

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: NORTH SIDE ELEMENTARY SCHOOL

District Name: Broward

Principal: Camille LaChance

SAC Chair: Renea Adderley

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/24/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Mrs. C. LaChance	BA - Elementary Education, Florida Atlantic University MA-Educational Leadership, Nova Southeastern University	6	10	Principal of North Side Elementary 2011-2012 Grade: B Reading Mastery: 38% Math Mastery: 46% Writing Mastery: 87% Science Mastery: 25% Principal of North Side Elementary 2010-2011 Grade: C Reading Mastery: 46% Math Mastery: 58% Writing Mastery: 95% Science Mastery: 18% AYP: Black, ELL, FRL made AYP in math but did not make AYP in reading Principal of North Side Elementary 2009-2010 Grade: C Reading Mastery: 52% Math Mastery: 53% Writing Mastery: 82%

					Science Mastery: 12% AYP: Black, ELL, FRL did not make AYP in reading or math
Assis Principal	Mrs. A. Winder	BA- Elementary Education, New York University MA- Educational Leadership, Nova Southeastern University	5	5	Assistant Principal of North Side Elementary 2011-2012 Grade: B Reading Mastery: 38% Math Mastery: 46% Writing Mastery: 87% Science Mastery: 25% Assistant Principal of North Side Elementary 2010-2011 Grade: C Reading Mastery: 46% Math Mastery: 58% Writing Mastery: 95% Science Mastery: 18% AYP: Black, ELL, FRL made AYP in math but did not make AYP in reading Assistant Principal of North Side Elementary 2009-2010 Grade: C Reading Mastery: 52% Math Mastery: 53% Writing Mastery: 82% Science Mastery: 12% AYP: Black, ELL, FRL did not make AYP in reading or math

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Ms. H. Young	MS-Primary Education; ED Specialist-Reading; K-12 Certification in Reading; National Board Certification – Early Childhood	16	4	Reading Coach, North Side Elementary 2011-2012 Grade: B Reading Mastery: 38% Math Mastery: 46% Writing Mastery: 87% Science Mastery: 25% Reading Coach, North Side Elementary 2010-2011 Grade: C Reading Mastery: 46% Math Mastery: 58% Writing Mastery: 95% Science Mastery: 18% AYP: Black, ELL, FRL made AYP in math but did not make AYP in reading Reading Coach, North Side Elementary 2009-2010 Grade: C Reading Mastery: 52% Math Mastery: 53% Writing Mastery: 82% Science Mastery: 12% AYP: Black, ELL, FRL did not make AYP in reading or math
					Math Coach, North Side Elementary 2011-2012 Grade: B Reading Mastery: 38% Math Mastery: 46% Writing Mastery: 87% Science Mastery: 25% Math Coach, North Side Elementary 2010-

Math	Mr. L. Cristadoro	BA- Science, University Of Massachusetts; Certified in Elementary Ed K-5, Secondary Ed, Social Science; Reading Endorsement	25	4	2011 Grade: C Reading Mastery: 46% Math Mastery: 58% Writing Mastery: 95% Science Mastery: 18% AYP: Black, ELL, FRL made AYP in math but did not make AYP in reading Math Coach, North Side Elementary 2009-2010 Grade: C Reading Mastery: 52% Math Mastery: 53% Writing Mastery: 82% Science Mastery: 12% AYP: Black, ELL, FRL did not make AYP in reading or math
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EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Monthly learning communities held with the principal to support and instruct best practices.	Principal	Ongoing	
2	2. New teachers are assigned a peer teacher as a mentor and partner.	Principal	Ongoing	
3	3. Staff development in all the subject areas are held to model best teaching practices	Coaches	Ongoing	
4	4. Grade Level Collaboration	Grade Chairs	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
32	0.0%(0)	18.8%(6)	28.1%(9)	43.8%(14)	56.3%(18)	100.0%(32)	15.6%(5)	12.5%(4)	87.5%(28)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Beverly Williams	Lourdes DeLeon	Ms. DeLeon is an interim substitute on the third grade team and Ms. Williams is the team leader and will mentor her.	Assistance with curriculum, planning, scheduling.
Laura Treliving	Clarisa Polanco	Ms. Polanco is returning to North Side Elementary school and to fourth grade and Ms. Treliving is the team leader who will mentor her.	Assistance with curriculum, planning and scheduling.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

The Base Allocation is \$114,444.00. This money will be used to cover a portion of one teacher's salary and two full time teacher's salaries. The Staff Development Allocation is \$15,254.00. This money will be used to coordinate Response to Interventions, roll out Common Core State Standards, increase rigor and relevance in reading and math programs, Science Fusion and Differentiated Instruction. The Parent Involvement Allocation is \$2,347.00. This money will be used to cover the cost of materials to train parents in parenting skills, literacy, technology, and scientific methods.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

The total allotment is \$45,425.00. This money will be used to cover one teacher's salary. This teacher will work with low performing students.

Title III

N/A

Title X- Homeless

Teachers and staff members are responsible for helping to identify homeless students and referring them to the Homeless Education Program offered by the district. The purpose of the Homeless Education Program is to identify homeless students, remove barriers to their education, including school enrollment, provide them with supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining school as the students stable environment.

