Northside Elementary School

2016-17 Schoolwide Improvement Plan

Northside Elementary School

2001 NORTHSIDE DR, Panama City, FL 32405

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	77%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	B

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Northside Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The students, parents and community of Northside Elementary School will provide an environment where students feel secure, valued and confident to learn in diverse ways while mastering skills to become life-long learners and contributors to the community.

b. Provide the school's vision statement.

A collaborative focus on every student every day.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Northside Elementary School embraces students and their families from other cultures. Currently our Hispanic population is rapidly increasing. Due to the increase in our student population of Hispanic students we currently have two teachers of Hispanic background and two paraprofessionals who assist with translations. One staff member is available every morning for a half-hour before school starts to meet with both parents and students. Throughout the school day one staff member meets individually or with small groups of students to not only tutor them academically but to assist with any cultural concerns or questions the students may have. They also meet with teachers to help them understand and appreciate their students' cultures. All school newsletters and forms are sent home in the students' native language. If our translator is unfamiliar with the language our district provides assistance with translations in numerous languages. Due to the fact Panama City has two military installations many of our students have lived in foreign countries and are familiar with other cultures. In December numerous grade levels study how holidays are celebrated throughout the world in different cultures. Children from other countries or who are from other cultures are encouraged to share their cultures, beliefs and celebrations.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The Northside Elementary campus is maintained by a full time custodian, three part time employees and Bay District Maintenance staff. All of these personnel work to maintain a safe, clean and healthy environment for staff and students. Procedures are in place for teachers to report cleaning and maintenance needs to appropriate staff members. NES Administrators collaborate with the District Safety and Security Officers to review school policies and procedures to ensure the safety of students and staff on campus. The NES Safety Plan is readily available and reviewed annually with all staff members. Emergency drills such as fire evacuations, severe weather and lock downs are routinely conducted.

Administrators, teachers and paraprofessionals are located in all drop-off areas, morning waiting areas and hallways to greet students and provide supervision in the mornings. Students are offered a variety of morning activities that are available from drop-off until the first bell. These activities include educational programming in the library, computer-based tutorial programs, walking club, and Morning Mentoring. A group of carefully selected fifth grade students serve on the Northside Safety Patrol. These students assist with morning drop-off duty, monitor the hallways and activity areas and escort our younger students to their assigned morning waiting areas or classrooms.

During the school day, Northside faculty and staff model appropriate behaviors and promote an atmosphere of mutual respect. Good citizenship is routinely taught and good behavior is rewarded through our Positive Behavior Support program. Teachers, paraprofessionals, guidance counselors and administrators help maintain an atmosphere of open communication and work to build positive, respectful relationships with all students.

Northside maintains a safe and efficient dismissal system to ensure that all students exit campus and arrive home safely. Teachers assist with loading students on the proper school or day-care bus each afternoon. Car dismissal procedures are communicated with parents and students and are enforced consistently. A pick-up tag program is in place to assist in identifying individuals who have permission to pick up each student. A crossing guard is located at the three main crosswalks close to the school to ensure the safety of our students who ride bikes or walk to and from school.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Northside Elementary is in the 5th year of implementing the Positive Behavior System (PBS) model. This is a school-wide program supported by school and district personnel to ensure a safe and non-threatening environment for students. The school communicates the behavior expectations to parents by providing each with a copy of Northside's Student Handbook and the district's Student Code of Conduct. Northside staff members are trained on the PBS program and Northside's specific PBS plan. Northside's PBS motto is S.A.I.L. - Show Respect, Accept Responsibility, Inspire Others Through Action, Learn, Lead, Love. At the beginning of the year, students in every classroom help establish the classroom's rules and expectations based on S.A.I.L. This year we are also implementing Core Essentials Character Education Program.

Using the PBS model, students are recognized throughout the year for positive behavior choices. Classroom teachers use various rewards in the classroom. In addition, teachers can nominate students with Positive Student Referrals and these students are recognized on the announcements and given a special bracelet.

Students that cause disruptions to the learning environment are handled in the least restrictive way. Most teachers prefer to handle classroom disruptions in the classroom by removing a classroom privilege or writing Parent Alerts. Teachers may call Guidance to remove students that are more disruptive. Students that are habitually disrupting the learning environment may also be sent to the Assistant Principal with an Office Referral.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

NES provides support for the physical, social, and emotional needs of our students. NES partners with several local churches and community programs to provide school supplies, food and clothing to our families in need. Guidance counselors and our Parent Liaison provide lists of community resources to our families and regularly meet with parents to discuss individual needs. Character education and bullying prevention are integrated into the school curriculum. The school nurse helps coordinate the health needs of our students, as well as coordinating annual health screenings. Guidance counselors coordinate with classroom teachers, resource teachers and the school psychologist to administer various screenings as needed for individual students.

NES provides services that support the counseling, assessment, referral and educational needs of our students. Using the MTSS process, staff identify student needs and design differentiated

instruction and/or interventions to support the learning of all students. Students receive support through specialized programs such as Gifted, Speech and Language Therapy, Special Education and ESOL. The staff collaborate to discuss coordination, implementation, and efficiency of services, and works to identify new strategies or resources to benefit our students.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Northside's early warning system includes using multiple programs. The district wide Focus computer system tracks attendance, discipline with an emphasis on suspension, test history and academic grades. Attendance, behavior and D and F reports are run and analyzed monthly by administration and guidance. Our Multi-Tiered System of Support computer program, Enrich, is used to document academic/behavior interventions and monitor progress of students identified for additional support. The Northwest Evaluation Associations Measure of Academic Progress (NWEA MAP) assessments are administered three times a year K-5 to track student growth. We use the Florida Standards Assessment (FSA) to monitor students who scored below proficiency in English Language Arts, Mathematics, and science in grades 3-5.

Grade level PLCs meet a minimum of once a week to monitor student progress, modify instruction based on data analysis, identify students in need of Tier II MTSS support, and plan for individual interventions. Data chats are held monthly and include administration, classroom teachers, guidance, intervention teacher, and district MTSS Staff Training Specialist. During monthly data chats individual student, grade level and school wide data is analyzed to monitor progress of all students, determine the need for additional and/or change of intervention, identify students in need of Tier III supports and refer students for case review. Child Study Team meetings are scheduled as appropriate and strategies are identified based on individual student need.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	14	22	18	9	17	8	0	0	0	0	0	0	0	88
One or more suspensions	4	5	7	6	6	10	0	0	0	0	0	0	0	38
Course failure in ELA or Math	0	4	5	3	2	3	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	24	41	24	0	0	0	0	0	0	0	89

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	4	2	8	16	9	0	0	0	0	0	0	0	40

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Collaborative team meetings and data chats, consisting of teachers, leadership, and guidance are held monthly. Agenda items include discussions concerning students' backgrounds, abilities, skill deficits and areas of need as determined by analysis of the data. Data is used to drive decision making both at the administrative and classroom levels. Intervention specialists as well as our guidance department track student performance across the years. ENRICH and Focus Parent Portal (FOCUS) databases are readily accessible to teachers so that they can easily track student performance. Administration tracks all students quarterly for progress and growth via assessment meetings.

Grade level Professional Learning Communities (PLC) and Multi-Tiered Support System (MTSS) teams review data collections to make strong actionable decisions regarding instructional strategies and practices. Using the MTSS process, staff identify student needs and design differentiated instruction and/or interventions to support the learning of all students. Parents are included and encouraged to activity participate in all decision-making processes.

B. Family and Community Engagement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/312525.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Northside Elementary partners with several local churches and community programs to provide school supplies, food and clothing to our families in need. Several local businesses have made monetary donations which are utilized to enhance current academic programs. Many local businesses donate award certificates which are used as an incentive for academic success and regular school attendance. One local business has made significant donations of greenery and labor to keep the campus beautiful.

C. Effective Leadership
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

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

Name	Title
Harvey, Amy	Principal
Allen, Alison	Teacher, K-12
Lewis, Kelly	Teacher, K-12
Ensminger, Katrina	Teacher, K-12
Hornkohl, Jennifer	Teacher, K-12
Nield, Marcy	Teacher, K-12
King, Laura	Teacher, K-12
Peters, Megan	Teacher, ESE
Monette, Ken	Assistant Principal
Rollins, Jennifer	Instructional Media
Ciccarelli, Jessica	Teacher, K-12
Holt, Micah	School Counselor
Smith, Victoria	School Counselor

b. Duties

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

All members of the Northside Leadership Team work to provide a strong organizational process for school renewal and improvement. The team utilizes data to focus on specific improvement targets and works together to ensure that structures are in place to support the instructional program. The Leadership team meets a minimum of one time a month to ensure that both planning for school improvement and the implementation of those plans is on course.

Administrators: provide a common vision for the use of data-based decision making to maximize the overall academic achievement for all learners; ensure that policies and procedures established by district and state are implemented with fidelity; evaluate and mentor school professionals and provide continuous professional development; lead the school improvement process utilizing examination of current successful practices and identifying areas of concern; empower teachers through collaborative planning and creation of professional learning communities; communicate school based plans and activities with all stakeholders

Intervention Teacher: participates in student data collection; integrates core instructional activities/ materials into Tier II and Tier III instruction; collaborates with general education teachers regarding student progress; provides interventions to students in Tier II and Tier III

Regular Education Teachers: provide information about core instruction; participate in student data collection; deliver differentiated Tier I instruction; collaborate with other staff members in implementing of core curriculum and approved interventions; lead grade level professional learning communities; provides grade level peers with information regarding school-wide progress towards school improvement goals on a regular basis

ESE Teacher: participates in student data collection; integrates core instructional activities/materials; collaborates with general education teachers through such activities as co-teaching

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

***supplementing federal, state and local funds, services and programs. Provide the person(s)
responsible, frequency of meetings, how an inventory of resources is maintained and any
problem-solving activities used to determine how to apply resources for the highest impact.***

The purpose of both the School-Based Leadership Team (SBLT) and the MTSS Team in our school
is to ensure high quality instruction/intervention matched to student needs and using performance
level and learning rate over time to make data-based decisions to guide instruction. The teams review
school-wide data to address the progress of low-performing students and determine the enrichment
and acceleration needs of high performing students. The major goal is for all students to demonstrate
mastery of the currently adopted Florida standards and improve other long-term outcomes (behavior,
attendance, etc.). The teams use a collaborative problem solving approach and ALL decisions are
guided by the review and analysis of student data.

