North Side Elementary School

2018-19 Schoolwide Improvement Plan

Table of Contents

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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	97%

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	2017-18	2016-17	2015-16	2014-15
Grade	F	D	D	F*

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

North Side Elementary is committed to delivering a high quality learning experience in a safe an equitable environment.

Provide the school's vision statement.

Educating all learners to succeed in tomorrow's world.

School Leadership Team

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

Name	Title
Porcena, Heilange	Principal
Patterson, Danella	SAC Member
Kethireddy, Arnita	Instructional Coach
Qaiyim, Kaia	Assistant Principal
Lagani, Ashley	Teacher, ESE
Stapleton, Laura	Instructional Coach

Duties

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

The Leadership team has the following roles and responsibilities:
Heilange Porcena, Principal - To develop school's vision/mission and the continuous monitoring of implementation.
Kaia Qaiyim, Assistant Principal -Support principal in the continuous implementation of the school's vision/mission.
Arnita Kethireddy, Instructional Coach(literacy)- To ensure teacher development, data collection, progress monitor of literacy programs for efficacy, modeling and provide teacher support.
Laura Stapleton, Instructional Coach(math)- To ensure teacher development, data collection, progress monitor of math programs for efficacy, modeling and provide teacher support.
Ashley Lagani, ESE Teacher - Ensure students with disabilities and students in need of additional support receive an equitable education, while providing ESE support services.
Danella Patterson, SAC Chair - Make certain all stakeholders are informed of the school's goals and plans for obtaining goals, SAC Chair will maintain consistent open lines of communication.

In addition to the above, school leaders will also do the following:
1. Participates in Professional Learning Communities with the teachers for collaborative planning and creation of instructional focus calendars and common formative assessments to ensure all instruction is aligned to the Florida Standards.
2. Supports Tier 1 instruction in all classrooms through the coaching cycle
3. Ensures that CPST meets to complete the RtI process consistently and with fidelity to ensure accurate tier 2 and tier 3 interventions are implemented.

4. Data of formative, interim and summative assessments are gathered and analyzed to ensure that the instructional cycle is modified based on the analysis of data.

5. Walk throughs are conducted daily and constructive feedback is given to the teachers for professional growth.

Early Warning Systems

Year 2017-18

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	17	12	22	13	15	10	0	0	0	0	0	0	0	89
One or more suspensions	1	4	3	3	3	0	0	0	0	0	0	0	0	14
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	40	46	53	0	0	0	0	0	0	0	139

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	8	8	8	9	8	5	0	0	0	0	0	0	0	46

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	6	6	14	0	0	0	0	0	0	0	0	0	28
Retained Students: Previous Year(s)	0	4	1	4	0	0	0	0	0	0	0	0	0	9

Date this data was collected

Wednesday 6/20/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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	0	0	0	6	5	7	0	0	0	0	0	0	0	18

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Science Proficiency and Lowest Quartile

Which data component showed the greatest decline from prior year?

Lowest Quartile

Which data component had the biggest gap when compared to the state average?

Lowest Quartile

Which data component showed the most improvement? Is this a trend?

ELA proficiency

Describe the actions or changes that led to the improvement in this area.

1. Consistent Progress Monitoring
2. Standards aligned instruction
3. Test specs aligned instruction
4. Standards based lesson planning

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	28%	56%	56%	33%	50%	52%
ELA Learning Gains	33%	57%	55%	44%	52%	52%
ELA Lowest 25th Percentile	18%	51%	48%	48%	45%	46%
Math Achievement	34%	62%	62%	42%	57%	58%
Math Learning Gains	31%	60%	59%	47%	58%	58%
Math Lowest 25th Percentile	16%	47%	47%	30%	45%	46%
Science Achievement	15%	49%	55%	35%	43%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	17 (19)	12 (14)	22 (12)	13 (14)	15 (16)	10 (7)	89 (82)
One or more suspensions	1 (4)	4 (0)	3 (4)	3 (1)	3 (0)	0 (4)	14 (13)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (49)	0 (9)	0 (4)	40 (6)	46 (5)	53 (7)	139 (80)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	31%	59%	-28%	57%	-26%
	2017	32%	57%	-25%	58%	-26%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	29%	58%	-29%	56%	-27%
	2017	22%	56%	-34%	56%	-34%
Same Grade Comparison		7%				
Cohort Comparison		-3%				
05	2018	24%	56%	-32%	55%	-31%
	2017	23%	54%	-31%	53%	-30%
Same Grade Comparison		1%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	35%	63%	-28%	62%	-27%
	2017	40%	61%	-21%	62%	-22%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	32%	63%	-31%	62%	-30%
	2017	39%	64%	-25%	64%	-25%
Same Grade Comparison		-7%				
Cohort Comparison		-8%				
05	2018	28%	62%	-34%	61%	-33%
	2017	25%	60%	-35%	57%	-32%
Same Grade Comparison		3%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	16%	51%	-35%	55%	-39%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	17	14	14	18	20					
ELL	22	21	22	27	26	19	10				
BLK	26	33	19	33	31	16	16				
FRL	28	34	18	33	30	16	15				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD		18	25	22	41	30	9				
ELL	21	34	44	35	36	29	19				
BLK	25	31	39	34	38	38	27				
FRL	26	34	38	35	38	38	29				