Supplemental Academic Instruction (SAI)

The total allotment is \$21,323.00. This will be used to cover a portion of one teacher salary. This teacher works with the most at risk students.

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

The total allotment is \$219,635. This money will be used for 3 teacher salaries, 3.6 paraprofessional salaries, field trips and supplies. Head Start teachers will collaborate with district Head Start facilitators to determine appropriate assessments and develop a time line for their administration. The Head Start Parent Educator will facilitate a Kindergarten Orientation to help Head Start parents transition their children from preschool to kindergarten.

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The members of the school-based MTSS/RtI Leadership Team are: Principal, Assistant Principal, ESE Specialist, Guidance Counselor, Reading Coach, Math Coach, School Psychologist, School Social Worker and classroom teachers.

Case Managers are: Kindergarten-Amy Winder, Assistant Principal, Grade 1-Janice Asherman, ESE Specialist, Grade 2-Camille LaChance-Principal, Grade 3-Henretta Young, Reading Coach, Nadia Flambert, School Psychologist, Grade 4-Louis Cristadoro, Math Coach, Marize Michel, School Social Worker, Grade 5-Michele Brown, Guidance Counselor

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Teachers complete an Intervention form when they have students who are not responding to Tier 1 interventions and they are concerned about academically or behaviorally. The forms are submitted to the grade level Case Manager and from these lists, agendas for the bi-weekly CPST meetings are created. The entire RtI Leadership team meets with each teacher on the agenda to analyze student academic and behavioral data and discuss trends, areas of strengths and weaknesses and brainstorm strategies for improvement according to the Struggling Reading and/or Math charts and CHAMPS. Research Based Interventions from the Struggling Reader (Quick Reads, Elements of Vocabulary, Road To The Code, Phonics For Reading) and Struggling Math Charts (ETS Materials and Touch Math) will be used for interventions.

Coaches model intervention strategies for teachers and assist with diagnostic assessments as needed for Tier 1, Tier 2 and Tier 3 interventions to be put in place as needed and are monitored. The master schedule has been configured to allow time for the Specials teachers to assist with administering Tier 2 and Tier 3 interventions to students who require them through the RtI process. The BASIS database will be used to track MTSS/RtI cases and records.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

MTSS/RtI Leadership Team met with the School Advisory Council and the Principal and Assistant Principal to help develop the SIP. Subcommittees were created by subject area. They are led by the coaches and teacher leaders and there is representation from each grade level on these subcommittees. The subcommittees created the action steps for the School

Improvement Plan that align with the needs of the school and the objectives of the SIP.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data:

Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading #3 from the previous year (FAIR/PMRN toolkit)

Progress Monitoring:

Mini Assessments (Reading, Math and Science), FCAT Simulation, Monthly Writing Prompts, FAIR/PMRN toolkit, Broward Assessment Test (BAT 1 & 2 for reading and math), Go Math Chapter Test (at least one online assessment per month for grade 5)

Midyear:

Mid-year Reading Assessment (Grade 1, 2), DRA Running Records (K-2) Mini-Assessments (K-5), Weekly Assessments (K-5), FAIR/PMRN toolkit (k-5), Diagnostic Assessment for Reading (DAR), Go MATH Mid-year Assessment and Informal

Students that did not pass BAT 2 takes Portfolio Reading Assessments (3 Only)

End of year: FCAT (3-5), FAIR (K-5), End of Reading (1-2), Go MATH end-of-year Assessment

Frequency of Data Chats: twice a month for data analysis

All data sources are routinely inspected at Tier 1 for reading, math, writing, science and behavior. For Tiers 2 and 3, the data sources are the intervention records and progress monitoring graphs that are generated for individual students.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The first session will take place during the pre-planning week in mid-August to give the teachers an overview of RtI, the Problem Solving Model, and Data-based Decision-making.

The RtI leadership team evaluates staff development needs twice a month during the RtI leadership team meetings. Based on the information presented, topics for these professional development sessions will be determined. The training will be delivered at monthly or bi-weekly faculty meetings. The coaches will present on-going trainings in their areas of expertise and when needed district trainers will be asked to present.

Describe the plan to support MTSS.

Principal and Assistant Principal will review reports presented on cases that were brought through the MTSS to ensure fidelity of implementation of instruction, interventions and enrichments. They will also utilize iObservation snapshots, informal and formal observations to monitor implementation. If deficiencies are noted, assistance will be given by the instructional coaches.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The members of the Literacy Leadership Team are: Principal, Assistant Principal, ESE Specialist, Guidance Counselor, Reading Coach, Math Coach and Media Specialist.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team meets twice a month to discuss and analyze student academic data and to identify areas of strengths and weaknesses and brainstorm strategies for improvement. The coaches then disseminate information from these meetings at grade level meetings and at individual conferences with teachers. Coaches model intervention strategies for teachers as needed.

What will be the major initiatives of the LLT this year?

