

NORTH LAUDERDALE PREK-8TH COMMUNITY:

North Lauderdale PreK-8th has seen an increase of students attending our school in the past couple of months. We are currently in need of an additional kindergarten teacher. Our school has historically seen transient students that come and go to different schools throughout our community. Our community is a culturally rich school! We have a mix of students and families for different parts of the Caribbean such as Jamaica, Haiti, and South and Central America. Our school is a Title I Public school.

North Lauderdale Pre K-8th is located in the northern part of Broward County, Florida. It is a neighborhood school that opened in 1974. Most students walk to school, ride their bikes or are car riders. The school services 780 students in grades Pre-Kindergarten through eighth. Student demographics are listed below.

Black: 586 (81%)

White: 98 (14%)

Pacific Islanders: 2 (.2%)

Asian: 15 (2%)

Multi: 19 (3%)

Economically Disadvantage: 682 (95%) ~ 666 (Free) 16 (Reduced)

ELL: 169 (23%)

Student attendance rates currently for the year of 2015-2016 average 93.8%

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision:

North Lauderdale Elementary will be an exemplary school, meeting the individual needs of all students. We will provide excellence in teaching and learning. Through the use of technology, effective and innovative teaching strategies and a commitment to partnerships within the community, this goal will be achieved.

Mission:

The mission of North Lauderdale Elementary is to provide an environment which promotes excellence in teaching and learning. North Lauderdale Elementary School staff is committed to providing an atmosphere where every child will be actively involved in learning and challenged to his/her highest potential. Innovative teaching techniques, modern technology and risk-taking experiences will be combined to meet the educational, emotional, physical and social needs of each student.

LASER FOCUSED CHANGES:

North Lauderdale On The Road To Success GOALS- GOAL #1 Fostering the Love of READING

Kids not only need to read a lot but they need lots of books they can read right at their fingertips. They also need access to books that entice them, attract them to reading. Schools can make it easy and un-risky for children to take books home for the evening or weekend by worrying less about losing books to children and more about losing children to illiteracy. [Richard Allington](#)

GROWTH PLAN TARGET#1- 70% OF OUR KINDERGARTEN-SECOND GRADE STUDENTS WILL MASTER THEIR **FRY SIGHT WORDS** BY THE END OF THE YEAR ***STUDENTS WHO HAVE MET THE MONTHLY CRITERIA WILL BE INVITED TO THE MONTHLY GREEN PARTIES.

GOAL #2 Fostering the Love of STUDENT LEARNING

GROWTH PLAN TARGET#2- TRACKING OF SCHOOL LITERACY TARGETS IN PRIMARY & INTERMEDIATE

As educators, it is our job to ensure that students get generous amounts of opportunities to do these tasks. At North Lauderdale PreK-8, we have made a commitment as a staff to provide the following for our students daily/weekly:

- Teach students how to identify the theme or main idea
- Critically examine evidence in a text Take a look at the world from different points of view
- Make connections
- Imagine alternatives
- Understand relevance
- Read and reread with “pen in hand”
- Provide opportunities for students to plan, draft, and revise compositions
- Teach students how to summarize texts (Keys to Literacy strategies)
- Allow students to work in teams
- Teach students how to organize information (Keys to Literacy strategies)
- Teach students how to present to a specific audience
- Provide exemplars for student work
- Scaffold and differentiate to meet the needs of all students Incorporate the use of technology to enhance learning
- Model, model, model
- School Literacy Improvement Goals
- By 2018-19, students reading at or above reading level will increase from 43% to 50% by providing ongoing teacher professional development and creating a culture where the love of reading is established.

GOAL #3 Fostering the Love of TEACHER LEARNING & PLANNING

GROWTH PLAN TARGET#3- PLC TRACKING OF LEARNING & TEACHER FEEDBACK

We will continue to monitor the progress of our students as the year progresses as well as how well we are implementing the Keys to Literacy strategies in all classrooms. Through classroom assessments, both

formative and summative, we can track how our students are performing and make adjustment as needed to meet their needs.

We will use student work samples in common planning meetings to share ideas about how to improve student work and expectations for performance. Monthly staff development and sharing sessions through “during the day” planning meetings will be conducted to make sure that our staff is implementing the Keys to Literacy strategies with fidelity.

We believe that providing students with lots of opportunities to read, think, and write will improve their literacy skills. Monitoring student work and what students are asked to do will provide positive results for students. Understanding the common core and essential standards requirements and focusing on what the objectives are asking students to do will improve their performance and skills. In planning sessions, we will continue to look at the “action” words in the documents for clues as to the type of activities that students should be required to complete.

