2013-2014 SCHOOL IMPROVEMENT PLAN

North Lauderdale Elementary
7500 KIMBERLY BLVD
North Lauderdale, FL 33068
754-322-7400

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	96%

Alternative/ESE Center	Charter School	Minority Rate
No	No	98%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
C	D	C	C	F

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
North Lauderdale Elementary

Principal
Latosha Williams

School Advisory Council chair
Maxine Daley

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Joseph Fursetzer	Math Coach
Venetta McCullough	Reading Coach
TBA	Science Coach
Monica Stokes	Writng Coach
Nicole Neunie	Assistant Principal

District-Level Information

District
Broward

Superintendent
Mr. Robert Runcie

Date of school board approval of SIP
2/19/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Maxine Daley
Nicole Nieves
Sandra Feria
Delia Ford
Christie Huntley
Laquesta Derico

Involvement of the SAC in the development of the SIP

A needs assessment was given to the staff at the end of the 2012/2013 school year to determine the needs of the school. This assessment was shared with the SAC committee. To go over possible plans for the school. After looking at test scores the group came together again to ensure the goals would align with what is needed to increase student test scores and overall school performance. A list of goals were

created and shared with the leadership team and teachers. From the list goals were prioritized and written.

Activities of the SAC for the upcoming school year

School Advisory Council funds will be used to provide information to parents in reference to: Curriculum & Instruction, Next Generation Sunshine State Standards, Reading, Mathematics, Writing, Science and Technology. Collaborative discussions and shared decision making will be derived from these meetings/ activities.

Projected use of school improvement funds, including the amount allocated to each project

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Latosha Williams		
Principal	Years as Administrator: 9	Years at Current School: 4

Credentials	BS- Elementary Education MS- TESOL Cert.- Educational Leadership
Performance Record	North Lauderdale Elementary 2013-D 1. Reading Mastery: 33% 2. Math Mastery: 40% 3. Writing Mastery: 48% 4. Science Mastery: 48% 5. Learning Gains in Reading: 74% 6. Learning Gains in Math: 60% 7. Lowest Quartile making leaning Gains in Reading 74% 8. Lowest Quartile making Learning Gains in Math 64% 2012-C 1. Reading Mastery:37% 2. Math Mastery: 39% 3. Writing Mastery: 59% 4. Science Mastery: 41% 5. Learning Gains in Reading: 74% 6. Learning Gains in Math: 60% 7. Lowest Quartile making leaning Gains in Reading 85% 8. Lowest Quartile making Learning Gains in Math 64% AYP: Economically Disadvantage, Black, Students with Disabilities did not meet Reading Proficiency ELL did meet AYP North Lauderdale Elementary 2011-C (459) 1. Reading Mastery: 41% 2. Math Mastery: 56% 3. Writing Mastery: 70% 4. Science Mastery: 28% 5. Learning Gains in Reading: 59% 6. Learning Gains in Math: 66% 7. Lowest Quartile making leaning Gains in Reading 67% 8. Lowest Quartile making Learning Gains in Math 72% AYP: Economically Disadvantage, Black, Students with Disabilities did not meet Reading Proficiency ELL did meet AYP Broward Estates Elementary 2010-C (482) 1.Reading Mastery: 61%

2.Math Mastery: 66%
3.Writing Mastery: 88%
4.Science Mastery: 34%
5.Learning Gains in Reading: 61%
6.Learning Gains in Math: 52%
7.Lowest Quartile making leaning Gains in
Reading 62%
8.Lowest Quartile making Learning Gains in
Math 58%
2009 – A (547)
1.Reading Mastery: 71%
2.Math Mastery: 63%
3.Writing Mastery: 96%
4.Science Mastery: 30%
5.Learning Gains in Reading: 74%
6.Learning Gains in Math: 62%
7.Lowest Quartile Learning Gains in
Reading 64%
8.Lowest Quartile Learning Gains in Math:
78
AYP: Black & Economically Disadvantage
did not meet Math and Reading Proficiency

Nicole Neunie		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	BS- Elementary Education MS- Educational Leadership Reading Endorsed ESOL Endorsed
Performance Record	North Lauderdale Elementary School 2012-13 (Science Coach) Grade: D Science Mastery: 48% North Lauderdale Elementary School 2011-12 Grade: C Science Mastery: 41% North Lauderdale Elementary School 2010-11. Grade: C (459) Science Mastery: 28% Sawgrass Elementary School 2009 - 2010 Garde: A 5th Grade Science Mastery: 66% Reading Mastery: 80% Reading Gains: 81% Math Mastery: 80% Math Gains: 81%