The Leadership Literacy Team will focus on the elements of reading, which include oral language, phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. They will also focus on the skills and comprehension strategies (background knowledge, visualizing, summarizing, clarifying, and questioning) to improve student achievement. The LLT will monitor the progress and success of school-wide reading initiatives, iStation, Destination Reading Program and book clubs at the intermediate level.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

To ensure school readiness, the Early Childhood Education Program has implemented a new literacy, math and science curricula in the Early Childhood classrooms. The program has aligned the literacy and math standards with the K-3 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 Early Childhood students' progress in the program.

Regarding the logistics of registering students at the elementary schools, the Early Childhood Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The Early Childhood family services support team and the Early Childhood teachers provide ongoing guidance to the families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

Assessment Tools: Creative Curriculum

Skills: Cognitive, Fine Motor and Gross Motor skills, Independent functioning.

Social Growth: Social skills include how to interact with others, express needs and wants, peer interaction, manners, and proper behavior.

Current Program: Early Childhood Program is a national, federally-funded program that provides free comprehensive services for low-income preschool children and their families. Every child receives a variety of learning experiences to foster intellectual, social and emotional growth.

Transitional Programs: Independent functioning in which a child is aware of his/her daily schedule (Reading circle, small reading groups, recess, whole groups, lunch, center time, shared reading, rest time, closure, snack, and dismissal).

Funding and Resources: Eligibility is based on income and other factors.

It is not a first come - first serve basis. Proof of all household income is required as well as proof of age and proof of guardianship, if applicable.

Evaluation Methods: The Brigance Developmental Screening; the DECA Behavioral Checklist; Creative Curriculum Developmental Continual Assessment; and the ESI-P/ESI-K Developmental Screening.

Screening data will be collected prior to September, 2010. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and

the need for changes to the instructional program.

Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year.

All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

NA

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

NA

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

NA

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	25% of the students in grades 3-5 (43 out of 174) achieved proficiency on the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 25%(43 out of 174) of the students achieved mastery on the 2012 FCAT Reading Test.	In grades 3-5, 38% (52 out of 174) of the students will achieve mastery on the 2013 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some of the English Language Learners do not have background knowledge to achieve success on the FCAT reading test	Intervention groups will be created to assist with building vocabulary and background knowledge for ELL students using Elements of Vocabulary.	Reading Coach	Administration will monitor the fidelity of instruction in these groups through classroom walkthroughs and mini-bat data.	IObservation, mini-bat data.
2	Comprehension of non-fiction text	Teachers utilize Time For Kids Magazine in the classroom (K-5)and content area reading to assist students with interacting with high complexity non-fiction text.	Reading Coach	Lesson plans will be reviewed during snapshot visits and checked quarterly by Administration.	IObservation and mini assessment data.
3	Limited reading at home due to lack of parent literacy at home.	Implementation of a parental involvement program, "Linking the Library to Literacy, which provides resources to parents to create their own at home libraries through grants and sponsorships.	Media Specialist,	Review surveys and attendance logs to determine next steps.	Parent surveys and attendance sheets from meetings will be reviewed to determine next steps
4					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	13% (22 out of 174) of the students in grades 4 and 5 achieved above proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (22 out of 174) of the students in grades 4 and 5 achieved above proficiency in reading.	By June, 2013, 30% of the students in grades 4 and 5 will achieve above proficiency in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of higher order questioning skills required during instruction	Teachers will include higher order thinking skills and increase the rigor and relevance in daily lesson plans.	Reading Coach, Administration	Observations will be conducted to determine effectiveness of implementation and lesson plans will be reviewed quarterly.	Observation, lesson plan checklists, BAT, and mini-assessments.
2	Lack of differentiation of instruction and rigor in instruction	Teachers will differentiate instruction during the reading block and implement project based learning	Reading Coach, Administration	Data chats	Student portfolios, BAT, mini-BAT results, and rubric for project based learning

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Based on the results of the 2011-2012 FCAT, 69% of the students (85 out of 124) in grades 4 and 5 made learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, 69% (85 out of 124) of the students in grades 4 and 5 made learning gains in reading.	By June, 2013, 74% of the students in grades 4 and 5 will make learning gains on the FCAT in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not aware of their areas of weakness.	Data chats will be conducted with students quarterly and with teachers bi-weekly to review FCAT, BAT and mini-assessment results.	Administration, Coaches	Administrators will review Student Achievement Data Chat logs and portfolios quarterly.	BAT, mini-BAT, End of Story test results and Student Portfolios
2	Students below grade level require intensive intervention to achieve mastery.	Extended learning sessions will be implemented to assist with intensive interventions for low performing students. Teachers will model test taking strategies for students and support them in utilizing this strategy.	Administration, Coaches	Data chats and Observation will be used to review data and plan next step for instruction	Pre and Post test data and FCAT, BAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Based on the results of the 2011-2012 FCAT, 87% of the students (26 out of 30) in the lowest 25% made learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the results of the 2012 FCAT, 87 % of the students (26 out of 30) in the lowest 25% made learning gains in reading.	By June, 2013, 90% of the students in the lowest 25% will make learning gains in reading on the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varied reading levels and areas of weakness of students	MTSS/RtI process will be implemented by referring to the Struggling Readers Charts for Tier 1, Tier 2, and Tier 3 interventions.	Administration, Coaches, ESE Specialist	Bi-Weekly CPST meetings will be conducted to review MTSS/RtI data	Assessment data and portfolios will be reviewed
2	Students are weak in six areas of reading	Students will attend morning computer lab from 7:30-8:00 am to utilize online resources such as IStation and Destination Learning Management (Riverdeep).	Reading Coach, Administration	Review FAIR IStation and Riverdeep progress reports monthly to ensure effectiveness of intervention and to determine specific areas of weakness for students.	Printouts of computer generated reports. Mini Assessment data.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # By June, 2017, North Side Elementary School will reduce the achievement gap in reading by 50%, with the targets set for each year below. By June, 2013, 38% of all students in grades 3-5 will be proficient in reading, as evidenced by					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	32	38	45	51	57	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Based on the results of the 2012 FCAT, 62% (101 out of 164) of the Black students did not make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the results of the 2012 FCAT, 62%(101 out of 164) of the Black students did not make satisfactory progress in reading.	By June, 2013, 39% of the Black students will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Students' comprehension skills are weak.	Teachers and students will utilize programs such as: BEEP online resources, FCAT Explorer (3-5), Riverdeep, Quick Reads (K-2) IStation (K-5) Earobics (K-2)	Reading Coach	Snapshots, informal and formal observations will be conducted with IObservation and data chats will be held to ensure fidelity of implementation	Computer generated reports, mini-assessment and BAT.
2	Students' comprehension skills are weak.	Teachers will implement the Treasures Reading Series (K-5) as a core reading program.	Reading Coach, Administration	Administration will monitor the fidelity of implementation of the core reading series through lesson plan checks and classroom walkthroughs	Lesson Plan Checklists, Classroom Walkthrough data
3	Students' comprehension skills are weak.	Pullout and push in interventions will be provided for Black students.	Reading Coach	Student portfolios, progress logs will be reviewed for fidelity of implementation. Classroom walkthroughs will be conducted during push-in and pullout blocks.	Student portfolios, mini-assessment data and BAT data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Based on the results of the 2012 FCAT, 73% (47 out of 64) of the English Language Learners did not make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the results of the 2012 FCAT, 47% of the English Language Learners (47 out of 64) did not make satisfactory progress in reading.	By June, 2013, 35% of the English Language Learners will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack English vocabulary and background knowledge.	ELLs will be scheduled according to K-12 ESOL Program in sheltered classrooms. Supplementary materials will be utilized, including iStation, to implement differentiated instruction and build background knowledge.	Principal, Team Leaders, ESOL contact	Lesson plans will be monitored during observations for fidelity of implementation	Class rosters, Lesson plan checklists, IObservation data, ongoing alternative assessments
2	Students lack English vocabulary and background knowledge	Pullout and push-in interventions will be provided for ELL students.	Assistant Principal, ELL Paraprofessional	Student portfolios, progress logs will be reviewed for fidelity of implementation. Informal observations will be conducted during push-in and pull-out blocks.	Student portfolios, observation data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Based on the results of the 2012 FCAT, 78% (14 out of 18) of the Students with Disabilities did not make satisfactory progress in reading.
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
Based on the results of the 2012 FCAT, 78% of the Students with Disabilities (14 out of 18) did not make satisfactory progress in reading.			By June, 2013, 35% of the English Language Learners will make satisfactory progress in reading.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the foundational reading skills and require additional instructional time to close the achievement gap.	Two doses of reading will be provided to support struggling reader classes during the extended reading block.	Administration, ESE Specialist, Reading Coach	Observation Snapshots, Formal and Informal observations, Teachers will participate in data discussions with administration and grade level teams.	FAIR, Mini-BAT checkpoints, BAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Based on the results of the 2012 FCAT, 63% of the Economically Disadvantaged Students did not make satisfactory progress in reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the results of the 2012 FCAT, 63% of the Economically Disadvantaged Students (109 out of 173) scored at or above grade level in reading.	By June, 2013, 38% of the Economically Disadvantaged Students will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of rigor in the curriculum	Teachers will include higher order questions and rigorous centers in their lesson plans.	Reading Coach, Principal, Classroom Teachers	Snapshot, informal and formal observations will be conducted to determine the effectiveness of implementation.	Observation data and lesson plan checklists
2	Students comprehension skills are weak.	Pull out and push in interventions will be provided for Economically Disadvantaged students.	Reading Coach	Observations will be conducted during pull out and push in blocks.	Observation data, portfolios and mini
3	Lack of parental involvement	Parent workshops will be conducted through Linking the Library to Literacy to involve parents in supporting student achievement	Media Specialist Sac Chair	Review of parent surveys and attendance logs to determine the effectiveness of the workshops and next steps.	Meeting sign in sheets, parent surveys

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Unwrapping The Common Core state Standards	K-5	Henretta Young, Reading Coach	School-wide	08/19/2012	Observation, Lesson Plans, Grade level sharing best practices	Principal, Assistant Principal
Rigor and Relevance	K-5	Henretta Young, Reading Coach	PLC	9/20/2012	Monthly PLC to review authentic student work samples and share best practices	Reading Coach, Principal, Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
School-Wide Reading Program	Prizes and Incentives	Accountability	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
ISTation	Tutorials	District	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core State Standards modeled strategies	Substitutes	Title I Staff Development	\$2,000.00
Common Core State Standards modeled strategies	Professional Books	Title I Staff Development	\$3,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,200.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	By June, 2013, 35% of the students tested on CELLA will be proficient in oral skills (Listening and speaking).
2012 Current Percent of Students Proficient in listening/speaking:	
Based on the results of the 2012 CELLA, 30% (13 out of 44) of the students tested were proficient in oral skills (listening and speaking).	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are weak in conversational English skills	Push-in oral language practice for 30 minutes each day for ELLS	Assistant Principal	IPT, monthly progress monitoring oral language assessments	IPT, oral language assessments

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

By June, 2013, 25% of the English Language Learners will be proficient in reading CELLA

2012 Current Percent of Students Proficient in reading:

20% (9 out of 44) of the English Language Learners tested on CELLA were proficient in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English Language Learners need more exposure and practice with English text.	Utilize the Buzz About It Books and In Step readers for reading practice	Reading Coach	Monthly oral reading fluency assessments	Oral Reading Fluency Passages

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

By June, 2013, 32% of the English Language Learners will be proficient on writing CELLA.

2012 Current Percent of Students Proficient in writing:

Based on the results of the 2012 CELLA, 27% of the English Language Learners were proficient in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English Language Learners lack experience with English grammar	Teachers will utilize ESOL strategies in their classrooms to expose students to written language and provide opportunities for them to improve their writing	Reading Coach	Monthly writing samples	Writing samples scored on rubric

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Based on the results of the 2012 FCAT, 32% of the students (56 out of 174) in grades 3-5 scored at proficiency level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the results of the 2012 FCAT, 32% of the students in grades 3-5 (56 out of 174) scored at proficiency level.	By June, 2013, 36% of the students in grades 3-5 will achieve proficiency in math on the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varied pacing of instruction	Teachers will follow Broward County's Curriculum Framework to keep pace and align Go Math with the standards	Math Coach, Administration	FCAT Test Maker Pro Mini Assessments and BAT data will be reviewed to determine if remediation or enrichment are needed. Lesson Plans will be reviewed quarterly by Administration. Observations will be conducted during the math block.	Lesson Plan Checklists reflecting the District instructional focus calendar, Classroom Walk through data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement	
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Level 4 in mathematics. Mathematics Goal #2a:	13% (23 out of 174) of the students scored a level 4 or 5 on the FCAT in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the results of the 2012, FCAT, 13% of the students (23 out of 174) in grades 3-5 scored a level 4 or 5 on the FCAT in math.	By June, 2013, 16% of the students in grades 3-5 will score a level 4 or 5 on the FCAT in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are weak in problem solving skills.	Implement school-wide weekly initiative Math Challenge.	Math Coach, Assistant Principal	Classroom Teachers and Math Coach will maintain record of student progress based on problem solving skills. This data will be reviewed weekly and prizes will be awarded for participation and success and to identify area of weaknesses.	Math Challenge Worksheets
2	The lack of rigor in the student assignments	Students will complete activities included in the Go Math Enrichment Book and teachers will utilize rigorous math centers during the math block for enrichment.	Math Coach, Assistant Principal	Observations will be conducted weekly to determine instructional practices, strategies and level of work through critical thinking.	Observation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Based on the results of the 2012 FCAT, 64% of the students in grades 4 and 5 (80 out of 124) made learning gains in math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the results of the 2012 FCAT, 64% of the students in grades 4 and 5 (80 out of 124) made learning gains in math.	By June, 2013, 71% of the students in grades 4 and 5 will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student involvement in the accountability process.	Data chats will be conducted with students quarterly and with teachers bi-weekly to review FCAT, BAT and mini-assessment data.	Administration, Math Coach	Administrators will review Student Achievement Data Chat logs and portfolios quarterly.	Student Achievement Data Chat logs, Student Portfolios

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Based on the results of the 2012 FCAT, 81% of the students in the lowest 25% (25 out of 31) made learning gains in mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the results of the 2012 FCAT, 81% of the students in the lowest 25% (25 out of 31) made learning gains in mathematics.	By June, 2013, 90% of the students in the lowest 25% will make learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Students need remediation in all Bodies of Knowledge and Big Ideas.	Students will attend morning computer lab from 7:30-8:00 am to utilize online resources and computer programs to improve their math skills.	Math Coach, Administration	Review computer generated data reports to ensure effectiveness of the program.	Printouts of computer generated reports.
2	Lack of Parental Involvement	Parent workshops will be conducted focusing on the areas of weaknesses in Math through Linking the Library to Literacy in order to involve parents in supporting student achievement	Media Specialist, Administration	Parent sign-in sheets and agenda with meeting focus and parent feedback surveys	Parent surveys, sign in sheets, textbook formative assessments
3	Lack of basic computation skills	Students will use Touch Math as the core intervention program	Math Coach, classroom teacher	Review generated data reports to ensure effectiveness of program	Touch math assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # By June, 2017, North Side Elementary School will reduce the achievement gap in mathematics by 50%, with the targets set for each year below. By June, 2013, 47% of all students in grades 3-5 will be proficient in math, as evidenced by the				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	41	47	52	57	63	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Based on the results of the 2012 FCAT, 56% of the Black Students (91 out of 164), did not make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the results of the 2012 FCAT, 56% of the Black students (91 out of 164, did not make satisfactory progress in math.	By June, 2013, 50% of the Black students will make satisfactory progress in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack experience with working cooperatively on hands-on activities.	Students will complete teacher-created activities several times a week.	Math Coach, Assistant Principal	Math Coach and administration will review student center folders on a bi-weekly basis with a rubric focused on the accuracy of the completed assignment.	Student center folders, completed center assignments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Based on the results of the 2012 FCAT, 67% of the English Language Learners (43 out of 64) did not make satisfactory progress in math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the results of the 2012 FCAT, 67% of the English Language Learners (43 out of 64)did not make satisfactory progress in math.	By June, 2013, 40% of the English Language Learners will achieve mastery in math on the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack English vocabulary and background knowledge.	ELLs will be scheduled according to K-12 ESOL Program in sheltered classrooms. Supplementary materials such as iTools, CAVS and Destination Math will be utilized to implement differentiated instruction and build background knowledge. Daily review of key math vocabulary and terms during instruction, student math journals, alternative assessments and small group instruction will be utilized.	Principal, Team Leaders, ESOL Contact	Lesson plans will be monitored during classroom walkthroughs for fidelity of implementation	Class rosters, lesson plan checklists, classroom walk through data
2	Students need additional time to master math concepts.	Students will be provided with double dose of math during the school day.	Principal, Team Leaders, ESOL Contact	Lesson plans will be monitored during IObservation for fidelity of implementation.	Lesson plan checklists, IObservation data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Based on the results of the 2012 FCAT, 83% of the Students with Disabilities (15 out of 18) did not make satisfactory progress in math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the results of the 2012 FCAT, 83% of the Students with Disabilities (15 out of 18)did not make satisfactory progress in math.	By June, 2013, 30% of the Students with Disabilities will achieve mastery in math on the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with disabilities do not get as much exposure to grade level material as peers because they are removed from the classroom for services.	ESE Teacher and Math Coach will utilize a push-in model to reinforce math skills during times that general education classes are involved in math instruction.	ESE Specialist, Math Coach, Administration	Bi-monthly review and analysis of assessments.	Chapter tests, BAT, Test Maker Pro Mini-BATs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making	
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satisfactory progress in mathematics. Mathematics Goal #5E:	Based on the results of the 2012 FCAT, 55% (95 out of 173) Economically Disadvantaged Students did not make satisfactory progress in math.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
Based on the results of the 2012 FCAT, 55% (95 out of 173) of the Economically Disadvantaged Students did not make satisfactory progress in math.	By June, 2013, 51% of the Economically Disadvantaged Students will make satisfactory progress in math.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of rigor in the curriculum.	Students will use math journals to explain how they arrive at their answers when problem solving.	Math Coach, Classroom Teachers	Math journals will be reviewed quarterly and shared with parents at conferences.	Math Journal reviews

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Touch Math Refresher	K-5	Math Coach, ESE Specialist	Teachers K-5	Monthly beginning October, 2012	Observation, student assessments	Principal, Assistant Principal
Unwrapping The Common Core State Standards-overview	K-5	Math Coach	Teachers K-5	August, 2012	Observation of CCSS in K-2	Principal, Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Touch Math	Center Cards	Accountability	\$605.00
			Subtotal: \$605.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core State Standards modeled strategies	Teacher Salaries	Title I Staff Development	\$1,500.00
Common Core State Standards modeled strategies	Substitutes	Title I Staff Development	\$3,000.00
			Subtotal: \$4,500.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,105.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Based on the results of the 2012 FCAT, 24% of the students in grade 5 (17 out of 71), achieved proficiency in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the results of the 2012 FCAT, 24% of the students in grade 5 (17 out of 71) achieved proficiency in science.	By June, 2013, 30% of the students in grade 5 will achieve proficiency in science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack background knowledge necessary for understanding the science concepts.	Teachers will utilize Science Fusion, BEEP resources and Broward County Hands-on Science Kits with their students to provide background knowledge and enhance learning through hands-on experiences.	Administration	BEEP resources will be documented in lesson plans and will be observed during IObservation. Mini-assessment and BAT data will be reviewed bi-weekly to determine effectiveness of strategy.	Lesson Plan Checklist, IObservation data, mini-assessment and BAT data
2	Educator's knowledge of science	Teachers will enhance their knowledge of science concepts through professional development, PLC'S, and coaching	Administration	Bi-weekly mini-BAT, BAT 1 and 2 data will be reviewed for areas of weakness and to plan for next steps for instruction.	IObservation
3	Lack of parental involvement and support with science concepts.	Parent workshops will be conducted focusing on the areas of weaknesses in science through Linking the Library to Literacy in order to involve parents in supporting student achievement.	Media Specialist, SAC Chair	Attendance to science workshops for parents.	Parent surveys, textbook formative assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Based on the results of the 2012 FCAT, 0% of the fifth grade students achieved above proficiency in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the results of the 2012 FCAT, 0% of the students in grade 5 scored above proficiency in science.	By June, 2013, 10% of the students in grade five will score above proficiency in science.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack experience with the scientific process.	Teachers will utilize hands on laboratory experiments three times per week using the 5E model and science stations.	Administration	teachers will create and follow a lab schedule for modeling and co-teaching the scientific process. Mini-assessment and BAT data will be reviewed to determine effectiveness of strategy.	Science mini-bat data will be reviewed.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Fusion Support/Hands-on science exploration	K-5	Team Leaders	Teachers K-5	October 26, 2012	IObservation	Principal, Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
STEM Strategies	Substitutes	Title I Staff Development	\$1,427.00
			Subtotal: \$1,427.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Hands-On Kits	Replenish kits	Accountability	\$500.00
			Subtotal: \$500.00
			Grand Total: \$1,927.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level

