

Escambia County School District

N. B. Cook Elementary School



2018-19 Schoolwide Improvement Plan

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N. B. Cook Elementary School

1310 N 12TH AVE, Pensacola, FL 32503

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	38%
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	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

N.B. Cook Elementary School of the Arts is committed to providing a positive learning environment which integrates the creative and technological abilities of children into the academic curriculum. Our mission is to provide children with learning experiences that will enable them to become productive members of society, of worth to themselves and others, by encouraging academic, technological, and social growth while developing aesthetic values in the creative and performing arts.

Our personnel believe a creative and performing arts program offers the emotional, social, and academic enhancements that will provide for the development of well-rounded, self-confident, motivated, and socially conscious individuals. We also feel that the arts are a natural way for children to experience success while learning. We know that children love singing, moving, drawing, and pretending. We want to capitalize on these avenues as a way of enhancing the academics.

Provide the school's vision statement.

N.B. Cook Elementary School of the Arts is committed to providing a positive learning environment which integrates the creative and technological abilities of children into the academic curriculum. Our mission is to provide children with learning experiences that will enable them to become productive members of society, of worth to themselves and others, by encouraging academic, technological, and social growth while developing aesthetic values in the creative and performing arts.

Our personnel believe a creative and performing arts program offers the emotional, social, and academic enhancements that will provide for the development of well-rounded, self-confident, motivated, and socially conscious individuals. We also feel that the arts are a natural way for children to experience success while learning. We know that children love singing, moving, drawing, and pretending. We want to capitalize on these avenues as a way of enhancing the academics.

School Leadership Team

Membership

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

Name	Title
Knight, Larry	Principal
Pierce, Lalla	Assistant Principal
Anthony, Kim	Teacher, K-12
Creel, Tam	Teacher, K-12
Pate, Myra	Teacher, K-12
Johnson, Niya	Teacher, K-12
Ueberroth, Christy	Teacher, K-12
Rathbun, Christine	Teacher, K-12
deBoer, Mary	Teacher, ESE
Kilpatrick, Betsy	Teacher, K-12
Bleam, Nora	Teacher, K-12

Duties

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

Members of the school's leadership team will be responsible for the following:

- *monitors the implementation of the RtI process at the school
 - *assists in the collection, analysis, and interpretation of data and development of instructional strategies/interventions
 - *ensures appropriate professional development is available for members of the team as well as members of the instructional staff.
 - *provides technical support (of RtI) and training for the team and other members of the staff
 - *assists with the integration of core instructional strategies/interventions in Tier III instruction
 - *collaborates with colleagues to develop and implement Tier II and Tier III strategies/interventions
- assists the team and staff by providing information about core instruction.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	1	0	0	0	2	0	0	0	0	0	0	0	3
One or more suspensions	1	2	1	0	1	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	2	0	0	1	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	4	5	0	0	0	0	0	0	0	9

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

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

Date this data was collected

Thursday 8/23/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	1	2	4	1	10	0	0	0	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	2	8	0	6	8	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	1	2	12	0	0	0	0	0	0	0	15

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	0	0	0	0	1	3	0	0	0	0	0	0	0	4

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	1	2	4	1	10	0	0	0	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	2	8	0	6	8	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	1	2	12	0	0	0	0	0	0	0	15

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	0	0	0	0	1	3	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

Assessment & Analysis

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

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

ELA Lower Quartile Gains. This is not a trend.

Which data component showed the greatest decline from prior year?

ELA Overall Proficiency and ELA Overall Learning Gains

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

All data was above the state average.

