

North Side Elementary School



2014-15 School Improvement Plan

North Side Elementary School

120 NE 11TH ST, Fort Lauderdale, FL 33304

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
99%

Alternative/ESE Center
No

Charter School
No

Minority
98%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	C

School Board Approval

This plan was approved by the Broward County School Board on 12/9/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

North Side Elementary is committed to educating all students to reach their highest potential.

Provide the school's vision statement

Educating today's students to succeed in tomorrow's world.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

We have a mentoring program (Rising Stars), chess and STEM club

Describe how the school creates an environment where students feel safe and respected before, during and after school

Our guidance counselor, school administration and support staff have an open door policy to let the students come and express their feelings.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We have clear school wide expectations that teachers and students follow. The training was provided on how to document behaviors and school wide incidents during pre-planning week for school personnel.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The students are able to contact their teachers, guidance counselor and support staff for any social-emotional issues that they may be facing at the time. Counselors come in on Fridays to speak with the students and have groups so they can speak freely with their peers about certain feelings.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Monthly PTA workshops will be conducted focusing on academic areas of weaknesses. Math and reading through Literacy Connections will involve parents in supporting student achievement. Daily dinners will be served to students in the After School program.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

School recruits and develop partnership with local businesses and churches to support school programs, incentives, and mentoring.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Shearer, Irina	Principal
Cristadoro, Louis	Instructional Coach
Patterson, Danella	SAC Member
Accime, Ludney	Teacher, ESE
Porcena, Heilange	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Irina Shearer - Principal, instructional leader
 Heilange Porcena- Asst. Principal, Administrative and Instructional Support
 Danella Patterson - SAC Co-Chair
 Ludney Accime - ESE Specialist
 Louis Cristadoro - Math Coach
 Henretta J. Young - Literacy Coach

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team meets biweekly to discuss resources and aligns them to meet students and school needs. Resources are allocated based on personnel, instructional and curricular needs to maximized students' learning and outcomes.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Ludney Accime	Teacher
Danella Patterson	Teacher
Irina Shearer	Principal
Helga Hinden	Business/Community
Erica Peoples	Business/Community
Marie Phanor	Parent
Marie Phanor	Education Support Employee
Marcianna McLean	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Reviewed and analyzed monthly data to ensure goals were been met

Development of this school improvement plan

SAC members reviewed and analyzed last year's data to develop this school year improvement plan

Preparation of the school's annual budget and plan

SAC members reviewed and made recommendations annual budget and plans

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC allocated funds for after school tutoring, FCAT camps, and students' incentives

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Accime, Ludney	Teacher, ESE
Cristadoro, Louis	Instructional Coach
Shearer, Irina	Principal
Patterson, Danella	SAC Member
Porcena, Heilange	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

LLT develops and recommends programs and resources to the principal. They also create and develop students' incentives for meeting monthly literacy goals. LLT conduct monthly training and sharing of best practices for instructional staff.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers have biweekly collaborative team meetings and training.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

All our teachers are highly qualified.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teachers that are new to the county and newly hired are peered with veteran teachers through the NESS program.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Daily classroom walk-through by administration.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Students receive one hour of reading intervention.

Strategy Rationale

To increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Patterson, Danella, danella.patterson@browardschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Monthly mini assessments will be provided.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Meet and share best practices on a quarterly basis with feeder middle school to ensure a smooth transition of our outgoing students. We also meet semiannually with local daycares to ensure smooth transition for our incoming Pre-Kindergarten and Kindergarten students.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will increase student achievement proficiency school-wide by utilizing data driven instruction that aligns with the Florida Standards through collaboration around Webb's Depth of Knowledge.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All teachers will increase student achievement proficiency school-wide by utilizing data driven instruction that aligns with the Florida Standards through collaboration around Webb's Depth of Knowledge.

1a

G058625

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	57.0
AMO Reading - All Students	51.0
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- Instructional coaches
- iReady (reading and math)
- Extended hour of learning focused on literacy
- Student clubs
- PLC
- District personnel for professional development
- State support for Webb's DOK
- Data teams
- Phonics for reading
- Math challenge
- Academic nights for parents

Targeted Barriers to Achieving the Goal 3

- Teachers need support in unpacking the Florida Standards and authentic instructional delivery of Webb's DOK

Plan to Monitor Progress Toward G1. 8

Analyzing student performance data to determine effectiveness

Person Responsible

Irina Shearer

Schedule

Every 6 Weeks, from 9/8/2014 to 5/29/2015

Evidence of Completion

Increases in teacher and student performance data

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. All teachers will increase student achievement proficiency school-wide by utilizing data driven instruction that aligns with the Florida Standards through collaboration around Webb's Depth of Knowledge. **1**

 G058625

G1.B3 Teachers need support in unpacking the Florida Standards and authentic instructional delivery of Webb's DOK **2**

 B149237

G1.B3.S1 Teachers will participate in professional learning communities that will focus on Florida Standards and Webb's DOK. **4**

 S161065

Strategy Rationale

If teachers participate in these learning communities then academic proficiency will increase school-wide.

Action Step 1 **5**

Create PLC schedule by grade level

Person Responsible

Irina Shearer

Schedule

Biweekly, from 8/25/2014 to 5/19/2015

Evidence of Completion

CAB Calendar

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Conduct focused classroom walk-throughs

Person Responsible

Heilange Porcena

Schedule

Daily, from 9/2/2014 to 5/29/2015

Evidence of Completion

Collecting iObservation data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Facilitate weekly collaborative meetings with administration and instructional coaches

Person Responsible

Heilange Porcena

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Minutes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Analyzing student performance data to determine effectiveness

Person Responsible

Louis Cristadoro

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

results of student data on various assessments

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1	Create PLC schedule by grade level	Shearer, Irina	8/25/2014	CAB Calendar	5/19/2015 biweekly
G1.MA1	Analyzing student performance data to determine effectiveness	Shearer, Irina	9/8/2014	Increases in teacher and student performance data	5/29/2015 every-6-weeks
G1.B3.S1.MA1	Analyzing student performance data to determine effectiveness	Cristadoro, Louis	9/8/2014	results of student data on various assessments	5/29/2015 biweekly
G1.B3.S1.MA1	Conduct focused classroom walk-throughs	Porcena, Heilange	9/2/2014	Collecting iObservation data	5/29/2015 daily
G1.B3.S1.MA2	Facilitate weekly collaborative meetings with administration and instructional coaches	Porcena, Heilange	9/2/2014	Minutes	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0