3.0 and higher in writing. Writing Goal #1a:	Based on the results of the 2012 FCAT, 87% of the fourth grade students (47 out of 54) achieved a level 3 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the results of the 2012 FCAT, 87% of the students in fourth grade (47 out of 54) scored a level 3.0 or higher in writing.	By June, 2013, 87%% of the students in fourth grade will score a level 4.0 or higher on the FCAT in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack experience with writing for different purposes.	Students will be provided opportunities for writing for a variety of purposes such as: RAFT, shared writing, writer's circle, peer collaboration	Reading Coach, Assistant Principal	1.1. Sharing student writing samples bi-weekly Student journals and portfolios will be reviewed bi-weekly and evaluated based on rubrics in grade level meetings and in conferences with students.	Journals, portfolios, monthly writing prompts
2	Students need additional time to master writing concepts.	Double dose of writing will be provided for students requiring extra assistance during the school day. After school writing camp will be offered to all fourth grade students and select third grade students.	Reading Coach, Classroom Teachers	Pre and Post Assessments, monthly writing prompts will be analyzed for effectiveness of the program.	Monthly writing prompts, pre and post assessments
3	Limited understanding of writing genres	Students collaborate on writing exercises. Small group instruction related to skills in need of development and enrichment with reinforcement and practical application on an on-going basis.	Reading Coach, Assistant Principal	Sharing student writing samples bi-weekly	Student writing samples scored using the state rubric.
4	Students lack knowledge of correct grammar usage	Utilize the Treasures series for spelling, grammar and writing centers	Reading Coach, Assistant Principal	bi-weekly assessments, writing prompts	Student writing samples scored using the state rubric
5	Students lack exposure to various genres of writing	Use literature to model what good writing looks like. Teach writing through the use of reading real text.	Reading Coach	students create monthly writing samples	Student writing samples

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Studying student work samples	3-4	Reading Coach, Fourth Grade Team Leader	Teachers of grades 3 and 4	Monthly last Tuesday of each month (for one hour)	Review student writing samples and monthly prompts for utilization of strategies shared and improvement in writing	Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Professional Learning Community	Teacher Salaries	Title I Staff Development	\$1,489.00
Writing Professional Learning Community	Supplies	Title I Staff Development	\$300.00
			Subtotal: \$1,789.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Use literature as models for writing	literature library	Accountability	\$522.00
			Subtotal: \$522.00
			Grand Total: \$2,311.00

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance Attendance Goal # 1:	By June, 2013, the attendance rate will be 98.5%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The Attendance Rate for the 2012 school year was 96%	The expected attendance rate for the 2013 school year is 98.5%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The current number of students with excessive absence is 64.	For 2013, the expected number of students with excessive absences is 54.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
The current number of students with excessive tardies is 93.	For 2013, the expected number of students with excessive tardies is 83.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's tardiness	Parent Link calls, staff call, letter to parent, parent conference with administrator	IMT, Assistant Principal	Attendance record review	Compared to previous school year; reduction in number of days tardy and a reduction in number of tardy minutes
2	Chronic accumulation of excused and unexcused absences	Request acceptable written documentation to excuse absences after the tenth absence.	IMT, Assistant Principal	Review attendance record	Decrease in the number of excused and unexcused absences.
3	Increase daily attendance	Reward and recognize perfect attendance each quarter. Immediately address attendance problem with student and parent.	Assistant Principal, Guidance Counselor, IMT	Attendance record review	Decrease in both number of days absent, and number of students absent

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Symposium- full review of attendance policy, procedural manual	K-5	District Support Staff	IMT, Guidance Counselor, Assistant Principal	Fall, 2012	Pattern of non-attendance reports from opti-pool will be reviewed and monitored weekly. Attendance CAB conference to field questions and address concerns.	Assistant Principal
BTIP (Broward Truancy Intervention Program) Training	K-5	District Support Staff	BTIP liaison, IMT	September 2012	Ongoing review process of BTIP processes to ensure appropriate implementation of model.	Assistant Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June, 2013, the total number of suspensions will be reduced by 25%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, the total number of In-school suspensions was 5.	In 2013, the expected number of In-School suspensions is 4.

