA	50	NA	58	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	41	N	54	N	84	84	N			NA	54	57	NA	47	46	NA	46	NA	61	NA			
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA													

SCHOOL GRADE DATA

Broward School District NORTH LAUDERDALE ELEMENTARY 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	63%	95%	18%	226	Writing and Science: 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.
% of Students Making Learning Gains	54%	67%			121	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level

						1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	73% (YES)			129	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					476	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District NORTH LAUDERDALE ELEMENTARY 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	60%	81%	24%	217	Writing and Science: 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.
% of Students Making Learning Gains	64%	55%			119	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)	63% (YES)			136	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					472	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District NORTH LAUDERDALE ELEMENTARY 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	64%	79%	25%	224	Writing and Science: 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.
% of Students Making Learning Gains	63%	59%			122	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	63% (YES)			118	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					464	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested