

North Side Elementary School



2016-17 Schoolwide Improvement Plan

North Side Elementary School

120 NE 11TH ST, Fort Lauderdale, FL 33304

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	F*	D	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Broward County School Board.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for North Side Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

North Side Elementary School ensures that relationship-building is a clear priority. We identify and engage school community stakeholders (parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures. All teachers will participate in the process of discussing climate guidelines along with their behavioral expectations. North Side provides multiple opportunities for building relationships between teachers and students through the 21st Century After School Program, mentoring program (Elite Stars), Garden, STEAM club, and Character Education.

b. 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. Additionally, students are provided with the opportunity to fill out a bullying form in case that they feel bullied. Various counseling sessions and character trait lessons are also provided to the student body which help emphasize student safety during and after school.

c. 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. There is also a College and Career Readiness climate that is instill in each classroom. Each teacher is responsible to establish high expectations behaviorally and academically. Additionally, the implementation of the 7 Habits Behavioral Management System is also being enforced in several classrooms.

d. 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 hold counseling sessions throughout the school year in which students are encouraged to share their feelings.

3. Early Warning Systems

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

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

N/A

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

N/A

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/309739>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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 develops partnerships with local businesses and churches to support school programs, incentives, and mentoring.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Porcena, Heilange	Assistant Principal
Cristadoro, Louis	Instructional Coach
Patterson, Danella	SAC Member
Young, Henretta	Instructional Coach
Guirand, Marilyn	Instructional Coach

b. Duties

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

Heilange Porcena- Intern Principal, Administrative and Instructional Leader
Danella Patterson - SAC Co-Chair
Louis Cristadoro - Math Coach
Henretta J. Young - Literacy Coach, Instructional Support
Marilyn Guirand - Science Coach

2. 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 align them to meet students and school needs. Resources are allocated based on personnel, instructional and curricular needs to maximize students' learning and outcomes.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Danella Patterson	Teacher
Helga Hinden	Business/Community
Marie Phanor	Education Support Employee
Roseline Michel	Parent
Denise Jenkins	Business/Community
Jean Rowey Dorvil	Parent
Laura Treliving	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

Reviewed and analyzed monthly data to ensure goals were being met

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

SAC members reviewed and made recommendations for annual budget and plans

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

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Patterson, Danella	Teacher, K-12
Cristadoro, Louis	Instructional Coach
Porcena, Heilange	Assistant Principal
Young, Henretta	Instructional Coach
Guirand, Marilyn	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

D. Public and Collaborative Teaching

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

1. 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. Teachers are given the opportunity to conduct monthly peer observations to share best practices to increase teacher and student performance.

2. 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.

3. 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 paired with veteran teachers through the NESS program. This program provides support to new teachers to build capacity in planning and delivering instruction, reviewing student data, and complying with District policies.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The Core instructional programs used are recommended by the District. These programs align to Florida Standards based rigid criteria determined by the District. Teachers are provided ongoing professional development on the Florida Standards. Daily classroom walk-through by administration and support ensure the implementation and alignment of instruction with the Florida Standards.

b. Instructional Strategies

1. 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.

Teachers will meet weekly within their grade levels to review student data and determine remediation and enrichment activities to meet their diverse needs. Teachers will plan for flexible grouping for students to receive targeted instruction based on data results.

2. 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: 60

Students receive one hour of reading intervention daily.

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

When we go through the Data Team process, all assessments and sample student work are reviewed to determine the effectiveness of the strategy.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 a smooth transition for our incoming Pre-Kindergarten and Kindergarten students.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers utilize data driven instruction aligned to the Florida Standards through collaboration around Webb's Depth of Knowledge then student achievement will increase in all subject areas.