1) High Quality Instruction

We must now improve our focus and align our resources on students as learners. High-quality instruction requires:

- standards-driven content;
- a commitment to teacher development;
- effective teaching practices;
- appropriate learning environments and experiences;
- appropriate monitoring of performance; and
- ongoing professional learning at all levels

AREAS FOR IMPROVEMENT- Scaling Up BEST Practices

This year we are focusing in the following 3 areas; PLCs, i-Ready and Student Tracking of Data.

We have decided to improve on the Professional Learning Committees (PLCs) we provide to our staff at North Lauderdale. All teachers in grades K-2nd meeting on Tuesdays and grades 3-8th grade teachers. Teachers in grade 3-8th are departmentalized. All math subject teachers meet with the Math Coach for PLCs and all the teachers who teach literacy meet together. The teachers meet to analyze data, plan next-step actions for teaching and learning, and revisit plan of action to determine effectiveness.

Also, we are using the i-Ready program to teach and assess student learning. The i-Ready Intervention Screener Report shows that 40%(272) of students are at risk for Tier 3 (performing 2 or more levels below current grade), 45%(306) of students are at Tier 2 (1 level below), and only 15%(101) of students are working on or above grade level.

Plan of Action

- 1) Ensure that students are on the i-Ready program for reading and math at least 45 minutes a week for each subject.

- 2) Use the i-Ready Teacher Tool Box to plan standard aligned instruction for both whole group and small group teaching.
- 3) Utilize the i-Ready Standards Mastery Form A and Form B assessments to track student progress towards mastery of standards.
- 4) Utilize the i-Ready Standards Mastery assessments to examine test questions in hand to reteach and enrich student learning before administering Form B.
- 5) Create specified student instructional groups to identify targeted instruction/interventions.

Finally, we are working to improve individual student buy-in in tracking their own data. Through regularly scheduled teacher-student conferencing, students will be able to monitor, chart and reflect on their progress. We understand that when students are able to track their own learning that they can make an increase of 34%. Students will also reflect on learning using the Learning Goals and Performance Scales where students reflect on their pre-learning score as compared to their post learning rating. When teachers set goals and objectives and help students to identify where they fall in the LGPS students can make an increase of 25%.

STRATEGIES FOR IMPROVEMENT IN SES BANDS

-FSA ELA Achievement -2016 (38%), 2017 (40%), 2018 (43%), **2019 (+48%)**/ +3 points

To improve on our ELA proficiency target we are focusing on improving the Balanced Literacy block. Teachers will plan standards based aligned curriculum beginning with Interactive Read Alouds, Anchor Charts, Shared Reading and Writing,

-FSA Mathematics Achievement -2016 (48%), 2017 (50%), 2018 (50%), **2019 (+55%)**/ +0 points

In grades 3-5 we are focusing on using the Acaletics program with true fidelity. Teachers work on the Quick Pics for 30 minutes a day before math instruction. During monthly Scrimmage Check Points teachers meet during weekly PLC meetings to engage in WISE (Weekly Instructional Exchange Sessions) where we perform item analysis to identify remediation targets for the next five days of instruction. We understand that in order for data to work effectively it must be shared within 48 hours and teachers provided with test in hand analysis of the assessment used.

-FCAT Science- 2016 (22%), 2017 (26%), 2018 (33%), **2019 (+38%)**/ +7 points

This year the fifth grade team is departmentalized similar to the middle school block scheduling. All students work with one teacher who teaches science on the grade level. This teacher has attended the Stemscores/Science A-Z Cadre 10 training and also has trained all team leaders and the leadership team. Using the hands-on resources provided by Stemscores, the district's CANVAS Elementary Learning site, and the 5E Lesson Plan template teachers are able to plan for standards based aligned instruction. Students are also progressed monitored through SchoolCity assessments.

-ELA Learning Gains- 2016 (54%), 2017 (38%), 2018 (54%), **2019 (+59%)**/ +16 points

-Math Learning Gains- 2016 (59%), 2017 (52%), 2018 (45%), **2019 (+50%)**/ -7 points

-ELA Learning Gains Lowest 25%- 2016 (53%), 2017 (32%), 2018 (55%) **2019 (+60%)**/ +23 points

-Math Learning Gains Lowest 25%- 2016 (52%), 2017 (26%), 2018 (33%), **2019 (+38%)**/ 0 points

We have identified students based on how many points they would need to count for learning gains. Students know who they are and know their goals/targets. Students track their progress regularly and conference with teachers. We are ensuring students are working on the i-Ready program for at least 60 minutes a week and have designed an At-Home Tracking Plan for usage. These students are rewarded monthly for meeting i-Ready minutes of 1 hour or more each week on math and reading.

-Social Studies Achievement- 2016 (78%), 2017 (57%), 2018 (47%), **2019 (+57%)**/ -10 points

-Middle Acceleration- 2016 (N/A), 2017 (N/A), 2018 (73%), **2019 (+78%)**/ -5 points