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA
Rationale	This action plan will ensure increase in student achievement in proficiency and learning gains in all students.
Intended Outcome	• Proficiency levels will increase by 10% in each grade level • 70% of the students will have learning gains by the end of the year as measured by the district formula
Point Person	Heilange Porcena (heilange.porcena@browardschools.com)

Action Step	
Description	1. The Coaching Cycle will be provided to each teacher to ensure a successful instructional cycle and improve teacher and student efficacy. 2. Each instructional cycle will consist of deconstructing the focus standards and planning differentiated activities for effective whole group, small group and independent practice 3. ELA block will be designated for 120 minutes and designed based on the Balanced Literacy Guidelines Extended hour will be used to emphasize small group instruction 4. Balanced Literacy will be used in tier 1 instruction. 5. Grades 2-5 will use iReady LAFS books with standard mastery as progress monitoring 6. K-5 will use the iReady software for individualized instruction 7. Identified students (bubble students, lowest quartile) will receive a double dose of reading instruction with the interventionist
Person Responsible	Heilange Porcena (heilange.porcena@browardschools.com)

Plan to Monitor Effectiveness	
Description	1. Biweekly progress reports by data groups such as lowest quartile, bubble students, ESE students, proficient students, and ELL students will be monitored 2. Monthly data chats with each individual teacher
Person Responsible	Heilange Porcena (heilange.porcena@browardschools.com)

Activity #2	
Title	Math
Rationale	This action plan will ensure increase in student achievement in proficiency and learning gains in all students.
Intended Outcome	• Proficiency levels will increase by 15% in each grade level. • 70% of the students will have learning gains by the end of the year as measured by the district formula
Point Person	Heilange Porcena (heilange.porcena@browardschools.com)

Action Step	
Description	1. The Coaching Cycle will be provided to each teacher to ensure a successful instructional cycle and improve teacher and student efficacy 2. Each instructional cycle will consist of deconstructing the focus standard/s and planning differentiated activities for an effective whole group, small group and independent practice. 3.Math Block will be based on district recommended whole group, small group, and independent centers model 4. Go Math and iReady software for differentiated instruction will be used by all students K-5 5. Acaletics will be used by students in grades 3-5 6.Identified students (bubble students, lowest quartile) will receive a double dose of math instruction with the interventionist/instructional coach
Person Responsible	[no one identified]

Plan to Monitor Effectiveness	
Description	1. Monthly data chats with each individual teacher 2. Biweekly progress reports by data groups such as lowest quartile, bubble students, ESE students, proficient students, and ELL students will be monitored
Person Responsible	Heilange Porcena (heilange.porcena@browardschools.com)

Activity #3	
Title	Science
Rationale	This action will ensure increase in proficiency in science.
Intended Outcome	• Proficiency levels will increase by 15% in each grade level • 32% of the students will score a level 3 or higher on the science FCAT.
Point Person	Heilange Porcena (heilange.porcena@browardschools.com)

Action Step	
Description	1. The Coaching Cycle will be provided to each teacher to ensure a successful instructional cycle and improve teacher and student efficacy. 2. Each instructional cycle will consist of deconstructing the focus standards and planning differentiated activities for effective whole group, small group and independent practice 3. Teachers will use the five E model for science instruction 4. Each classroom will have a designated science block of 45 minutes in their daily schedule 5. The new Science adoption and Science4Us will be used for science instruction ensuring that instruction is aligned to the Sunshine State Standards.
Person Responsible	[no one identified]

Plan to Monitor Effectiveness	
Description	1. Monthly data chats with each individual teacher 2. Biweekly progress reports by data groups such as lowest quartile, bubble students, ESE students, proficient students, and ELL students will be monitored
Person Responsible	Heilange Porcena (heilange.porcena@browardschools.com)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Monthly parent nights will be conducted focusing on academic areas of weaknesses. Math, reading and science through Literacy Connections will involve parents in supporting student achievement. After school programs geared towards meeting the needs of all learners will also provide supper to all students in attendance.

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

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.

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.

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.

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

NA

Part V: Budget	
Total:	**$209,000.00**