The SBLT will work collaboratively with the MTSS Team and use the problem solving process to:
• Oversee the multi-layered model of service delivery (Tier I/Core, Tier II/Supplemental and Tier III/
Intensive)
• Based on student data, recommend, coordinate and implement supplemental services (Tiers II and
III) that match students' non-mastery of skills through:
o Tutoring during the day in small group pull-outs in reading and math
o Extended Learning Programs before, during, and after school
o 30 minutes of remediation/enrichment built into the daily schedule (computer lab)
• Determine scheduling needs, curriculum materials and intervention resources based on identified
needs derived from data analysis
• Determine the school-wide professional development needs of faculty and staff and arrange training
aligned with the SIP goals
• Determine allocations of funding/resources determined to have the highest effect on student
achievement
• Review and interpret student data (academic, behavior and attendance) at the school and grade
levels
• Organize and support systematic data collection as needed
• Strengthen the Tier 1 (core curriculum) instruction through the:
o Implementation of the Professional Learning Community (PLC) Process
o Use of Instructional Pacing Calendars
o Implementation of research-based, scientifically validated instructional strategies and/or
interventions (differentiated instruction)
o Communicate with major stakeholders (parents, business partners, etc) regarding student
outcomes through data summaries and conferences
• At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student
achievement data collected during the nine weeks.

Title I – Part A

Title I, Part A funds are coordinated with federal, state, and local funds and services to provide high
quality supplemental instruction and support services for educationally disadvantaged students at
schools with 66% or more students qualifying for the Free/Reduced Lunch Program. The purpose of
Title I funding is to implement programs and services that ensure that all children have a fair, equal
and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on
challenging state academic achievement standards and state academic assessments. Title I, Part A
funds and various other funds are coordinated and integrated to provide services for private schools,
local neglected and delinquent institutions, and Homeless Programs.

Title I – Part C – Migrant

A student qualifies as a Migrant Student if the student or their family has moved at any time in the last

three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of three and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:

· Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services.
· Support for schools serving migrant students
· Family literacy programs, including such programs that use models developed under Even Start
· The integration of information technology into educational and related programs and
· Programs to facilitate the transition of secondary school students to post secondary education or employment

Title I – Part D

The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk provide financial assistance to educational programs for youth that are enrolled in state-operated institutions or community day programs. The program also provides financial assistance to support school districts' programs, which focus primarily on the transition and academic needs of students returning from correctional facilities, and involve collaboration with locally operated correctional facilities.

Title II

Funds from Title II, Title I Part A, Title III, and various state and local allocations are used for the following activities:
• Providing professional development activities
• Carrying out programs and activities that are designed to improve the quality of the teacher force
• Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.
• Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.
• Carrying out programs and activities related to exemplary teachers using demonstration classrooms.

Title III

The Title III/ESOL program provides assistance to students, parents and teachers for students whose first language is not English. Title III provides additional funding to support teacher training, English language learning software, translation/interpretation services for parents, district Parent Involvement Nights/Parent Leadership Council, supplemental classroom resources, summer tutorial materials/assistance, acculturation field trips, and registration/travel for workshops and professional development.

Title X – Homeless

The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act.

The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Title X, Title I Part A and various community and faith based organizations provide funding and services to identify homeless students and meet their individual needs.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. Our district has flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to
• modified curriculum
• reading instruction
• after-school instruction
• tutoring
• mentoring
• class size reduction
• extended school year
• intensive skills development in summer school and other methods to improve student achievement

Violence Prevention Programs

The District provides "Bully-Proofing Your School" curriculum to all schools. Administrators are provided initial training. Selected Middle Schools participate in the Prevention Partnership Grant, "Life Skills." Each school has submitted a School-wide Violence and Bullying Prevention Plan. There is a Safe Schools website with links to additional training modules. There is also a District webpage that addresses safe schools, anonymous reporting of bullying and other resources. Additional programs such as, but not limited to, Freedom 180 are provided by Community agencies and must be scheduled through the District Public Relations Director.

Nutrition Programs

The University of Florida's Extension office in Panama City provides nutrition programs for schools throughout the district. In accordance with federal guidelines, a free and reduced lunch program is offered at Northside Elementary. Newsletters and the district website provide lunch menus and nutrition information to parents.

Housing Programs

The Bay County Housing Rehabilitation Program is designed to restore single-family, homeowner-occupied, year-round residential property to meet state and local building code standards. Homes must be located in Bay County, but outside the city limits. A family's total household income determines which program can assist. All applications received are considered on a first come, first

served basis. Work to be done is also based on funding limitations and the amount of funds available.

The Bay Area Housing, Inc., under the Bay County Housing Rehabilitation section, administers the program for Bay County. The mission of the Housing Rehabilitation Program is to conserve and improve the housing stocks in Bay County for moderate- to low-income home owners. With funds provided by the Michigan State Housing Development Authority (MSHDA), an applicant, depending on their income level, can obtain a 3-percent monthly repayment loan or a 0-percent deferred loan that is repaid at the time of ownership or occupancy change.

The Housing Rehabilitation Program uses H.U.D., Section 8 Guidelines for total code enforcement on existing homes. Housing repair loans are available upon approval from the Bay County Housing Rehabilitation Program. Loan interest rates are from 0% to 3%. The maximum loan amount is $25,000, which is used for the elimination of Section 8, local, and state building code violations, and other necessary repairs or improvements.

Head Start

Head Start provides children with activities that help them grow mentally, socially, emotionally, and physically. Head Start recognizes that parents are the first and most important teachers of their children. Parent involvement is welcomed in Head Start activities, and we will work with parents as partners to help children progress.

Children who are 3 to 5 years old are eligible for Head Start services. Pregnant women and children from birth to 3 years of age are eligible for Early Head Start services. Children and families who are homeless, in foster care, or receive TANF or SSI are also eligible for services. Eligibility is determined by Head Start program staff and some families may be eligible for services if they are determined to be at or below the federal poverty level. Some grantees enroll a percentage of children from families with incomes above the poverty guidelines as well.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Amy Harvey	Principal
Maria McCalister	Parent
Brenda Dye	Business/Community
Alison Allen	Teacher
Kaitlin Nixon	Teacher
Brian Nienow	Teacher
Amanda Hodges	Education Support Employee
Carla Santiny	Teacher
Pam Allgood	Parent
Jan Averett	Parent
Laura Belz-Johnson	Parent
Sarah Burgett	Parent
Kim Caldwell	Parent
Dianne Eaton	Parent
Melissa Evans	Parent
Seantel Fitzgerald	Parent
Karon Henson	Parent
Brenda James	Parent
Ruthie Parker	Parent
Kim Pender	Parent
Miranda Stewart	Parent
Bethany Womack	Parent
Krysta Williams	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council assisted in the development of the school improvement plan by reviewing the draft, providing feedback, and approving the final revisions.The members of the School Advisory Council reviewed student achievement data three times during the year. After analyzing the data presented at each meeting, they provided suggestions and strategies for continuous improvement.

b. Development of this school improvement plan

The SAC assists in the formulation, implementation and monitoring of the school improvement plan. This includes a review of relevant data, identification of problem areas, development of improvement strategies, monitoring implementation of strategies and making adjustments throughout the year based on new data.

c. Preparation of the school's annual budget and plan

The School Advisory Council was presented with the proposed school and Title I budgets and given an opportunity to provide input and suggestions prior to the finalization of each budget. The SAC committee reviewed, updated and approved the Northside Narrative during the budget process.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

$1300 - Certificates and Awards for student academic achievement

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

Recruitment of minority and low socio-economic members to the Northside SAC was conducted through Orientation, advertisement in the school newsletter, advertisement on Social Media (Facebook and Twitter), Title I Parent Meeting, Open House and IRIS Messages.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Harvey, Amy	Principal
Peters, Megan	Teacher, ESE
Allen, Alison	Teacher, K-12
Lewis, Kelly	Teacher, K-12
Hornkohl, Jennifer	Teacher, K-12
Nield, Marcy	Teacher, K-12
Ensminger, Katrina	Teacher, K-12
King, Laura	Teacher, K-12
Rollins, Jennifer	Instructional Media
Ciccarelli, Jessica	Teacher, K-12
Monette, Ken	Assistant Principal
Holt, Micah	School Counselor
Smith, Victoria	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team meets monthly to review data, programs, and research based strategies to assist all students. Team members present grade specific information and concerns at the Literacy Team meetings and then share information from the Literacy Leadership meetings with their grade levels. Literacy Leadership Team members also serve as mentors for new and/or struggling teachers (lesson planning, instructional approaches, modeling guiding reading lessons etc.)

The Literacy Leadership Team will:
• Review school-wide, grade level and individual student data
• Use data to determine whether or not SIP strategies are working and determine the need for further action
• Work with grade levels to ensure instructional delivery is based on the state adopted standards utilizing the PLC process
• Provide support, model teaching strategies, and assist with Professional Development
• Oversee the implementation and fidelity of the Comprehensive Reading Plan (CRP)

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Review district-qualified teacher applicants and hire only highly qualified teachers. (Principal/Assistant Principal)
Pair new teachers with grade level chair for continous support. (Principal/Assistant Principal)
Provide opportunities for continous professional development. (Principal/Assistant Principal)
New teachers will participate in Bay District's New Teacher Induction Program. (Assistant Principal/ District Staff)
Teachers requiring extra support will be assigned a Bay District Classroom Coach. (Principal/District Staff)

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

All first, second and third year teachers will be paired with a school based mentor (grade level chair) and a district assigned mentor through the New Teacher Induction Program. Planned mentoring activities include: participation in weekly planning meetings, opportunities for classroom observations, professional development in areas of weakness and interest, and classroom support to include instructional modeling, analyzing student work/data, lesson planning, classroom management, developing assessments, effective communication and problem solving.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Core subject materials go through a rigorous adoption process at the state level to assure textbook alignment to the Florida Standards. The district adopts core materials based on state options. Bay

District Schools Curriculum Guides are used to determine instructional pacing and to identify additional standards aligned supplemental resources for classroom instruction.

There are ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss curriculum that aligns to the standards. All four days of preschool inservice training were held on site with professional development geared towards Northside and on site instructional programs. Northside's teachers meet weekly in their PLC's to discuss, collaborate, reflect, and pace standards based curriculum for their grade level. Common grade level assessments are developed based on standards taught. In addition to this one work day per quarter, is dedicated to PLC work and collaboration.

Administration meets quarterly with teachers for data chats, these chats are focused on grade level standards and each students progression to mastery. Teacher lesson plans are monitored for fidelity and adherence to Florida standards by administration.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Northside's Literacy Leadership Team, MTSS Team and grade level academic PLCs meet on a regular basis to make decisions about academic instruction in the school. Student data is analyzed and compared to each grade level's expectations based on Florida Standards. Instructional approaches are balanced to include whole group, small group and one-on-one instruction based on individual student needs. Weekly PLC meetings allow teachers to collaborate in the creation of standards-based assessments and monitor progress at the class and grade level. The master schedule includes an uninterrupted 90 minute reading block. Each first - fifth grade class is scheduled a daily 30 minute block in the computer lab for technology-based instruction. Kindergarten is scheduled in the computer lab twice a week for 30 minutes. A paraprofessional monitors the students in the lab allowing teachers to pull small groups for targeted instruction during this time. A full-time intervention teacher and intervention paraprofessional provide additional service to students needing remediation through the MTSS process. ESE/ELL students' receive push-in and pull-out services to supplement their instruction.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,600

Computerized tutorial in reading and math utilizing the SuccessMaker program is utilized both before and after school.

Strategy Rationale

SuccessMaker is a computer-based program that targets each students individual academic needs. SuccessMaker has a proven track record of filling reading and math skill gaps to boost achievement for K-8 students with diverse needs.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Ensminger, Katrina , ensmika@bay.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

SuccessMaker computer-generated reports to track individual student progress.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

At Northside Elementary School, support is provided to the preschooler from Pre-K to Kindergarten. Beginning early in the year, the Preschool teachers stress the importance of learning Pre-K skills to ensure learning in kindergarten. The students are exposed to kindergarten through books and activities which are similar to what will occur the following year. Mid-year, the Preschool teachers structure centers and workstations similar to the kindergarten classrooms. At the end of the school year, the PreK students will tour the kindergarten classrooms and meet the teachers.

Prior to the first day of the new school year, a kindergarten orientation is held for the parents and students. During the orientation, parents are informed of policies and procedures while the students are given a tour of the school familiarizing themselves with the playground/gym, cafeteria and library. The key components, parent involvement and open communication, are stressed to ensure a successful kindergarten year.

Contact is made with the districts middle schools and outgoing fifth graders are given flyers for parental involvement and communication regarding transition programs to middle school. In the spring our fifth graders are transported to a middle school to assist for a transitional consultation. The purpose is to assist our outgoing students in acclimating to the next level. Students have an opportunity to tour the campus, visit classrooms, and meet the administration. Even though they may attend another middle school in the district they gain a working knowledge of skills needed at the next level. Middle schools provide an official orientation meeting for incoming students before the official start of school. Other information about transition is provided in the community through information in school newsletters and posters/flyers in the community.

b. College and Career Readiness

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

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Northside Elementary will increase student achievement in reading and math by collecting and analyzing student data through the PLC process and planning and implementing targeted differentiated instruction.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Northside Elementary will increase student achievement in reading and math by collecting and analyzing student data through the PLC process and planning and implementing targeted differentiated instruction. 1a

🔑 G084160

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	60.0
FSA ELA Achievement	55.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Clear understanding of how to utilize data to target individual student areas of weakness in reading and math.

- Clear understanding of how to meet state standards for ESE students.

- Paraprofessional staff lack proper training to effectively provide small group support to students

- Time to provide additional targeted individual support outside of the academic blocks

- Attendance and/or behavior concerns negatively impact student learning

Resources Available to Help Reduce or Eliminate the Barriers 2

- School-wide PLC implementation

- School Math and Literacy Coach

- Daily Common Planning Time

- CPALMS

- FSA Website

- Common Planning Days

- SAIL time

- MTSS Data Chats

- Classroom/Intervention Paraprofessionals

- Supplemental Intervention/Enrichment Materials

Plan to Monitor Progress Toward G1. 8

Increased student proficiency in ELA and Math

Person Responsible

Amy Harvey

Schedule

Daily, from 8/1/2016 to 6/2/2017

Evidence of Completion

Student Achievement Data (MAP, SuccessMaker, Classroom Assessments, Common Assessments, Quarterly Grades, FSA, SSA)

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Northside Elementary will increase student achievement in reading and math by collecting and analyzing student data through the PLC process and planning and implementing targeted differentiated instruction. 1

🔑 G084160

G1.B1 Clear understanding of how to utilize data to target individual student areas of weakness in reading and math. 2

🔑 B223629

G1.B1.S1 Utilize school-wide professional development for teachers to learn how to gather and analyze data. 4

🔑 S235960

Strategy Rationale

Formal professional development of data reports and how to disaggregate analysis to support student needs will enhance SAIL and differentiation efforts.

Action Step 1 5

All teachers will participate in grade level PLCs and additional professional development in order to effectively develop common assessments and analyze common assessment data.

Person Responsible

Amy Harvey

Schedule

Weekly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Common Assessments, PLC Meeting Notes, PLC Common Assessment Data Analysis Sheets, MAP Data, Lesson Plans, Grade Books

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Once a month grade level meeting with administration.