Instructional Coaches

# of instructional coaches

4

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Joseph Fursetzer		
Full-time / School-based	Years as Coach: 5	Years at Current School: 5

Areas	Mathematics
Credentials	BA- Elementary 1-6 MA- Instructional Technology Clin. Ed. Certified National Board Certified Gifted Endorsed ESOL Endorsed Certified Middle School Integrated Curriculum Certified Business(computer) Education 6-12
Performance Record	North Lauderdale Elementary School 2012-2013. Grade: D 1. Math Mastery: 40 2. Learning Gains in Math: 60 3. Lower Quartile Learning Gains in Math: 65% Black /African American AMO: 43% Hispanic AMO: 61% English Language Learners AMO: 43% Students with Disabilities AMO: 36% Economically Disadvantaged AMO: 47% North Lauderdale Elementary School 2011-2012. Grade: C 1. Math Mastery: 39 2. Learning Gains in Math: 60 3. Lower Quartile Learning Gains in Math: 64% North Lauderdale Elementary School 2009-2010. Grade: F (387) 1. Math Mastery: 54 2. Learning Gains in Math: 47 3. Lower Quartile Learning Gains in Math: 44% Black, Economically Disadvantaged and English Language Learners did not make AYP in Mathematics Tamarac Elementary: Grade A 2008-2009 Math Mastery 89% Student Math Learning Gains 70% Lowest 25 percentile 72% All AYP Subgroups were met

Venetta McCullough		
Full-time / School-based	Years as Coach: 13	Years at Current School: 5

Areas	Reading/Literacy
Credentials	BS- Early Childhood/Elementary MS- Elementary Education Reading Endorsed Gifted Endorsed ESOL Ensorsed
Performance Record	North Lauderdale Elementary School 2012-2013 Grade: D 1.Reading Mastery: 33 2.Learning Gains in Reading: 74 3.Lower Quartile Learning Gains in Reading: 74% Black /African American AMO: 34% Hispanic AMO: 51% English Language Learners AMO: 32% Students with Disabilities AMO: 21% Economically Disadvantaged AMO: 37% North Lauderdale Elementary School 2011-2012 Grade: C 1.Reading Mastery: 37 2.Learning Gains in Reading: 74 3.Lower Quartile Learning Gains in Reading: 85% AYP: English Language Learners did make AYP. Black, Economic Disadvantage and Students with Disabilities did not make AYP in Reading North Lauderdale Elementary School 2010-11. Grade: C (459) 1.Reading Mastery: 41 2.Learning Gains in Reading: 59 3.Lower Quartile Learning Gains in Reading: 67% AYP: English Language Learners did make AYP. Black, Economic Disadvantage and Students with Disabilities did not make AYP in Reading North Lauderdale Elementary School 2009-10. Grade: F (387) 1.Reading Mastery: 43 2.Learning Gains in Reading: 52 3.Lower Quartile Learning Gains in Reading: 54% AYP: English Language Learners, Black & Economic Disadvantage students did not make AYP in Reading

Larkdale Elementary: Grade C 2008-2009
Writing Mastery 100%
Sunland Park Elementary: Grade F 2008-2009
Writing Master 88%
Cypress Elementary: Grade A 2007-2008
Reading Mastery 70%
Student Reading Learning Gains: 69
Lowest 25 percentile 69%
ELL students did not meet AYP

Monica Stokes		
Full-time / School-based	Years as Coach: 3	Years at Current School: 3
Areas	Science, Other	
Credentials	BS – Elementary Education MS – Educational Leadership ESOL Endorsed	
Performance Record	North Lauderdale Elementary School 20112-13. Grade: D Writing Mastery: 48% North Lauderdale Elementary School 2011-12. Grade: C Writing Mastery: 59% North Lauderdale Elementary School 2010-11. Grade: C Writing Mastery: 70%	

Classroom Teachers

# of classroom teachers
33

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
100%

 # certified in-field
33, 100%

 # ESOL endorsed
33, 100%

 # reading endorsed
, 0%

 # with advanced degrees
, 0%

 # National Board Certified

1, 3%

 # first-year teachers

7, 21%

 # with 1-5 years of experience

9, 27%

 # with 6-14 years of experience

24, 73%

 # with 15 or more years of experience

13, 39%

Education Paraprofessionals

# of paraprofessionals

5

 # Highly Qualified

5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

4

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Advertisement of teacher vacancies and shortages are made via the district Employment Information website,
teacher recruitment job fairs, and in cities throughout the United States where teachers are being laid off.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

North Lauderdale Elementary has a teacher mentoring program. Both the Instructional Coach and New Educator
benefit from relationships that encourage reflection on the practice of teaching. NLE's administration provides resources (especially time for mentoring teams to meet), observes each others classroom techniques, models promising practices, and discusses how improvements can be made to classroom and instructional practices.
Mentee will be paired with the mentor for assistance throughout the school year. Classrooms are in close proximity for convenience. Monthly meeting are schedule for all New teachers to meet. Each

meeting is designed to assist the new teacher in different areas. Mentors are scheduled to meet with the mentee at least once each week to answer any questions or discuss school related issues.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The RTI leadership Team meets to identify Tier I, II, III students. The team will also meet on a weekly basis to discuss academic, behavioral, and health issues, which relate to targeted tier level students. The teacher presenting the concern also provides necessary data, which may include diagnostics, classroom examples, running records, Fair data, standardized test scores, DAR, Benchmark Assessment, and FCAT. The teacher refers to the struggling chart for the academic/behavior student. The teacher discusses information with Case manager. The RTI team meets with the teacher, student, and parent to devise a plan of action for additional instruction/support for the student/teacher. All the information is utilized to monitor the student over several weeks. During that time, the student has observations, parent conferences, and interims conducted/issued.
Documents utilized during the RTI process include;
Behavioral Intervention Record
Academic Intervention Record
Problem Behavior Chart
Struggling Math Chart
Struggling Reading Chart
Oral Reading Fluency Norms
Graphing Program with Samples
1. Individual graph
2. Classroom Data graph
Each grade level has a case manager and each case manager has the documents to give the teachers upon initiating the RTI process. The team leader for each grade level will be included during leadership days, professional development, and staffing throughout the year.
In the event the student doesn't respond to the interventions, the RTI team convenes and moves to the next level of interventions (appropriate chart utilized). This process has developed awareness between the grade levels expectation for incoming students and enhance the quality of planning for each individual student.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data is maintained through BASIS, terms, virtual counselor and spreadsheets. Previous year SAT 10/FCAT/EOY/SDRT scores to identify struggling and advanced students.

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

District Mini Benchmarks/school based checkpoint assessments are administered as scheduled on the instructional focus calendars (every 2 to 3 weeks), to assess and identify areas of weakness and growth in specific strands.

DAR is administered to the students that fell below the 30% score.

Fair is administered three times a year to all students in grades K through 3 to determine the students' proficiency in the 5 areas of reading. Strength and weaknesses are identified to make informed decisions. The Compass Learning Odyssey, River deep, FCAT Explorer, EAROBIC technology programs are used daily to assess, monitor and provide practice in specific strands.

Behavior will be monitored through the BASIS system, terms (L-27 panel) and referrals (internal/external), teacher reports, and champs.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Providing the intervention tools, diagnostic tools, progress monitoring tools, and screening tools necessary to function within the RTI process. The teachers will identify concern, inform the case manager, implement interventions (reading, math, writing, science, behavior), inform parent (conference form #2), perform observation #2, graph data over six week. Once data is reviewed by case manager and teacher, the next step would be meeting with the RTI team.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Latosha Williams	Principal
Venetta McCullough	Reading Coach
Nicole Neunie	Science Coach

Name	Title
Monica Stokes	Math
Giselle Kriegel	Speech
Nakitra Jones	Guidance Counselor
Maxine Nicholson	Kindergarten Team Leader
Maxine Daley	First Grade Team Leader
Leslie Rudd	Second Grade Team Leader
Desiree Clay	Third Grade Team Leader
James Bevill	Fourth Grade Team Leader
Laquesta Derico-Adams	Fifth Grade Team Leader

