Northside Elementary School

2018-19 Schoolwide Improvement Plan

Table of Contents

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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

This plan is pending approval by the Bay 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.

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.

Provide the school's vision statement.

A collaborative focus on every student every day.

School Leadership Team

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
Rollins, Jennifer	Instructional Media
Ciccarelli, Jessica	Teacher, K-12
Holt, Micah	School Counselor
Smith, Victoria	School Counselor
Gall, Chad	Assistant Principal

Duties

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 collaborates regularly 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.

Shared leadership is a cornerstone at Northside Elementary. Team members will utilize the PLC process with set norms to assist in discussing students collaboratively by name and need. Each PLC will begin with the agenda set by administration using minutes from the previous meeting to guide the work of the team. The Leadership Team will act as a liaison between the administration and the PLC

groups in order to maximize communication and focus on meeting the goals set forth by Northside's SIP.

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	25	18	27	18	19	9	0	0	0	0	0	0	0	116
One or more suspensions	8	8	9	9	10	11	0	0	0	0	0	0	0	55
Course failure in ELA or Math	0	16	24	23	12	3	0	0	0	0	0	0	0	78
Level 1 on statewide assessment	0	0	0	31	32	36	0	0	0	0	0	0	0	99

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	4	10	17	22	19	8	0	0	0	0	0	0	0	80

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	1	8	4	6	0	0	0	0	0	0	0	0	0	19
Retained Students: Previous Year(s)	1	2	4	7	1	0	0	0	0	0	0	0	0	15

Date this data was collected

Friday 6/1/2018

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	19	23	16	15	10	17	0	0	0	0	0	0	0	100
One or more suspensions	1	10	6	9	6	14	0	0	0	0	0	0	0	46
Course failure in ELA or Math	0	2	4	4	1	3	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	9	23	39	0	0	0	0	0	0	0	71

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	4	2	4	7	17	0	0	0	0	0	0	0	34

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	19	23	16	15	10	17	0	0	0	0	0	0	0	100
One or more suspensions	1	10	6	9	6	14	0	0	0	0	0	0	0	46
Course failure in ELA or Math	0	2	4	4	1	3	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	9	23	39	0	0	0	0	0	0	0	71

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	4	2	4	7	17	0	0	0	0	0	0	0	34

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?

The data component for Northside Elementary that performed the lowest in 2018 was our ELA Lowest 25% students scoring at 35% making learning gains. This is a 17% decrease from 2017 in which 52% of our Lowest 25% students made learning gains in ELA. This is not a trend as Northside increased 15% in this area from 37% in 2016 to 52% in 2017.

Which data component showed the greatest decline from prior year?

The data component for Northside Elementary that showed the greatest decline was Lowest 25% Learning Gains in ELA with a 17% decline from 52% in 2017 to 35% in 2018.

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

The data component with the biggest gap when compared to the state average was Lowest 25% Learning Gains ELA. Northside is 13% below the state average of 48% currently scoring at 35%.

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

The data component showing the most improvement was Science increasing from 33% proficiency in 2017 to 43% proficiency in 2018. This is not a trend as Northside decreased 8% from a proficiency of 41% in 2016 to 33% in 2017.

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

Northside increased student exposure to science curriculum by integrating science into the ELA block as well as providing more opportunities for hands on exploration. Northside also provided additional opportunities outside of the instructional day for science related activities such as Robotics Lego Club and Problem Solvers (solving problems with 3D printing).

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	56%	50%	56%	45%	48%	52%
ELA Learning Gains	51%	49%	55%	43%	47%	52%
ELA Lowest 25th Percentile	35%	45%	48%	37%	43%	46%
Math Achievement	52%	57%	62%	55%	53%	58%
Math Learning Gains	49%	57%	59%	44%	53%	58%
Math Lowest 25th Percentile	35%	46%	47%	35%	43%	46%
Science Achievement	43%	50%	55%	41%	44%	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	25 (19)	18 (23)	27 (16)	18 (15)	19 (10)	9 (17)	116 (100)
One or more suspensions	8 (1)	8 (10)	9 (6)	9 (9)	10 (6)	11 (14)	55 (46)
Course failure in ELA or Math	0 (0)	16 (2)	24 (4)	23 (4)	12 (1)	3 (3)	78 (14)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	31 (9)	32 (23)	36 (39)	99 (71)

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	61%	57%	4%	57%	4%	
	2017	57%	59%	-2%	58%	-1%	
Same Grade Comparison		4%					
Cohort Comparison							
04	2018	55%	51%	4%	56%	-1%	
	2017	55%	52%	3%	56%	-1%	
Same Grade Comparison		0%					
Cohort Comparison		-2%					
05	2018	51%	50%	1%	55%	-4%	
	2017	33%	49%	-16%	53%	-20%	
Same Grade Comparison		18%					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	56%	63%	-7%	62%	-6%
	2017	50%	56%	-6%	62%	-12%
Same Grade Comparison		6%				
Cohort Comparison						
04	2018	52%	59%	-7%	62%	-10%
	2017	60%	62%	-2%	64%	-4%
Same Grade Comparison		-8%				
Cohort Comparison		2%				
05	2018	45%	57%	-12%	61%	-16%
	2017	32%	52%	-20%	57%	-25%
Same Grade Comparison		13%				
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	43%	54%	-11%	55%	-12%
	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	34	34	43	32	33	33	11				
ELL	29	20		24							
BLK	30	38	23	18	34	43	10				
HSP	44	39	17	47	43		29				
MUL	50	36		75	55						
WHT	65	58	61	58	54	22	52				
FRL	52	49	32	46	46	33	43				
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	25	45	50	29	33	39	16				
ELL	23			46							