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012, the total number of students suspended in school was 3.	In 2013, the expected number of students suspended in school is 1.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, the total number of Out-of-School Suspensions was 7.	In 2013, the expected number of Out-of-School Suspensions is 5 .
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012, the total number of students suspended out of school was 7.	In 2013, the expected number of students suspended out of school is 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Fidelity of implementation of school-wide discipline plan.	Mini-inservice to refresh strategies	Team Leaders, Assistant Principal	IObservation	IObservation and referral data review
2	Insufficient mentoring opportunities exist that are aimed at increasing student motivation.	Mentors and listeners paired up and assigned to students who need additional assistance	Guidance Counselor	Student focus groups	Student discipline referrals
3	Students who have external suspensions miss important academic instruction.	Alternative to External Suspension is made available to students who have an external suspension.	Assistant Principal	AES attendance reports will be reviewed along with referral data.	AES Attendance reports, student discipline referrals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rules/expectations PLC	Entire faculty and staff	Guidance Counselor, Assistant Principal	PLC	Preplanning, Early Release days	IObservation will be utilized to ensure implementation of strategies.	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		By June, 2013, parent participation at parent workshops and events will increase to 50% of students' parents.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
2012 Current Level of Parent Involvement: 172 (40%)		2013 Expected Level of Parent Involvement: 275 (50%)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	See PIP	See PIP	See PIP	See PIP	See PIP
2					

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Monthly Parent Trainings	Paraprofessional Salaries	Title I Parent Involvement	\$1,686.00
Annual Parent Seminar	Registration	Title I Parent Involvement	\$360.00
Parent Trainings	Refreshments	Title I Parent Involvement	\$150.00
			Subtotal: \$2,196.00
			Grand Total: \$2,196.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		By June, 2013, 65% of the students and their parents will participate in a hands-on, inquiry based STEM night at North Side.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not aware of the role of science, technology, engineering and math in society.	Students and parents will experiment with hands-on, inquiry based activities during STEM night.	Science/Math Coach	Surveys completed by families after event	Sign-In sheets, evaluation sheets

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Hands-on, Inquiry based STEM Night	supplies	Title I Parent Involvement	\$250.00
			Subtotal: \$250.00
			Grand Total: \$250.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	School-Wide Reading Program	Prizes and Incentives	Accountability	\$200.00
Mathematics	Touch Math	Center Cards	Accountability	\$605.00
				Subtotal: \$805.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	IStation	Tutorials	District	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core State Standards modeled strategies	Substitutes	Title I Staff Development	\$2,000.00
Reading	Common Core State Standards modeled strategies	Professional Books	Title I Staff Development	\$3,000.00
Mathematics	Common Core State Standards modeled strategies	Teacher Salaries	Title I Staff Development	\$1,500.00
Mathematics	Common Core State Standards modeled strategies	Substitutes	Title I Staff Development	\$3,000.00
Science	STEM Strategies	Substitutes	Title I Staff Development	\$1,427.00
Writing	Writing Professional Learning Community	Teacher Salaries	Title I Staff Development	\$1,489.00
Writing	Writing Professional Learning Community	Supplies	Title I Staff Development	\$300.00
				Subtotal: \$12,716.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Science Hands-On Kits	Replenish kits	Accountability	\$500.00
Writing	Use literature as models for writing	literature library	Accountability	\$522.00
Parent Involvement	Monthly Parent Trainings	Paraprofessional Salaries	Title I Parent Involvement	\$1,686.00
Parent Involvement	Annual Parent Seminar	Registration	Title I Parent Involvement	\$360.00
Parent Involvement	Parent Trainings	Refreshments	Title I Parent Involvement	\$150.00
STEM	Hands-on, Inquiry based STEM Night	supplies	Title I Parent Involvement	\$250.00
				Subtotal: \$3,468.00
				Grand Total: \$16,989.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 9/5/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Purchase center cards for Touch Math remediation program.	\$605.00
Replenish hands-on science kits	\$500.00
Purchase literature libraries to support writing program	\$522.00
Prizes and incentives for school-wide reading initiative	\$200.00

Describe the activities of the School Advisory Council for the upcoming year

The School Advisory Council (SAC) is the sole responsible for the final decision-making at the school relating to the implementation of the school improvement. Upcoming SAC meetings are publicized in the monthly newsletter, sent home on flyers, and posted on the school marquis. The composition of the SAC reflects the demographics of the student population and appointment of members are elected by peer groups in August/September, 2012.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Broward School District NORTH SIDE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	46%	58%	95%	18%	217	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	47%	67%			114	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	73% (YES)			128	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					459	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Broward School District NORTH SIDE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	53%	82%	12%	199	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	47%	57%			104	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	77% (YES)			134	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					437	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested