

Broward County Public Schools

North Side Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	97%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	10
Ambitious Instruction and Learning	10
8-Step Planning and Problem Solving Implementation	13
Goals Summary	13
Goals Detail	13
Action Plan for Improvement	16
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	30

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for North Side Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

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, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	19	14	12	14	16	7	0	0	0	0	0	0	0	82
One or more suspensions	4	0	4	1	0	4	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	49	9	4	6	5	7	0	0	0	0	0	0	0	80

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	11	9	4	6	5	7	0	0	0	0	0	0	0	42

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

Monthly PTA workshops will be conducted focusing on academic ares 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.

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.

Recognizing that there is an even greater need for support, program planning and family/community collaboration

when students are low achieving, it is crucial to intensify effort. The school recruits will engage in some essential practices to create opportunities for partnerships at the school with families and communities.

- Develop a parent involvement plan that aligns with district goals and school needs.
- Communicate the plan in parent-friendly terms in multiple methods and languages.
- Provide information, training and school and community-based resources to support parent and family involvement.
- Collaborate with public and private organizations and businesses to obtain resources for implementing school, family and community partnership strategies.
- Utilize school, family and community partnership surveys, rubrics and tools to evaluate the school's continuous improvement goals and strategies.
- Provide opportunities for staff to discuss effective practices and to problem solve parent involvement challenges during regularly scheduled staff meetings.
- Provide teachers with support and resources for engaging families.
- Translate communication with families in the primary language of the family.
- Include parents in decision-making for school improvement, policy development and plans for engaging families and the community.
- Inform families of student performance in their primary language.

C. Effective Leadership

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	Principal
Cristadoro, Louis	Instructional Coach
Patterson, Danella	SAC Member
Kethireddy, Arnita	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- Principal, Administrative and Instructional Leader
Kaia Qaiyim--Assistant Principal, Administrative and Instructional Leader
Danella Patterson - SAC Co-Chair
Louis Cristadoro - Math Coach
Arnita Kethireddy - Literacy Coach, Instructional Support

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 weekly 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
Andy Fernandez	Business/Community
Marie Phanor	Education Support Employee
Roseline Michel	Parent
Denise Jenkins	Business/Community
Jean Rowey Dorvil	Parent
Sherryl English	Teacher
Heilange Porcena	Principal

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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	Principal
Kethireddy, Arnita	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. LLT conducts quarterly data chats with teachers and ensures data driven instruction is being implemented in the classrooms.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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.

NA

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

NA

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

NA

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.

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

NA

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.

NA

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 we implement a family and community engagement plan focusing on reducing barriers, families experience, then families will be better prepared to support the learning and achievement of their children.
- G2.** If we implement a balanced literacy curriculum spanning across all content areas, use high quality instructional materials, and progress monitor using common on grade level assessments, then grade level literacy will increase and FSA ELA school proficiency and gains percentages will increase.

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 we implement a family and community engagement plan focusing on reducing barriers, families experience, then families will be better prepared to support the learning and achievement of their children.

1a

 G098575

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	30.0

Targeted Barriers to Achieving the Goal 3

- Family and Community Engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Several staff members of North Side Elementary speak Haitian-Creole
- ELL sheltered classrooms with Haitian-Creole speaking teachers
- Dedicated space for a parent resource room
- Existing out of school resources

Plan to Monitor Progress Toward G1. 8

Utilize school, family and community survey, rubrics and tools to evaluate the school's continuous improvement goals and strategies. Informed and engaged families and communities are essential to the success of the students and the school.

Person Responsible

Heilange Porcena

Schedule

On 6/7/2018

Evidence of Completion

Survey Results

G2. If we implement a balanced literacy curriculum spanning across all content areas, use high quality instructional materials, and progress monitor using common on grade level assessments, then grade level literacy will increase and FSA ELA school proficiency and gains percentages will increase. 1a

G098576

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	45.0
FSA ELA Achievement	40.0
FCAT 2.0 Science Proficiency	45.0
FSA Mathematics Achievement	45.0
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Consistent progress monitoring in all academic areas at all grade levels

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches
- iReady (reading and math)
- Extended hour of learning focused on literacy
- Weekly PLC facilitated by Literacy Coach
- District personnel for professional development
- Quarterly Math challenge for students in grades 3-5
- Academic nights for parents
- Intervention materials for Literacy and Math
- Literacy Materials to be sent home for students
- Implement consistent progress monitoring for all academic areas

Plan to Monitor Progress Toward G2. 8

The leadership team will consistently analyze student and teacher performance data to determine the effectiveness of teaching and learning in the classroom to meet our annual goals and targets.

Person Responsible

Heilange Porcena

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Increases in teacher and student performance data based on FSA and VAM scores.

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 we implement a family and community engagement plan focusing on reducing barriers, families experience, then families will be better prepared to support the learning and achievement of their children. 1

G098575

G1.B5 Family and Community Engagement 2

B265246

G1.B5.S1 Develop a family and community engagement plan that will provide wrap around services that will develop family and community partnerships and increase parental involvement and engagement in the child's education. 4

S281138

Strategy Rationale

To reduce the wide range of barriers that families in our community face to provide all students with opportunities to succeed academically and socially and emotionally.

Action Step 1 5

North Side Elementary will host monthly family nights that will provide academic support and life skills to involve parents to be an integral part of their child's educational experiences. Meaningful parent learning opportunities will be designed to reflect families specific needs, build relationships among parents that are respectful of various languages, cultures, practices and customs. Appropriate leveled books will be distributed to students during literacy nights to build home libraries.

Person Responsible

Heilange Porcena

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Parent Sign in Sheets and agendas.

Action Step 2 5

A Parent Resource Center will be provided for parents to access educational services and resources (such as a food and clothing bank) to meet the personal needs of families.

Person Responsible

Heilange Porcena

Schedule

Monthly, from 8/21/2017 to 6/6/2018

Evidence of Completion

Log of services and resources that families receive.

Action Step 3 5

Implement "The Leader in Me" transformational process to teach 21st century leadership and life skills to students and create a culture of student empowerment based on the idea that every child can be a leader.

Person Responsible

Heilange Porcena

Schedule

On 6/7/2018

Evidence of Completion

The purchase order for the program.

Action Step 4 5

Translate all communication and student progress with families in their primary language to help build a culture of care so that barriers that prevent students from being successful will be removed.

Person Responsible

Heilange Porcena

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Translated documents.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Utilize school, family and community survey, rubrics and tools to evaluate the school's continuous improvement goals and strategies. Parents will be included in the decision-making for improvement, policy development and plans for engaging families in the community.

Person Responsible

Heilange Porcena

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Survey Results

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Administration will support teachers in the incorporation of "The Leader in Me" Principles into their daily instruction. The process teaches students the skills needed for academic success in any setting. These skills include critical thinking, goal setting, listening and speaking, self-directed learning, presentation-making and the ability to work in groups.

Person Responsible

Heilange Porcena

Schedule

Weekly, from 10/2/2017 to 6/7/2018

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Utilize school, family and community survey, rubrics and tools to evaluate the school's continuous improvement goals and strategies. Parents will be included in the decision-making for school improvement, policy development and plans for engaging families in the community

Person Responsible

Heilange Porcena

Schedule

On 6/7/2018

Evidence of Completion

Survey results


G2. If we implement a balanced literacy curriculum spanning across all content areas, use high quality instructional materials, and progress monitor using common on grade level assessments, then grade level literacy will increase and FSA ELA school proficiency and gains percentages will increase. **1**

 G098576

G2.B2 Consistent progress monitoring in all academic areas at all grade levels **2**

 B265248

G2.B2.S1 Triangulated data will be monitored monthly: Reading-- using running records, iReady and Standards Mastery. Math--using iReady, Acaletics, and HMH on-line chapter assessments. This process will clearly define measurable high academic standards and identify targeted areas of focus aligned to the Florida Standards and Next Generation Standards. **4**

 S281139

Strategy Rationale

Consistent progress monitoring will lead to data driven instruction, the selection of appropriate and relevant instructional materials and teachers will be able to identify deliberate instructional practices to ensure learning gains in reading, and math.

Action Step 1 **5**

North Side will increase the quality of Tier 1 instruction by having teachers participate in authentic professional development to ensure student progress monitoring data are used to effectively plan instruction in a variety of contexts exposing students to knowledge-rich resources that support the development of vocabulary and build background knowledge through texts of increasing complexity.

Person Responsible

Heilange Porcena

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Sign in Sheet of the Professional Development, classroom walk throughs.

Action Step 2 5

Once professional development is completed, onsite follow-up support will be provided by the Elementary Learning Department staff by analyzing student data to select appropriate text resources and instructional strategic action goals in the "Literacy Continuum" that provide the foundation for student success in meeting the expectations of the Language Arts Florida Standards.

Person Responsible

Heilange Porcena

Schedule

Biweekly, from 2/1/2018 to 5/1/2018

Evidence of Completion

Support visit log

Action Step 3 5

Elementary Learning staff will also collaborate with the Mathematics coach to help teachers understand the standards to ensure the improvement of instructional practices in mathematics and the implementation of high academic standards.

Person Responsible

Louis Cristadoro

Schedule

Weekly, from 10/2/2017 to 1/31/2018

Evidence of Completion

Support logs of support

Action Step 4 5

Teachers will follow the in-house standards-based Instructional Focus Calendar for ELA and Mathematics in grades K-5.

Person Responsible

Arnita Kethireddy

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

Instructional Focus Calendars for ELA and Math.

Action Step 5 5

Teachers will use high quality instructional materials for Tier 1 instruction that includes the use of technology for enrichment/intervention groups to ensure continued learning gains and close achievement gaps. Students will be exposed to daily, intensive small group instruction through the use of technology which enhances classroom teaching.

Person Responsible

Heilange Porcena

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

Teacher Lesson Plans

Action Step 6 5

Teachers will assess students following the Instructional Focus Calendar to ensure positive impacts on student performance and adjustments to instructional focus calendars and action plans will be made accordingly. Teacher support will be provided as needed.

Person Responsible

Arnita Kethireddy

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Assessment data reports

Action Step 7 5

Teachers will collect all data reports, as well as samples of student work for analysis to review at PLCs. These data points will be used to identify teaching and learning challenges, provide effective quality feedback and inform of next steps with instruction and support.

Person Responsible

Heilange Porcena

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Data reports

Action Step 8 5

Quarterly data chats will be held with individual teachers to discuss triangulated data, set appropriate rigorous expectations for students and determine mastery of standards. This process will clearly define measurable high academic standards and identify targeted areas of focus aligned to the Florida Standards and Next Generation Standards.

Person Responsible

Heilange Porcena

Schedule

Quarterly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Data reports and minutes.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

North Side teachers will participate in biweekly PLC meetings to share best practices, plan activities with the high quality instructional materials to ensure that every student is provided a differentiated plan for learning that will maximize their potential for proficiency. Data will be progress monitored to guide teachers to make appropriate instructional decisions, set appropriate rigorous standards for students, and address the needs of the whole child.

Person Responsible

Heilange Porcena

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

PLC minutes, data reports, lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

The leadership team will meet weekly to analyze data, participate in job embedded professional learning and will conduct collaborative conversations to build knowledge and support teachers.

Person Responsible

Heilange Porcena

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Leadership Team meeting agenda.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Observation cycles and classroom walkthroughs will serve as a supportive approach to monitoring the implementation of high quality instruction with fidelity.

Person Responsible

Heilange Porcena

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Observation schedule and class room walk-through schedule.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

To reduce the barrier the leadership team will meet with individual teams to provide effective quality feedback on data reports to identify student needs and focus on a variety of teaching and learning experiences in whole group, small group and differentiated centers.

Person Responsible

Heilange Porcena














Schedule




Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Data chat agenda, 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
2018					
G2.B2.S1.A3  A379057	Elementary Learning staff will also collaborate with the Mathematics coach to help teachers...	Cristadoro, Louis	10/2/2017	Support logs of support	1/31/2018 weekly
G2.B2.S1.A2  A379056	Once professional development is completed, onsite follow-up support will be provided by the...	Porcena, Heilange	2/1/2018	Support visit log	5/1/2018 biweekly
G1.B5.S1.A1  A379051	North Side Elementary will host monthly family nights that will provide academic support and life...	Porcena, Heilange	8/21/2017	Parent Sign in Sheets and agendas.	5/31/2018 monthly
G2.B2.S1.A8  A379062	Quarterly data chats will be held with individual teachers to discuss triangulated data, set...	Porcena, Heilange	8/21/2017	Data reports and minutes.	5/31/2018 quarterly
G1.B5.S1.A2  A379052	A Parent Resource Center will be provided for parents to access educational services and resources...	Porcena, Heilange	8/21/2017	Log of services and resources that families receive.	6/6/2018 monthly
G1.MA1  M411009	Utilize school, family and community survey, rubrics and tools to evaluate the school's continuous...	Porcena, Heilange	8/21/2017	Survey Results	6/7/2018 one-time
G2.MA1  M411014	The leadership team will consistently analyze student and teacher performance data to determine the...	Porcena, Heilange	8/21/2017	Increases in teacher and student performance data based on FSA and VAM scores.	6/7/2018 monthly
G1.B5.S1.MA1  M411006	Utilize school, family and community survey, rubrics and tools to evaluate the school's continuous...	Porcena, Heilange	8/21/2017	Survey results	6/7/2018 one-time
G1.B5.S1.MA1  M411007	Utilize school, family and community survey, rubrics and tools to evaluate the school's continuous...	Porcena, Heilange	8/21/2017	Survey Results	6/7/2018 quarterly
G1.B5.S1.MA2  M411008	Administration will support teachers in the incorporation of "The Leader in Me" Principles into...	Porcena, Heilange	10/2/2017	Lesson plans	6/7/2018 weekly
G1.B5.S1.A3  A379053	Implement "The Leader in Me" transformational process to teach 21st century leadership and life...	Porcena, Heilange	10/2/2017	The purchase order for the program.	6/7/2018 one-time
G1.B5.S1.A4  A379054	Translate all communication and student progress with families in their primary language to help...	Porcena, Heilange	8/21/2017	Translated documents.	6/7/2018 quarterly
G2.B2.S1.MA1  M411010	To reduce the barrier the leadership team will meet with individual teams to provide effective...	Porcena, Heilange	8/21/2017	Data chat agenda, lesson plans.	6/7/2018 monthly
G2.B2.S1.MA1  M411011	North Side teachers will participate in biweekly PLC meetings to share best practices, plan...	Porcena, Heilange	8/21/2017	PLC minutes, data reports, lesson plans.	6/7/2018 biweekly
G2.B2.S1.MA2  M411012	The leadership team will meet weekly to analyze data, participate in job embedded professional...	Porcena, Heilange	8/21/2017	Leadership Team meeting agenda.	6/7/2018 weekly
G2.B2.S1.MA4  M411013	Observation cycles and classroom walkthroughs will serve as a supportive approach to monitoring the...	Porcena, Heilange	8/21/2017	Observation schedule and class room walk-through schedule.	6/7/2018 weekly
G2.B2.S1.A1  A379055	North Side will increase the quality of Tier 1 instruction by having teachers participate in...	Porcena, Heilange	8/21/2017	Sign in Sheet of the Professional Development, classroom walk throughs.	6/7/2018 monthly
G2.B2.S1.A4  A379058	Teachers will follow the in-house standards-based Instructional Focus Calendar for ELA and...	Kethireddy, Arnita	8/21/2017	Instructional Focus Calendars for ELA and Math.	6/7/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A5  A379059	Teachers will use high quality instructional materials for Tier 1 instruction that includes the use...	Porcena, Heilange	8/21/2017	Teacher Lesson Plans	6/7/2018 daily
G2.B2.S1.A6  A379060	Teachers will assess students following the Instructional Focus Calendar to ensure positive impacts...	Kethireddy, Arnita	8/21/2017	Assessment data reports	6/7/2018 monthly
G2.B2.S1.A7  A379061	Teachers will collect all data reports, as well as samples of student work for analysis to review...	Porcena, Heilange	8/21/2017	Data reports	6/7/2018 monthly

V. Professional Development Opportunities

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

G1. If we implement a family and community engagement plan focusing on reducing barriers, families experience, then families will be better prepared to support the learning and achievement of their children.

G1.B5 Family and Community Engagement

G1.B5.S1 Develop a family and community engagement plan that will provide wrap around services that will develop family and community partnerships and increase parental involvement and engagement in the child's education.

PD Opportunity 1

Implement "The Leader in Me" transformational process to teach 21st century leadership and life skills to students and create a culture of student empowerment based on the idea that every child can be a leader.

Facilitator

"The Leader in Me" Consultant

Participants

North Side Instructional Staff

Schedule

On 6/7/2018

G2. If we implement a balanced literacy curriculum spanning across all content areas, use high quality instructional materials, and progress monitor using common on grade level assessments, then grade level literacy will increase and FSA ELA school proficiency and gains percentages will increase.

G2.B2 Consistent progress monitoring in all academic areas at all grade levels

G2.B2.S1 Triangulated data will be monitored monthly: Reading-- using running records, iReady and Standards Mastery. Math--using iReady, Acaletics, and HMH on-line chapter assessments. This process will clearly define measurable high academic standards and identify targeted areas of focus aligned to the Florida Standards and Next Generation Standards.

PD Opportunity 1

North Side will increase the quality of Tier 1 instruction by having teachers participate in authentic professional development to ensure student progress monitoring data are used to effectively plan instruction in a variety of contexts exposing students to knowledge-rich resources that support the development of vocabulary and build background knowledge through texts of increasing complexity.

Facilitator

Sharon Hepburn/Arnita Kethereddy

Participants

Classroom Teachers

Schedule

Monthly, from 8/21/2017 to 6/7/2018

VI. Technical Assistance Items

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

G2. If we implement a balanced literacy curriculum spanning across all content areas, use high quality instructional materials, and progress monitor using common on grade level assessments, then grade level literacy will increase and FSA ELA school proficiency and gains percentages will increase.

G2.B2 Consistent progress monitoring in all academic areas at all grade levels

G2.B2.S1 Triangulated data will be monitored monthly: Reading-- using running records, iReady and Standards Mastery. Math--using iReady, Acaletics, and HMH on-line chapter assessments. This process will clearly define measurable high academic standards and identify targeted areas of focus aligned to the Florida Standards and Next Generation Standards.

TA Opportunity 1

Once professional development is completed, onsite follow-up support will be provided by the Elementary Learning Department staff by analyzing student data to select appropriate text resources and instructional strategic action goals in the "Literacy Continuum" that provide the foundation for student success in meeting the expectations of the Language Arts Florida Standards.

Facilitator

Elementary Learning Department Staff

Participants

All Teachers

Schedule

Biweekly, from 2/1/2018 to 5/1/2018

TA Opportunity 2

Elementary Learning staff will also collaborate with the Mathematics coach to help teachers understand the standards to ensure the improvement of instructional practices in mathematics and the implementation of high academic standards.

Facilitator

Elementary Learning Staff

Participants

Classroom teachers

Schedule

Weekly, from 10/2/2017 to 1/31/2018

VII. Budget

1	G1.B5.S1.A1	North Side Elementary will host monthly family nights that will provide academic support and life skills to involve parents to be an integral part of their child's educational experiences. Meaningful parent learning opportunities will be designed to reflect families specific needs, build relationships among parents that are respectful of various languages, cultures, practices and customs. Appropriate leveled books will be distributed to students during literacy nights to build home libraries.				\$8,765.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	310-Professional and Technical Services	0041 - North Side Elementary School	UniSIG		\$300.00
			Notes: The Museum of Discovery and Science will provide interactive science activities aligned to the Sunshine State Standards on a family night scheduled for April 16, 2018.			
	6150	510-Supplies	0041 - North Side Elementary School	UniSIG		\$8,465.00
			Notes: Purchase appropriate leveled books from Book Source to distribute to students at literacy nights to build home libraries.			
2	G1.B5.S1.A2	A Parent Resource Center will be provided for parents to access educational services and resources (such as a food and clothing bank) to meet the personal needs of families.				\$0.00
3	G1.B5.S1.A3	Implement "The Leader in Me" transformational process to teach 21st century leadership and life skills to students and create a culture of student empowerment based on the idea that every child can be a leader.				\$38,521.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0041 - North Side Elementary School	UniSIG		\$38,521.00
			Notes: Obtain services from "The Leader in Me". This is FranklinCovey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.			
4	G1.B5.S1.A4	Translate all communication and student progress with families in their primary language to help build a culture of care so that barriers that prevent students from being successful will be removed.				\$0.00
5	G2.B2.S1.A1	North Side will increase the quality of Tier 1 instruction by having teachers participate in authentic professional development to ensure student progress monitoring data are used to effectively plan instruction in a variety of contexts exposing students to knowledge-rich resources that support the development of vocabulary and build background knowledge through texts of increasing complexity.				\$9,777.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0041 - North Side Elementary School	UniSIG		\$7,800.00
			Notes: All teachers will attend two days of professional development (on Saturdays) focused on small group guided reading to ensure student progress monitoring data are used to effectively plan instruction that includes all essential guided reading lesson components. Each teacher will receive a \$25.00 stipend per hour x 6 hours per day x 2 days =\$7,800			

Broward - 0041 - North Side Elementary School - 2017-18 SIP

North Side Elementary School

	6400	220-Social Security	0041 - North Side Elementary School	UniSIG		\$593.00
			<i>Notes: Fringe Benefits for all teachers to attend two days of professional development (on Saturdays) focused on small group guided reading: Social Security (FICA) 7.6%</i>			
	6400	240-Workers Compensation	0041 - North Side Elementary School	UniSIG		\$141.00
			<i>Notes: Fringe Benefits for all teachers to attend two days of professional development (on Saturdays) focused on small group guided reading: Worker's Compensation 1.8%</i>			
	6400	250-Unemployment Compensation	0041 - North Side Elementary School	UniSIG		\$16.00
			<i>Notes: Fringe Benefits for all teachers to attend two days of professional development (on Saturdays) focused on small group guided reading: Unemployment Compensation .2%</i>			
	6400	130-Other Certified Instructional Personnel	0041 - North Side Elementary School	UniSIG		\$600.00
			<i>Notes: Instructional coaches (2) will attend two days of professional development (on Saturdays) focused on small group guided reading to ensure student progress monitoring data are used to effectively plan instruction that includes all essential guided reading lesson components. Each coach will receive a \$25.00 stipend per hour x 6 hours per day x 2 days = \$600</i>			
	6400	220-Social Security	0041 - North Side Elementary School	UniSIG		\$46.00
			<i>Notes: Fringe benefits for instructional coaches to attend two days of professional development (on Saturdays) focused on small group guided reading: Social Security (FICA) 7.6%</i>			
	6400	240-Workers Compensation	0041 - North Side Elementary School	UniSIG		\$11.00
			<i>Notes: Fringe benefits for instructional coaches to attend two days of professional development (on Saturdays) focused on small group guided reading: Workers Compensation 1.8%</i>			
	6400	250-Unemployment Compensation	0041 - North Side Elementary School	UniSIG		\$2.00
			<i>Notes: Fringe benefits for instructional coaches to attend two days of professional development (on Saturdays) focused on small group guided reading: Unemployment Compensation .2%</i>			
	6400	130-Other Certified Instructional Personnel	0041 - North Side Elementary School	UniSIG		\$517.00
			<i>Notes: Salary for District Instructional Specialist to facilitate two days of professional development (on Saturdays) focused on small group guided reading to ensure student progress monitoring data are used to effectively plan instruction that includes all essential guided reading lesson components. District trainer will receive a hourly rate (\$36.86) per hour x 6 hours per day x 2 days + 2 hours of planning = 517.00</i>			
	6400	220-Social Security	0041 - North Side Elementary School	UniSIG		\$40.00
			<i>Notes: Fringe benefits for District Instructional Specialist to facilitate two days of professional development (on Saturdays) focused on small group guided reading: Social Security (FICA) 7.6%</i>			
	6400	240-Workers Compensation	0041 - North Side Elementary School	UniSIG		\$10.00
			<i>Notes: Fringe benefits for District Instructional Specialist to facilitate two days of professional development (on Saturdays) focused on small group guided reading: Workers Compensation 1.8%</i>			