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

ELA & Math Lower Quartile Gains

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

Our 2017-18 School Improvement Plan focused on targeting our students in the lower quartile for more intensive instruction.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	79%	49%	56%	78%	46%	52%
ELA Learning Gains	65%	46%	55%	62%	46%	52%
ELA Lowest 25th Percentile	55%	40%	48%	43%	43%	46%
Math Achievement	80%	55%	62%	79%	52%	58%
Math Learning Gains	75%	57%	59%	74%	50%	58%
Math Lowest 25th Percentile	77%	48%	47%	67%	43%	46%
Science Achievement	74%	55%	55%	73%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (0)	1 (1)	0 (2)	0 (4)	0 (1)	2 (10)	3 (18)
One or more suspensions	1 (0)	2 (0)	1 (0)	0 (0)	1 (0)	0 (0)	5 (0)
Course failure in ELA or Math	0 (0)	0 (2)	2 (8)	0 (0)	0 (6)	1 (8)	3 (24)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (1)	4 (2)	5 (12)	9 (15)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	83%	52%	31%	57%	26%
	2017	92%	59%	33%	58%	34%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	83%	51%	32%	56%	27%
	2017	75%	49%	26%	56%	19%
Same Grade Comparison		8%				
Cohort Comparison						
05	2018	72%	44%	28%	55%	17%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	86%	47%	39%	53%	33%
Same Grade Comparison		-14%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	83%	54%	29%	62%	21%
	2017	75%	54%	21%	62%	13%
Same Grade Comparison		8%				
Cohort Comparison						
04	2018	89%	58%	31%	62%	27%
	2017	75%	54%	21%	64%	11%
Same Grade Comparison		14%				
Cohort Comparison		14%				
05	2018	70%	52%	18%	61%	9%
	2017	82%	50%	32%	57%	25%
Same Grade Comparison		-12%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	74%	55%	19%	55%	19%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	32	50	50	52	78	83	50				
BLK	52	54	45	58	68	87	44				
HSP	73			80							
MUL	86	67		90	93						
WHT	88	70	65	87	75	72	89				
FRL	68	60	52	67	67	80	54				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	43	29	17	35	29	33					

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	58	53	38	60	53	44	14				
HSP	70			70							
MUL	86	67		70	62						
WHT	93	78	57	83	76	65	83				
FRL	70	60	29	62	59	42	41				

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1	
Title	Learning Gains of Lower Quartile Students and SWD
Rationale	Historically students in the lowest quartile, particularly those with disabilities, have not demonstrated sufficient learning gains. Though there was a marked increase during the 2017-18 school year, we would like to keep this an area of focus for the upcoming school year.
Intended Outcome	Students in the lower quartile and students with disabilities will be expected to demonstrate learning gains as follows 50% in ELA and 80% in math.
Point Person	Larry Knight (lknight2@ecsdfl.us)
Action Step	
Description	<p>*Provide Arts Integration Training For Teachers. This training will focus on metacognition, summative assessment, rigor, voice and choice and true arts integration. This training will be in the form of a PLC.</p> <p>District is providing iReady Training. This training will focus on the purpose of iReady, understanding reports and providing remediation for struggling students.</p> <p>*Provide Training in Small Group Differentiated Instruction via PLC and whole group training. The PLC will be led by a successful ELA teacher on campus. The whole group training will be provided by the ELA department.</p> <p>*Provide Using Thinking Maps in Writing Training via a PLC. This PLC will be conducted by the ELA Department.</p> <p>*Provide feedback to teachers regarding their progress in making the ELA instructional shifts necessary for college and career readiness.</p> <p>Review assessment data (i.e. STAR360, Classroom Grades, Wonders Unit Assessments, Third Grade Portfolio, iReady, etc.) and hold data meetings to identify students in need of intervention, determine who will provide the intervention(s), and with the use of the District K-5 Intervention Decision tree, determine appropriate intervention and duration.</p> <p>*Provide Inclusion teams with training on collaborating for ESE student success. This training will be provided by the district.</p>
Person Responsible	Mary deBoer (mdeboer@escambia.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<p>Students' data will be monitored monthly during data meetings. Data points will include but are not limited to the following:</p> <p>iReady Reports</p> <p>STAR 360 Reports</p> <p>Classroom Grades</p> <p>Changes to instructional delivery and/or area of focus will be determined during these meetings.</p>
Person Responsible	Lalla Pierce (lpierce@escambia.k12.fl.us)

Activity #2

Title ELA Proficiency

Rationale Overall ELA proficiency declined during the 2017-18 school year.

Intended Outcome We would like for at least 75% of students to score at proficient levels.