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	22	37	41	18	30	36	8				
HSP	40	50		43	31		38				
MUL	36	67		45	56		30				
WHT	57	51	63	56	45	55	42				
FRL	42	46	47	41	40	48	29				

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	ELA Achievement and Learning Gains
Rationale	Northside's overall proficiency level in ELA matches the State average of 56% and are above the district average of 50%; however learning gains are 4% below the State average and learning gains of lowest quartile are 10% lower than the District and 13% below the State average.
Intended Outcome	ELA proficiency will increase at least 3% from 56% proficiency to 59% proficiency. ELA Learning Gains will increase at least 3% from 51% proficiency to 54% proficiency. ELA Lowest 25% will increase at least 10% from 35% proficiency to 45% proficiency.
Point Person	Amy Harvey (harveam@bay.k12.fl.us)
Action Step	
Description	Strengthen and support the school's academic program through strategic focus. 1. Continue to build and strengthen Professional Learning Communities at each grade level. This will provide opportunity for collaborative teaching which will enhance the level of instruction provided and ensure that assessments are aligned to the rigor and intent of the standards. Teachers will participate in weekly PLCs to plan and prepare for effective standards-aligned instructional delivery and assessment. ELA Liaison's will attend liaison meetings and bring information back to the PLC. 2. Student data is organized in a Grade Specific Data Sheet which is used to monitor the progress of individual students as well as identify overall school trends. Data Sheets are reviewed in PLCs and during Monthly MTSS Data Chats to ensure that instruction is adjusted to provide additional support or challenge as needed. 3. Timely flexible interventions are implemented with fidelity and student progress is monitored regularly. Tier II interventions are provided by the classroom teacher and Tier III interventions provided by the MTSS Instructional Team.
Person Responsible	Amy Harvey (harveam@bay.k12.fl.us)
Plan to Monitor Effectiveness	
Description	PLC Minutes, Classroom Walks, MTSS Data Sheets, Monthly Data Chats, Enrich Progress Monitoring
Person Responsible	Amy Harvey (harveam@bay.k12.fl.us)

Activity #2	
Title	Behavior
Rationale	Of our 583 students, 117 (20%) students received at least one office referral in 2017-2018. 84 referrals resulted in Out of School Suspension for a total of 103 days OSS. 22 referrals resulted in In-School Suspension for a total of 41 days. Suspension resulted in a total of 144 days of lost instructional time.
Intended Outcome	The number of days lost instructional time due to suspension will decrease 10% from 144 days in 2017-2018 to 129 days or less in 2018-2019.
Point Person	Chad Gall (gallch@bay.k12.fl.us)

Action Step	
Description	1. Behavior Interventionist will help build teacher capacity and knowledge of effective classroom behavior strategies. 2. Implement wraparound services for students with behavior concerns that have a negative effect on teaching and learning. (Promise Room Supports, Mentors, Check and Connect, Social Groups, Zoo-u, Referral to community agencies for therapy services etc.) 3. Utilize Core Essential Resources to provide a common language for school-wide delivery of behavior expectations including building time in the Master Schedule for Core Essentials Morning Meetings.
Person Responsible	Chad Gall (gallch@bay.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Discipline Referral Data Analysis, Behavior Interventionist Observation Notes, Weekly Behavior PLC Minutes, Promise Room Log,
Person Responsible	Chad Gall (gallch@bay.k12.fl.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, § 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.

See Parent Involvment Plan

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.

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. School staff coordinate with resource teachers, school psychologist, behavior interventionist and other district staff 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 Tier II and Tier III support through specialized programs such as a social skills group, Zoo U individualized software program, Check & Connect with a staff member, and mentoring. The school staff including the Promise Program paraprofessional collaborates with outside resources (social workers, behavior interventionist, Florida Therapy counselors, Anchorage Children's Home, and Elevate Bay & Community Partners) to discuss coordination, implementation, and efficiency of services and works to identify new strategies or resources to benefit our students.

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 Pre-K 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 district's 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.

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.

Title I, Part A provides needed services to SPE through instructional paras, materials, PD for teachers and paraprofessionals, release time, stipends, equipment, classroom resources, parent involvement

resources, workshops, and technology.

Title I, Part C- Migrant
Students qualify as Migrant if students 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. BDS is part of a consortium through PAEC that provides assistance for migrant students and their families.

Title I, Part D
BDS receives funds to support the Educational Alternative Outreach program. Eligible neglected and delinquent students receive support and services in conjunction with the district's Drop-out Prevention Program.

Title II
The district receives supplemental funds for PD and stipends for teachers. Additionally, BDS' instructional specialists provide assistance as needed in the form of mentoring, coaching, and training.

Title III
Services are provided through educational materials and ELL district support services to improve ELL achievement. Title III funds provide PD opportunities for staff to attend conferences, district training, and participate in ESOL endorsements.

Title X- Homeless
BDS Homeless Social Worker provides resources (social services referrals, school supplies, clothing) for students identified as homeless. SPE's guidance department will work closely with all stakeholders to provide needed resources and support.

Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide after-school tutorial.
Violence Prevention Programs

The guidance department works with Behavioral Specialists and the necessary agencies to provide services, resources, and support families.

Nutrition Programs
A breakfast and lunch program are offered to all students at NES.

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

Part V: Budget	
Total:	$295,656.00