Strategic Goals Detail

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

G1. If teachers utilize data driven instruction aligned to the Florida Standards through collaboration around Webb's Depth of Knowledge then student achievement will increase in all subject areas. 1a

G084800

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	45.0
FSA Mathematics Achievement	45.0
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Collaboration among team members

Resources Available to Help Reduce or Eliminate the Barriers 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

Plan to Monitor Progress Toward G1. 8

Analyzing teacher performance data to determine effectiveness of instruction

Person Responsible

Heilange Porcena

Schedule

Monthly, from 9/7/2016 to 5/31/2017

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

 = Problem Solving Step  S123456 = Quick Key

G1. If teachers utilize data driven instruction aligned to the Florida Standards through collaboration around Webb's Depth of Knowledge then student achievement will increase in all subject areas. **1**

 G084800

G1.B1 Collaboration among team members **2**

 B225484

G1.B1.S1 Collaborative lesson planning **4**

 S237888

Strategy Rationale

To share best practices in all content areas

Action Step 1 **5**

Actively support teachers through PLCs utilizing the Curriculum Assessment Remediation Enrichment process.

Person Responsible

Marilyn Guirand

Schedule

Biweekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Sign in sheets, PLC minutes, lesson plans

Action Step 2 **5**

Teachers will participate in Professional Development on small groups and standards based centers.

Person Responsible

Louis Cristadoro

Schedule

Biweekly, from 8/24/2016 to 5/31/2017

Evidence of Completion

Student work products, classroom walk throughs, PLC minutes, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Instructional coaches will conduct observations and provide explicit feedback to teachers on their practice.

Person Responsible

Henretta Young

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Feedback forms, iObservation, formative assessments, and coaching logs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrators will conduct ongoing observations on collaborative lesson planning.

Person Responsible

Heilange Porcena

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

iObservation, conferences, and data chats

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Ensuring consistent progress monitoring of on-going formative assessments.

Person Responsible

Heilange Porcena

Schedule

Biweekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

CARE cycle, formative assessments, classroom walk through, student work, and data chats

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Observe teachers to ensure that utilization of data driven instruction aligned to the Florida Standards are being implemented with fidelity.

Person Responsible

Heilange Porcena








Schedule

Biweekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

iObservation data, data chats, rubrics, and lesson plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M314067	Analyzing teacher performance data to determine effectiveness of instruction	Porcena, Heilange	9/7/2016	Increases in teacher and student performance data	5/31/2017 monthly
G1.B1.S1.MA1  M314063	Ensuring consistent progress monitoring of on-going formative assessments.	Porcena, Heilange	8/22/2016	CARE cycle, formative assessments, classroom walk through, student work, and data chats	5/31/2017 biweekly
G1.B1.S1.MA4  M314064	Observe teachers to ensure that utilization of data driven instruction aligned to the Florida...	Porcena, Heilange	8/22/2016	iObservation data, data chats, rubrics, and lesson plans	5/31/2017 biweekly
G1.B1.S1.MA1  M314065	Instructional coaches will conduct observations and provide explicit feedback to teachers on their...	Young, Henretta	8/31/2016	Feedback forms, iObservation, formative assessments, and coaching logs	5/31/2017 weekly
G1.B1.S1.MA2  M314066	Administrators will conduct ongoing observations on collaborative lesson planning.	Porcena, Heilange	8/31/2016	iObservation, conferences, and data chats	5/31/2017 weekly
G1.B1.S1.A1  A307728	Actively support teachers through PLCs utilizing the Curriculum Assessment Remediation Enrichment...	Guirand, Marilyn	8/22/2016	Sign in sheets, PLC minutes, lesson plans	5/31/2017 biweekly
G1.B1.S1.A2  A307729	Teachers will participate in Professional Development on small groups and standards based centers.	Cristadoro, Louis	8/24/2016	Student work products, classroom walk throughs, PLC minutes, lesson plans	5/31/2017 biweekly

V. Professional Development Opportunities

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

G1. If teachers utilize data driven instruction aligned to the Florida Standards through collaboration around Webb's Depth of Knowledge then student achievement will increase in all subject areas.

G1.B1 Collaboration among team members

G1.B1.S1 Collaborative lesson planning

PD Opportunity 1

Teachers will participate in Professional Development on small groups and standards based centers.

Facilitator

Instructional coaches

Participants

Instructional staff

Schedule

Biweekly, from 8/24/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Actively support teachers through PLCs utilizing the Curriculum Assessment Remediation Enrichment process.	\$0.00
2	G1.B1.S1.A2	Teachers will participate in Professional Development on small groups and standards based centers.	\$0.00
Total:			\$0.00