Person Responsible

Amy Harvey

Schedule

Monthly, from 8/1/2016 to 6/2/2017

Evidence of Completion

PLC Meeting Minutes, Common Assessments, Lesson Plans, Grade Book

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Monthly Leadership Team Meetings

Person Responsible

Amy Harvey

Schedule

Monthly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Leadership Team Meeting Agenda and Minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Professional Development Schedule

Person Responsible

Amy Harvey

Schedule

Daily, from 8/1/2016 to 6/2/2017

Evidence of Completion

Google calendar, AIMS

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

NWEA - MAP

Person Responsible

Amy Harvey

Schedule

Triannually, from 8/1/2016 to 6/2/2017

Evidence of Completion

Data Reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Florida Standards Assessment (FSA)

Person Responsible

Amy Harvey

Schedule

Annually, from 8/1/2016 to 6/2/2017

Evidence of Completion

Data Reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Grade Level Common Assessment Data

Person Responsible

Amy Harvey

Schedule

Monthly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Data Reports, PLC Minutes, Grade Level Data spreadsheets, MTSS Student Data
spreadsheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Grade Book

Person Responsible

Amy Harvey

Schedule

Quarterly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Data Reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Data Analysis

Person Responsible

Amy Harvey

Schedule

Monthly, from 8/1/2016 to 6/2/2017

Evidence of Completion

PLC Minutes, Lesson Plans, SAIL plans/notes

G1.B2 Clear understanding of how to meet state standards for ESE students. 2

🔑 B223630

G1.B2.S1 The inclusion model will be used to provide access to on grade level curriculum, assessment, and instruction to meet student academic goals in both reading and math. 4

🔑 S235961

Strategy Rationale

Student accommodations will be administered by both the general education and special education teachers and will include paraprofessional support. Students will have access to more rigorous instruction with scaffolded support and grade-level common assessments with appropriate accommodations.

Action Step 1 5

Students will be mainstreamed into regular classroom settings where they will receive individualized support to meet their academic goals.

Person Responsible

Amy Harvey

Schedule

Daily, from 8/1/2016 to 6/2/2017

Evidence of Completion

Student IEPs and CWTs

Action Step 2 5

ESE teachers will participate in grade level PLCs and ESE PLC monthly to help in the process of developing assessments, analyzing data, and implementing instruction for all students.

Person Responsible

Ken Monette

Schedule

Monthly, from 8/1/2016 to 6/2/2017

Evidence of Completion

PLC Minutes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Schedule of Academic Support

> **Person Responsible**
>
> Amy Harvey
>
> **Schedule**
>
> Daily, from 8/1/2016 to 6/2/2017
>
> *Evidence of Completion*
>
> ESE teacher schedules, Paraprofessional schedules

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Student Academic Data

> **Person Responsible**
>
> Amy Harvey
>
> **Schedule**
>
> Quarterly, from 8/1/2016 to 6/2/2017
>
> *Evidence of Completion*
>
> Student progress toward IEP goals, common assessment data, Grade Book

G1.B3 Paraprofessional staff lack proper training to effectively provide small group support to students [2]

🔑 B223631

G1.B3.S1 Provide ongoing professional development to all paraprofessionals to increase knowledge of academic content and instructional strategies. [4]

🔑 S235962

Strategy Rationale

Skilled paraprofessionals are vital to providing effective small group targeted instruction to students.

Action Step 1 [5]

Paraprofessional Orientation and ongoing professional development focused on academic content and instructional strategies

Person Responsible

Amy Harvey

Schedule

Quarterly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets

G1.B4 Time to provide additional targeted individual support outside of the academic blocks 2

🔑 B223632

G1.B4.S1 Student intervention/enrichment block built into the master schedule for all grade levels 4

🔑 S235963

Strategy Rationale

Time for targeted individualized instruction outside of the regular academic blocks

Action Step 1 5

Computer Lab Paraprofessionals provide large group instruction while teachers pull small groups for academic intervention/enrichment

Person Responsible

Amy Harvey

Schedule

Daily, from 8/18/2016 to 6/2/2017

Evidence of Completion

Master Schedule, Lesson Plans

Action Step 2 5

Intervention Paraprofessionals provide small group instruction under the direction of the Intervention Teacher

Person Responsible

Katrina Ensminger

Schedule

Daily, from 8/18/2016 to 6/2/2017

Evidence of Completion

Schedules, Student Progress Monitoring Data

G1.B5 Attendance and/or behavior concerns negatively impact student learning 2

🔑 B223633

G1.B5.S1 Implement school-wide character education program involving all stakeholders 4

🔑 S235964

Strategy Rationale

A supportive school environment is supported by research.

Action Step 1 5

Provide resources and support required to implement Core Essentials Character Education Program

Person Responsible

Ken Monette

Schedule

Daily, from 8/1/2016 to 6/2/2017

Evidence of Completion

Daily ITV record book

G1.B5.S2 Special Area PLC will focus on student attendance and behavior 4

🔑 S235965

Strategy Rationale

Research indicates the academic success of students is negatively impacted by poor attendance and/or behavior.

Action Step 1 5

Teachers will maintain accurate records of student attendance, tardies and early checkouts in FOCUS.

Person Responsible

Amy Harvey

Schedule

Daily, from 8/18/2016 to 6/2/2017

Evidence of Completion

Attendance Records in Focus

Action Step 2 5

School Wide Attendance Incentive Plan - The parent liaison and the guidance counselors will monitor attendance and provide support and/or strategies to parents.