How the school-based LLT functions

The literacy team will focus on the improvement of student achievement in the area of literacy. The team meets weekly in order to participate in the following: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting or exceeding grade level benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the information above, the team will identify professional staff development and necessary resources. The team will collaborate regularly, problem solve, share effective practices, evaluate the implementation of the plan, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Major initiatives of the LLT

What will be the major initiatives of the LLT this year? The Major Initiative of the Literacy Leadership Team will be to research and provide strategies that will enable K-5 student to improve in the areas of vocabulary and comprehension. Parents and Students will participate in activities such as: Book Clubs, E-DEAR Everybody-Drop Everything and Read, Accelerated Reading, The March Madness Literacy Fair, Quarterly Family Literacy Nights, Family Book Reports and Summer Parent Resource Day The focus, goals, and initiatives of the LLT will be led by the needs of the students. Student needs are assessed by reviewing student achievement data and teacher data. The goals and initiatives will be aligned to the School

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every teacher is given the reading expectations each year. Teacher are required to teach whole reading groups as well as small reading groups. Teachers teaching other subject areas such as math, also participate in the reading instruction by intergrating reading into each lesson.
Each morning teachers and students participate in "Good Morning Literacy", a program where students are expected to read for 20 to 30 minutes.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

We have two Pre-K classrooms at North Lauderdale Elementary School for students who qualify. Additionally, During the spring, the Kindergarten Team Leader sponsors tours of the school for children from local day care facilities who will be enrolling in kindergarten in the fall of 2011. Materials regarding registration information and readiness for kindergarten are sent home with students who tour the school. The school marquee and newsletter are used to advertise when registration begins. Parents are provided with readiness for kindergarten information when they register. To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program. Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools. In addition to our transition meetings North Lauderdale also offers preschool classes for children ages 3-5. The program provides children the opportunity to become acquainted with the school in advance. Reading First Coach will coordinate and administer the SRUSS and DIBELS. The Coach will also coordinate Kindergarten Roundup to help parents transition their child from preschool to elementary school. Translators are present for ELL parents. There are two orientations provided to parents each year (May and August).

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	37%	33%	No	43%
American Indian				
Asian				
Black/African American	34%	33%	No	41%
Hispanic	51%	32%	No	56%
White				
English language learners	32%	26%	No	39%
Students with disabilities	21%	18%	No	29%
Economically disadvantaged	37%	33%	No	43%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	21%	23%
Students scoring at or above Achievement Level 4	19	5%	7%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	34	10%	12%
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	206	63%	65%
Students in lowest 25% making learning gains (FCAT 2.0)		73%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	45	48%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	22	23%	25%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%	40%	No	52%
American Indian				
Asian				
Black/African American	43%	38%	No	49%
Hispanic	61%	39%	No	65%
White				
English language learners	43%	33%	No	49%
Students with disabilities	36%	20%	No	42%
Economically disadvantaged	47%	39%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	18%	20%
Students scoring at or above Achievement Level 4	21	18%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	21	18%	20%
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	136	60%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	148	65%	67%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	30	26%	28%
Students scoring at or above Achievement Level 4	15	13%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		9%
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		6
Participation in STEM-related experiences provided for students	320	97%	99%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	18	3%	1%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See PIP

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. 35% or more of the 3rd, 4th, and 5th grade students at North Lauderdale will score at or above FCAT 2.0 achievement level (3) in reading.

G2. 41% or more of the 3rd, 3th, and 5th grade students at North Lauderdale will score at or above FCAT 2.0 achievement level (3) in math.

G3. 75% of the 4th grade students will score a 4.0 or above on the 2013 FCAT Writing.

G4. 5th grade students achieving proficiency on FCAT (Level 3 and above) in science will increase from 48% to 50% on the 2014 FCAT.

G5. Our goal is that student engagement will increase at North Lauderdale Elementary through rigorous instruction and higher order questioning techniques, which embed literacy throughout the content areas.

Goals Detail

G1. 35% or more of the 3rd, 4th, and 5th grade students at North Lauderdale will score at or above FCAT 2.0 achievement level (3) in reading.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Students must increase their cognitive endurance (stamina) in reading in order to improve comprehension.

Plan to Monitor Progress Toward the Goal

Students will be given monthly assessments using FCAT pro.

Person or Persons Responsible
Reading Coach

Target Dates or Schedule:
Monthly

Evidence of Completion:
FCAT Pro Scores

G2. 41% or more of the 3rd, 3th, and 5th grade students at North Lauderdale will score at or above FCAT 2.0 achievement level (3) in math.

Targets Supported

Resources Available to Support the Goal
- Go Math

Targeted Barriers to Achieving the Goal
- Needed professional development opportunities to expand and enhance instruction.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. 75% of the 4th grade students will score a 4.0 or above on the 2013 FCAT Writing.

Targets Supported
- Writing

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Monitoring Student Progress/Data Collection

Plan to Monitor Progress Toward the Goal

Data Chats

Person or Persons Responsible
4th Grade Teachers, Writing Coach, Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:

G4. 5th grade students achieving proficiency on FCAT (Level 3 and above) in science will increase from 48% to 50% on the 2014 FCAT.

Targets Supported

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Science Fusions - County Adopted Text Science Boot Camp - A program specific to the NGSSS in Science Password - A Science Vocabulary Program

Targeted Barriers to Achieving the Goal

- Students have demonstrated difficulty in the are of Nature of Science (Understanding the scientific method) resulting in low performance in this area.

Plan to Monitor Progress Toward the Goal

Data Charts

Person or Persons Responsible
Science Coach

Target Dates or Schedule:
Monthly

Evidence of Completion:
Leadership Meeting Reports

G5. Our goal is that student engagement will increase at North Lauderdale Elementary through rigorous instruction and higher order questioning techniques, which embed literacy throughout the content areas.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Social Studies

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- Additional Targets

Resources Available to Support the Goal

- PLC - teacher development

- Fundations, QAR, Fly Leaf - Several reading programs are provided in a tiered and gradual release process to to allow for optimal scaffolding, reteaching, and enrichment. After school book club to start shortly. Good Morning Literacy and Book Buckets.

- Mentorship Program - Guest speakers come in and talk about self esteem and confidence for struggling youth. Program already implemented and populated with targeted students experiencing difficulty with behavior, academic, and/or social skills.

- STEM program with special rotation provided to students for grades 3 - 5, Robotics program for grades 4 and 5, Math Super Stars for math enrichment for grades 2 - 5, and fact fluency for grades 1 - 5.

- Teacher University - reading coach models lessons and provides lesson goals and objectives during after school workshops. Classroom walk-thru used as springboard for discussion. Meet as needed. Teachers sometimes get paid

- School Chorus - 4 and 5th grade only (gives 3rd grade something to strive to) - Open to all, but academic and behavioral restrictions help promote good life choices, builds self-esteem, and holistically creates at a positive school culture. Similarly, the students take more ownership of their own learning as they work as a team.

- Mentor Texts

- Chess and Mathematics Club provided for students 3- 5 after school to promote critical thinking skills and

- Word of the Week - new word provided each week and reinforced morning show. Students use in their writing, homework, conversation, posted through school, locate in text, teacher questioning tools for words. Words with picture representation included (Strategy

- Data chats, after school camps Camps, Family NIghts

- Data chats conducted with teachers and students. For example, students provided data folders to track their own data in order to growth. Teacher and Admin chats assist students in setting goals. "Walk of Fame" used at 3rd grade if they improved on next weeks checkpoint going from class to class so everyone can applaud them. FCAT Pro provides color coordinated data to track scores and benchmark information.

- Constant walk through with feedback allows teachers to maximize instruction and integrate new strategies on a regular basis.

- Home LIbrary - provided for the 3rd year and is very successful.

Targeted Barriers to Achieving the Goal
- There is a need for the continual growth in skill base and content knowledge and the overall pedagogy of teaching in order to maximize effective use of instructional time.

Plan to Monitor Progress Toward the Goal

an increase in mastery of benchmarks, standards, and skills at each grade level

Person or Persons Responsible
Instructional coaches and administrators

Target Dates or Schedule:
Week of October 28th, 2013 - quarterly thereafter

Evidence of Completion:
Data chat template, chapter/unit assessments, FAIR diagnostic and progress data,

Action Plan for Improvement

Problem Solving Key

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

G1. 35% or more of the 3rd, 4th, and 5th grade students at North Lauderdale will score at or above FCAT 2.0 achievement level (3) in reading.

G1.B1 Students must increase their cognitive endurance (stamina) in reading in order to improve comprehension.