Point Person Larry Knight (lknight2@ecsdfl.us)

Action Step

Description

- *Provide Arts Integration Training For Teachers. This training will focus on metacognition, summative assessment, rigor, voice and choice and true arts integration. This training will be in the form of a PLC.
- District is providing iReady Training. This training will focus on the purpose of iReady, understanding reports and providing remediation for struggling students.
- *Provide Training in Small Group Differentiated Instruction via PLC and whole group training. The PLC will be led by a successful ELA teacher on campus. The whole group training will be provided by the ELA department.
- *Provide Using Thinking Maps in Writing Training via a PLC. This PLC will be conducted by the ELA Department.
- *Provide feedback to teachers regarding their progress in making the ELA instructional shifts necessary for college and career readiness.
- Review assessment data (i.e. STAR360, Classroom Grades, Wonders Unit Assessments, Third Grade Portfolio, iReady, etc.) and hold data meetings to identify students in need of intervention, determine who will provide the intervention(s), and with the use of the District K-5 Intervention Decision tree, determine appropriate intervention and duration.
- *Provide Inclusion teams with training on collaborating for ESE student success. This training will be provided by the district.

Person Responsible Larry Knight (lknight2@ecsdfl.us)

Plan to Monitor Effectiveness

Description

- STAR 360 Reports
- iReady Reports
- Ongoing Feedback to Teachers via Classroom Walkthroughs Concerning Best Practices
- FSA Results
- Classroom Grades
- Schoolwide Writing Scores

Person Responsible Larry Knight (lknight2@ecsdfl.us)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

NB Cook would like to maintain or increase the percent of parents (especially men-dads, grand-dads, uncles, etc) participating in parent involvement activities to support literacy, math, science, writing, and arts programs at the school. We had over 15,000 volunteer hours recorded in the 2017-2018 school year and expect to maintain or increase this number over the course of the 2018-2019 school year.

Each year we provide a variety of volunteering and involvement activities for parents including but not limited to: PTA

Coffee with the Principal
Classroom helpers
Speech/history fair judges
Winter-fest
Picture days
Book fair
Media center assistants
Cook Cares
Literacy Nights
Yearbook
Reflections
Sunshine Math
Battle of the Books
Science/Robotics
Parent Resource Night
Proctoring
Jump Rope for Heart

PFEP Link

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

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

Throughout the course of the school year, our guidance counselor is always available to assist with the social / emotional needs of students. She provides counseling, testing and sometimes referrals outside the school if needed. Cook also has 12-15 mentors on campus during the school year assisting with students who may need help socially, emotionally, and/or academically.

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

NB Cook is a non-Title I school and does not have any on-campus programs for transition. Any student needing these programs will be directed to the district level for support.

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.

Instructional Resources (provided by the school district) as they relate to student abilities in the classrooms:

Tier I:

Reading - Reading Wonders; STAR 360 Reports; iReady
 Math - STAR 360 Go Math/Think Central; iReady
 Writing - Thinking Maps; Quarterly District Prompts; Arts Department Activities
 Science - District Assessment; Textbook Assessments
 Behavior - Student Discipline Referrals; Attendance Reports

Tier II:

Reading - STAR 360; Reading Wonders; Interventions with Reading Wonders; iReady
 Math - STAR 360; Go Math/Think Central; Prescriptive Assessments with Go Math; iReady
 Writing - Thinking Maps; Quarterly District Prompts; Arts Department Activities; Classroom Writing Prompts
 Science - District Assessment; Textbook Assessments
 Behavior - Student Discipline Referrals; Attendance Reports; Classroom Citizenship/Behavior Records

Tier III:

Reading -STAR 360; Reading Wonders; Interventions with Reading Wonders; SRA Reading Mastery; iReady
 Math - STAR 360; Go Math/Think Central; Prescriptive Assessments with Go Math; Number Worlds; iReady
 Writing - Thinking Maps; Quarterly District Prompts; Arts Department Activities; Classroom Writing Prompts
 Science - District Assessment; Textbook Assessments
 Behavior - Student Discipline Referrals; Attendance Reports; Classroom Citizenship/Behavior Records; PBIP; FBA

Because NB Cook is a non-title 1 school, our funding resources are limited. The district has provided us with two ESE Resource teachers to assist with low performers (these teachers utilize resources from all three tiers listed above). We attempt to provide extra resources to our teachers by giving the media center extra funds for student and teacher materials. This year we are also utilizing fundraiser money to assist with the purchase/upgrade of technology.

The leadership team meets monthly unless more frequent meetings are needed to discuss problems and/or issues that may arise.

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

N / A Cook is an elementary school with grades K through 5.

Part V: Budget	
Total:	\$2,500.00