Person Responsible

Victoria Smith

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Attendance in Focus, Parent Communication

Action Step 3 [5]

Implementation of Check and Connect Program for Behavior Interventions

Person Responsible

Micah Holt

Schedule

On 6/2/2017

Evidence of Completion

Behavior Plans, Check and Connect Schedule, Zoo U Program Monitoring

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔍 M309923	Increased student proficiency in ELA and Math	Harvey, Amy	8/1/2016	Student Achievement Data (MAP, SuccessMaker, Classroom Assessments, Common Assessments, Quarterly Grades, FSA, SSA)	6/2/2017 daily
G1.B1.S1.MA1 🔍 M309913	NWEA - MAP	Harvey, Amy	8/1/2016	Data Reports	6/2/2017 triannually
G1.B1.S1.MA2 🔍 M309914	Florida Standards Assessment (FSA)	Harvey, Amy	8/1/2016	Data Reports	6/2/2017 annually
G1.B1.S1.MA6 🔍 M309915	Grade Level Common Assessment Data	Harvey, Amy	8/1/2016	Data Reports, PLC Minutes, Grade Level Data spreadsheets, MTSS Student Data spreadsheets	6/2/2017 monthly
G1.B1.S1.MA7 🔍 M309916	Grade Book	Harvey, Amy	8/1/2016	Data Reports	6/2/2017 quarterly
G1.B1.S1.MA8 🔍 M309917	Data Analysis	Harvey, Amy	8/1/2016	PLC Minutes, Lesson Plans, SAIL plans/notes	6/2/2017 monthly
G1.B1.S1.MA1 🔍 M309918	Once a month grade level meeting with administration.	Harvey, Amy	8/1/2016	PLC Meeting Minutes, Common Assessments, Lesson Plans, Grade Book	6/2/2017 monthly
G1.B1.S1.MA2 🔍 M309919	Monthly Leadership Team Meetings	Harvey, Amy	8/1/2016	Leadership Team Meeting Agenda and Minutes	6/2/2017 monthly
G1.B1.S1.MA7 🔍 M309920	Professional Development Schedule	Harvey, Amy	8/1/2016	Google calendar, AIMS	6/2/2017 daily
G1.B1.S1.A1 🔍 A304361	All teachers will participate in grade level PLCs and additional professional development in order...	Harvey, Amy	8/1/2016	Common Assessments, PLC Meeting Notes, PLC Common Assessment Data Analysis Sheets, MAP Data, Lesson Plans, Grade Books	6/2/2017 weekly
G1.B2.S1.MA1 🔍 M309921	Student Academic Data	Harvey, Amy	8/1/2016	Student progress toward IEP goals, common assessment data, Grade Book	6/2/2017 quarterly
G1.B2.S1.MA1 🔍 M309922	Schedule of Academic Support	Harvey, Amy	8/1/2016	ESE teacher schedules, Paraprofessional schedules	6/2/2017 daily
G1.B2.S1.A1 🔍 A304362	Students will be mainstreamed into regular classroom settings where they will receive...	Harvey, Amy	8/1/2016	Student IEPs and CWTs	6/2/2017 daily
G1.B2.S1.A2 🔍 A304363	ESE teachers will participate in grade level PLCs and ESE PLC monthly to help in the process of...	Monette, Ken	8/1/2016	PLC Minutes	6/2/2017 monthly
G1.B3.S1.A1 🔍 A304364	Paraprofessional Orientation and ongoing professional development focused on academic content and...	Harvey, Amy	8/18/2016	Sign-in sheets	6/2/2017 quarterly
G1.B4.S1.A1 🔍 A304365	Computer Lab Paraprofessionals provide large group instruction while teachers pull small groups for...	Harvey, Amy	8/18/2016	Master Schedule, Lesson Plans	6/2/2017 daily
G1.B4.S1.A2 🔍 A304366	Intervention Paraprofessionals provide small group instruction under the direction of the...	Ensminger, Katrina	8/18/2016	Schedules, Student Progress Monitoring Data	6/2/2017 daily
G1.B5.S1.A1 🔍 A304367	Provide resources and support required to implement Core Essentials Character Education Program	Monette, Ken	8/1/2016	Daily ITV record book	6/2/2017 daily
G1.B5.S2.A1 🔍 A304368	Teachers will maintain accurate records of student attendance, tardies and early checkouts in...	Harvey, Amy	8/18/2016	Attendance Records in Focus	6/2/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S2.A2 🔑 A304369	School Wide Attendance Incentive Plan - The parent liaison and the guidance counselors will monitor...	Smith, Victoria	9/1/2016	Attendance in Focus, Parent Communication	6/2/2017 monthly
G1.B5.S2.A3 🔑 A304370	Implementation of Check and Connect Program for Behavior Interventions	Holt, Micah	9/2/2016	Behavior Plans, Check and Connect Schedule, Zoo U Program Monitoring	6/2/2017 one-time

V. Professional Development Opportunities

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

G1. Northside Elementary will increase student achievement in reading and math by collecting and analyzing student data through the PLC process and planning and implementing targeted differentiated instruction.

G1.B1 Clear understanding of how to utilize data to target individual student areas of weakness in reading and math.

G1.B1.S1 Utilize school-wide professional development for teachers to learn how to gather and analyze data.