G1.B1.S1 Teachers will incrementally increase the amount of time students spend reading daily. Students will be taught to record and self -monitor reading time.

Action Step 1

Teachers will determine baseline reading and set group and individual goals.

Person or Persons Responsible

Administration; Reading Coach

Target Dates or Schedule

Evidence of Completion

CWTs Observations Lesson plans Student logs Comprehension scores on school and district assessments

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

Students reading, recording, and self-monitoring

Person or Persons Responsible

Teacher & Reading Coach

Target Dates or Schedule

Daily/Weekly/Monthly

Evidence of Completion

Student Reading Records/Logs

Plan to Monitor Effectiveness of G1.B1.S1

Teachers will determine baseline reading and set group and individual goals.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

CWTs Observations Lesson plans Student logs Comprehension scores on school and district assessments

G2. 41% or more of the 3rd, 3th, and 5th grade students at North Lauderdale will score at or above FCAT 2.0 achievement level (3) in math.

G2.B1 Needed professional development opportunities to expand and enhance instruction.

G2.B1.S1 Coordinate and plan Big Idea Workshops and Unwrapping the Standards. Create calendar of staff to attend county provided professional development (Big Idea and Common Core)

Action Step 1

Plan and ensure teacher attendance in school PD as well as outside PD.

Person or Persons Responsible

Math Coach & Administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Attendance/Training Records

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. 75% of the 4th grade students will score a 4.0 or above on the 2013 FCAT Writing.

G3.B1 Monitoring Student Progress/Data Collection

G3.B1.S1 Identified students who exemplify struggles in this area will be offered an Extended Learning Opportunity during After School Camps.

Action Step 1

Student will attend writing camp.Writing camp curriculum will be created specifically for students in camp.

Person or Persons Responsible

4th grade students

Target Dates or Schedule

Weekly - Tuesdays from 2:30 - 5:00pm

Evidence of Completion

Camp Attendance Records

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Writing Prompt Grading Team

Person or Persons Responsible

4th Grade Teachers & Writing Coach

Target Dates or Schedule

bi-weekly

Evidence of Completion

Student score charts

Plan to Monitor Effectiveness of G3.B1.S1

Student Score Charts

Person or Persons Responsible

Writing Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Reports

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. 5th grade students achieving proficiency on FCAT (Level 3 and above) in science will increase from 48% to 50% on the 2014 FCAT.

G4.B1 Students have demonstrated difficulty in the are of Nature of Science (Understanding the scientific method) resulting in low performance in this area.

G4.B1.S1 Students will participate in at least one hands-on Science activity bi-weekly lead by the science teacher that will require a complete written lab report following the steps in the scientific method. Labs will be completed in class.

Action Step 1

Teachers will be given hands on activities with plans, that will be conducted in class. Teachers will be provided with all materials needed.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Observations, student lab report folder.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Student Lab Reports, student evaluations, and observations

Person or Persons Responsible

Science Coach & Teachers

Target Dates or Schedule

Bi- Weekly

Evidence of Completion

Coaches Notes

Plan to Monitor Effectiveness of G4.B1.S1

Assessments

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Score Charts

G4.B1.S2 All 5th grade students will complete 2 individual science projects, 1 each semester.

Action Step 1

Students will be given a science project packet and time-line to complete. Teachers will explain that the project is to be done in the same manner that has been demonstrated in class.

Person or Persons Responsible

Science Coach & Science Teacher

Target Dates or Schedule

At the end of each semester

Evidence of Completion

Returned projects

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Project completion form

Person or Persons Responsible

Teacher

Target Dates or Schedule

At the end of each semester

Evidence of Completion

Student Science Portfolio

Plan to Monitor Effectiveness of G4.B1.S2

Nature of Science Assessment

Person or Persons Responsible

Science Coach & Teacher

Target Dates or Schedule

Monthly - Compared to the two taken at the end of each semester

Evidence of Completion

Scores

G5. Our goal is that student engagement will increase at North Lauderdale Elementary through rigorous instruction and higher order questioning techniques, which embed literacy throughout the content areas.

G5.B1 There is a need for the continual growth in skill base and content knowledge and the overall pedagogy of teaching in order to maximize effective use of instructional time.

G5.B1.S3 Coaching Cycle - subject area coaches

Action Step 1

Identify and prioritize the teachers and their needs. Coaches were assigned teachers to assist and mentor.

Person or Persons Responsible

Administrators, coaches, guidance, and behavior specialist

Target Dates or Schedule

September 16, 2013

Evidence of Completion

minutes of discussion from weekly support staff meetings, and agenda for meetings.

Action Step 2

Coaches began a schedule of observations of assigned teachers and debriefed with administration regarding whether concerns were aligned.

Person or Persons Responsible

Coaches and administration

Target Dates or Schedule

Week of September 16th, 2013

Evidence of Completion

Observation notes

Action Step 3

Begin full coaching cycle with a focus on consistently providing high quality instruction

Person or Persons Responsible

teacher and instructional coaches

Target Dates or Schedule

Beginning week of Sept. 23, 2013 - June 2014

Evidence of Completion

Collaborative lesson plans, teacher provides written evidence of modeled strategies by coach, coaches provide walk through logs, coaches observations, teacher and coach feedback

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Weekly discussions and on-going observations

Person or Persons Responsible

Coaches, administrators, and support staff

Target Dates or Schedule

weekly

Evidence of Completion

informal observations, classroom walkthroughs

Plan to Monitor Effectiveness of G5.B1.S3

Data Marks in I-Observation to determine if teachers are moving up the continuum of No Evidence through Innovating.

Person or Persons Responsible

Administrators

Target Dates or Schedule

October 1st, 2013 - June 2014

Evidence of Completion

lesson plans and I-Observation reports

G5.B1.S4 Professional Learning Community - conducted monthly - focusing on content area specific strategies

Action Step 1

Determine a needs assessment for the teachers, students and school

Person or Persons Responsible

Administrators, coaches, teachers

Target Dates or Schedule

September 16, 2003 start date with re-evaluation throughout the year

Evidence of Completion

End-of-Chapter tests, Mid-year and End-of-Year Primary Assessments, BAT 1 and 2 benchmark weaknesses, and FCAT data

Action Step 2

Create S.M.A.R.T. objectives (smart, measurable, attainable, realistic/relevant, time oriented) developed to meet the specific needs of the teachers

Person or Persons Responsible

Teachers, coaches, administrators, students

Target Dates or Schedule

September 25, 2013

Evidence of Completion

lesson plans, leadership team minutes

Facilitator:

Coaches

Participants:

Teachers

Action Step 3

Implement S.M.A.R.T. objectives in the PLC

Person or Persons Responsible

PLC facilitators (coaches) and teachers

Target Dates or Schedule

Every 4th Wednesday of the month

Evidence of Completion

PLC agenda and minutes

Facilitator:

Coaches

Participants:

Teachers

Action Step 4

Follow up and feedback on PLC activities.

Person or Persons Responsible

teachers, coaches, and administrators

Target Dates or Schedule

October 1, 2013- through June 13, 2014

Evidence of Completion

Written response, teacher conversations, reflections, student data

Facilitator:

Coaches

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S4

Classroom observation, writing samples and scores, FCAT Pro data, chapter tests, FAIR data, FLKRS data

Person or Persons Responsible

administration and coaches

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

BAT 1 AND 2 data, FCAT scores

Plan to Monitor Effectiveness of G5.B1.S4

Reading, math, writing, and science scores will all increase by at least 10%.

Person or Persons Responsible

coaches, teachers, administration

Target Dates or Schedule

ongoing

Evidence of Completion

FCAT scores

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A
Tutoring and mentoring programs are aligned to meet the differentiated needs of students. We analyze assessment data for correctly placing students in tutoring programs that will support each students' area of deficit. Each student is instructed according to the analysis of the results of his/her mini assessments and with appropriate programs. A variety of extended learning opportunities are conducted during the year. Students who
attend the after school program or Saturday camps(6 weeks) are invited to participate based on data criteria: students performing at Level 1 or Level 2 on the FCAT Reading and Math mini assessments. Students who are recommended for the writing camp have pretest scores 3.0 or below using the FCAT Writing Rubric. Students are grouped according to their needs, including ESE and LEP students who did not meet proficiency levels for NCLB. There are also opportunities for students that are meeting proficiency or above in during the day activities/camps.
Opportunities for Instructional Staff Development are:
A+ Rise,
Broward Education Enterprise Portal (BEEP) Math, Reading, Science & Writing
ELL English Language Learners Reading and Math,
Understanding AYP
Technology Integration GLIDES
Understanding a Framework of Poverty
Florida Continuous Improvement Model (FCIM)
Dissagregate Assess Reteach Test (DART)
Building Background Knowledge (Vocabulary)
7 Correlates of Effective Schools
9 High Yield Strategies
Funds are allocated for teacher salaries, Parental Involvement and Professional Development.
Title II
Supplemental funds are utilized to provide additional In Service/Staff Developments and tutorial programs which focus on the core curriculum areas for Tier II and III students in the areas of reading, Writing, Mathematics and Science.
Title III
Coaches will be a member of the reading team at the school level. Coaches work with the leadership team to analyze data and assure that all students are receiving appropriate instruction. Additionally, as staff development issues are identified, the reading coach will either provide the staff development or identify the resources to meet the needs. A District ESOL Coach is provided to assist with ELL students and teachers in sheltered environment classrooms.
Supplemental Academic Instruction (SAI)
North Lauderdale Elementary provides a variety of alternative instructional delivery methods during the year such as after school tutoring. Students are grouped according to their academic needs, including ESE or LEP students who did not meet proficiency levels for NCLB. In addition, students participate in Supplemental Educational Service Programs and they also attend After School Programs during the school year and summer . Students who attend the after-school program are primarily students performing at level 1 or level 2 on the FCAT Reading and Math Assessments. Their parents are personallycontacted at the start of the academic year, and are given the opportunity to pre-register for the program. Additionally, their attendance is closely monitored and absenteeism is addressed promptly.
Nutrition Programs
North Lauderdale Elementary participates in Nutrition Art programs that are held in October and March of

each school year. The purpose is to celebrate National School Lunch Week and National Nutrition Month. North Lauderdale Elementary Students also participate in Broward County's Commit 2b Fit program.

Head Start

Towards the end of the school year and throughout the summer parents and incoming students are invited to our Kindergarten Round-Up. Kindergarten Round-Up is a school orientation program to introduce pre-school students and their parents to our school environment. It is also an opportunity for the Kindergarten teachers and school administrators to share their expectations of the students. In addition to our transition meetings North Lauderdale also offers preschool classes for children ages 3-5. The program provides children the opportunity to become acquainted with the school in advance. The Reading Coach will coordinate and

administer the SRUSS and FAIR. The Reading Coach will also coordinate the Kindergarten Roundup to help parents transition their child from preschool to elementary school. Translators are present for ELL parents. There are two orientations provided to parents each year (May and August). ECHOS is an assessment tool designed to collect information and monitor the progress and seven domains of learning. These

domains include: Language and Literacy, Mathematics, Social and Personal Skills, Science, Social Studies, Physical Development and Fitness and Creative Arts. The staff provides parents with packets of kindergarten activities, registration materials, and offers workshops to train parents to assist their child(ren) at home. An exit Interview and assessment is administered to each student before the transition to kindergarten, which is designed to determine overall readiness and/or identify the need for any remediation. Testing helps in the determination of student placement and assignment of learning groups.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G5. Our goal is that student engagement will increase at North Lauderdale Elementary through rigorous instruction and higher order questioning techniques, which embed literacy throughout the content areas.

G5.B1 There is a need for the continual growth in skill base and content knowledge and the overall pedagogy of teaching in order to maximize effective use of instructional time.

G5.B1.S4 Professional Learning Community - conducted monthly - focusing on content area specific strategies

PD Opportunity 1

Create S.M.A.R.T. objectives (smart, measurable, attainable, realistic/relevant, time oriented) developed to meet the specific needs of the teachers

Facilitator

Coaches

Participants

Teachers

Target Dates or Schedule

September 25, 2013

Evidence of Completion

lesson plans, leadership team minutes

PD Opportunity 2

Implement S.M.A.R.T. objectives in the PLC

Facilitator

Coaches

Participants

Teachers

Target Dates or Schedule

Every 4th Wednesday of the month

Evidence of Completion

PLC agenda and minutes

PD Opportunity 3

Follow up and feedback on PLC activities.

Facilitator

Coaches

Participants

Teachers

Target Dates or Schedule

October 1, 2013- through June 13, 2014

Evidence of Completion

Written response, teacher conversations, reflections, student data

Appendix 2: Budget to Support School Improvement Goals