Broward - 0041 - North Side Elementary School - 2017-18 SIP
North Side Elementary School

	6400	250-Unemployment Compensation	0041 - North Side Elementary School	UniSIG		\$1.00
			<i>Notes: Fringe benefits for District Instructional Specialist to facilitate two days of professional development (on Saturdays) focused on small group guided reading: Unemployment Compensation .2%</i>			
6	G2.B2.S1.A2	Once professional development is completed, onsite follow-up support will be provided by the Elementary Learning Department staff by analyzing student data to select appropriate text resources and instructional strategic action goals in the "Literacy Continuum" that provide the foundation for student success in meeting the expectations of the Language Arts Florida Standards.				\$0.00
7	G2.B2.S1.A3	Elementary Learning staff will also collaborate with the Mathematics coach to help teachers understand the standards to ensure the improvement of instructional practices in mathematics and the implementation of high academic standards.				\$0.00
8	G2.B2.S1.A4	Teachers will follow the in-house standards-based Instructional Focus Calendar for ELA and Mathematics in grades K-5.				\$0.00
9	G2.B2.S1.A5	Teachers will use high quality instructional materials for Tier 1 instruction that includes the use of technology for enrichment/intervention groups to ensure continued learning gains and close achievement gaps. Students will be exposed to daily, intensive small group instruction through the use of technology which enhances classroom teaching.				\$122,297.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0041 - North Side Elementary School	UniSIG		\$5,849.00
			<i>Notes: The purchase of Wilson Foundations Materials for students in K-2 to be used as a research based intervention essential to comprehensive reading, spelling and handwriting.</i>			
	5100	510-Supplies	0041 - North Side Elementary School	UniSIG		\$17,349.00
			<i>Notes: The purchase of Leveled Literacy Intervention Materials to improve literacy achievement of struggling readers in grades K-5 with engaging leveled books and systematically designed lessons.</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0041 - North Side Elementary School	UniSIG		\$95,456.00
			<i>Notes: The purchase of 16 Recordex Interactive Boards that offer classroom video and interactive technology. \$5,966.00 per unit (includes all accessories needed for use plus installation).</i>			
	5100	510-Supplies	0041 - North Side Elementary School	UniSIG		\$1,303.00
			<i>Notes: The purchase of Cricket, Ladybug, Ask and Click Magazines for teachers to use to enrich standards-based instruction.</i>			
	5100	510-Supplies	0041 - North Side Elementary School	UniSIG		\$2,340.00
			<i>Notes: Purchase Rally - Reaching for Standards to provide instructional practice for students on Florida Standards.</i>			
10	G2.B2.S1.A6	Teachers will assess students following the Instructional Focus Calendar to ensure positive impacts on student performance and adjustments to				\$0.00

		instructional focus calendars and action plans will be made accordingly. Teacher support will provided as needed.	
11	G2.B2.S1.A7	Teachers will collect all data reports, as well as samples of student work for analysis to review at PLCs. These data points will be used to identify teaching and learning challenges, provide effective quality feedback and inform of next steps with instruction and support.	\$0.00
12	G2.B2.S1.A8	Quarterly data chats will be held with individual teachers to discuss triangulated data, set appropriate rigorous expectations for students and determine mastery of standards. This process will clearly define measurable high academic standards and identify targeted areas of focus aligned to the Florida Standards and Next Generation Standards.	\$0.00
Total:			\$179,360.00