PD Opportunity 1

All teachers will participate in grade level PLCs and additional professional development in order to effectively develop common assessments and analyze common assessment data.

Facilitator

Administration, Instructional Coaches

Participants

All Teachers

Schedule

Weekly, from 8/1/2016 to 6/2/2017

G1.B2 Clear understanding of how to meet state standards for ESE students.

G1.B2.S1 The inclusion model will be used to provide access to on grade level curriculum, assessment, and instruction to meet student academic goals in both reading and math.

PD Opportunity 1

ESE teachers will participate in grade level PLCs and ESE PLC monthly to help in the process of developing assessments, analyzing data, and implementing instruction for all students.

Facilitator

Administrators, Coaches, Teacher Leaders

Participants

All ESE Teachers

Schedule

Monthly, from 8/1/2016 to 6/2/2017

G1.B3 Paraprofessional staff lack proper training to effectively provide small group support to students

G1.B3.S1 Provide ongoing professional development to all paraprofessionals to increase knowledge of academic content and instructional strategies.

PD Opportunity 1

Paraprofessional Orientation and ongoing professional development focused on academic content and instructional strategies

Facilitator

Coaches, Administrators, Teacher Leaders

Participants

Paraprofessionals

Schedule

Quarterly, from 8/18/2016 to 6/2/2017

VII. Budget					
1	G1.B1.S1.A1	**All teachers will participate in grade level PLCs and additional professional development in order to effectively develop common assessments and analyze common assessment data.**			**$19,126.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	0471 - Northside Elementary School	Title I, Part A		$2,160.00
			Notes: Funds to Pay Substitute Teachers (PLC Days)			
	6400	120-Classroom Teachers	0471 - Northside Elementary School	Title I, Part A		$5,601.00
			Notes: Stipends			
	7300	110-Administrators	0471 - Northside Elementary School	Title I, Part A		$7,330.00
			Notes: Summer Hours			
	5100	510-Supplies	0471 - Northside Elementary School	Title I, Part A		$3,785.00
			Notes: Instructional Supplies and Manipulatives			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0471 - Northside Elementary School	Title I, Part A		$250.00
			Notes: Electric Pencil Sharpeners			
2	G1.B2.S1.A1	**Students will be mainstreamed into regular classroom settings where they will receive individualized support to meet their academic goals.**			**$76,812.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

	7800	790-Miscellaneous Expenses	0471 - Northside Elementary School			$1,000.00
			Notes: Field Trips to Extend Academic Experiences			
	5200	150-Aides	0471 - Northside Elementary School	General Fund		$26,470.00
			Notes: ESE/Inclusion Paraprofessionals			
	5100	150-Aides	0471 - Northside Elementary School	Title I, Part A		$49,342.00
			Notes: Inclusion Paraprofessionals			
3	G1.B2.S1.A2	ESE teachers will participate in grade level PLCs and ESE PLC monthly to help in the process of developing assessments, analyzing data, and implementing instruction for all students.				$0.00
4	G1.B3.S1.A1	Paraprofessional Orientation and ongoing professional development focused on academic content and instructional strategies				$10,081.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	0471 - Northside Elementary School	Title I, Part A		$1,000.00
			Notes: Professional Development Books and Supplies			
	6400	330-Travel	0471 - Northside Elementary School	Title I, Part A		$9,081.00
			Notes: BCRA, Model Schools, ASCD, Ron Clark Academy			
5	G1.B4.S1.A1	Computer Lab Paraprofessionals provide large group instruction while teachers pull small groups for academic intervention/enrichment				$27,361.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6500	150-Aides	0471 - Northside Elementary School	Title I, Part A		$26,823.00
			Notes: Computer Lab Paraprofessionals			
	5100	644-Computer Hardware Non-Capitalized	0471 - Northside Elementary School	Title I, Part A		$538.00
			Notes: Laptop/Technology Device			
6	G1.B4.S1.A2	Intervention Paraprofessionals provide small group instruction under the direction of the Intervention Teacher				$108,616.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	150-Aides	0471 - Northside Elementary School	Title I, Part A		$55,280.00
			Notes: Intervention Paraprofessionals			
	5100	120-Classroom Teachers	0471 - Northside Elementary School	Title I, Part A		$53,336.00
			Notes: Intervention Teacher			

7	G1.B5.S1.A1	**Provide resources and support required to implement Core Essentials Character Education Program**				**$250.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	390-Other Purchased Services	0471 - Northside Elementary School	Title I, Part A		$250.00
			Notes: Character Education Program Posters			
8	G1.B5.S2.A1	**Teachers will maintain accurate records of student attendance, tardies and early checkouts in FOCUS.**				**$0.00**
9	G1.B5.S2.A2	**School Wide Attendance Incentive Plan - The parent liaison and the guidance counselors will monitor attendance and provide support and/or strategies to parents.**				**$7,474.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	360-Rentals	0471 - Northside Elementary School	Title I, Part A		$4,500.00
			Notes: Parent Communication Copier			
	6150	120-Classroom Teachers	0471 - Northside Elementary School	Title I, Part A		$2,974.00
			Notes: Stipend for Parent/Teacher Conferences			
10	G1.B5.S2.A3	**Implementation of Check and Connect Program for Behavior Interventions**				**$0.00**
					Total:	**$249,720.00**