

Duval County Public Schools

North Shore Elementary



2019-20 Schoolwide Improvement Plan

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North Shore Elementary

5701 SILVER PLZ, Jacksonville, FL 32208

<http://www.duvalschools.org/northshore>

Demographics

Principal: Felicia Hardaway

Start Date for this Principal: 7/22/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (52%) 2017-18: C (50%) 2016-17: C (52%) 2015-16: C (47%) 2014-15: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>93%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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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.

North Shore's mission is to provide educational excellence in EVERY school, in EVERY classroom, for EVERY student, EVERY day.

Provide the school's vision statement.

The vision of North Shore Elementary School is to inspire and prepare students to be successful in college or a career.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Hardaway, Felicia	Principal	
Baker-Madden, Jamia	Assistant Principal	
Robinson, Laura	Instructional Coach	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	150	142	145	169	168	153	0	0	0	0	0	0	0	927
Attendance below 90 percent	56	55	52	66	62	44	0	0	0	0	0	0	0	335
One or more suspensions	9	16	23	34	43	44	0	0	0	0	0	0	0	169
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	119	114	118	0	0	0	0	0	0	0	351

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	52	75	76	99	95	97	0	0	0	0	0	0	0	494

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	1	4	4	10	2	11	0	0	0	0	0	0	0	32

FTE units allocated to school (total number of teacher units)

45

Date this data was collected or last updated

Monday 7/22/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - 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	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	41%	50%	57%	35%	49%	55%
ELA Learning Gains	53%	56%	58%	50%	56%	57%
ELA Lowest 25th Percentile	57%	50%	53%	53%	54%	52%
Math Achievement	64%	62%	63%	63%	62%	61%
Math Learning Gains	59%	63%	62%	65%	63%	61%
Math Lowest 25th Percentile	56%	52%	51%	67%	54%	51%
Science Achievement	37%	48%	53%	32%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	150 (0)	142 (0)	145 (0)	169 (0)	168 (0)	153 (0)	927 (0)
Attendance below 90 percent	56 ()	55 ()	52 ()	66 ()	62 ()	44 ()	335 (0)
One or more suspensions	9 ()	16 (0)	23 (0)	34 (0)	43 (0)	44 (0)	169 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	119 (0)	114 (0)	118 (0)	351 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	38%	51%	-13%	58%	-20%
	2018	41%	50%	-9%	57%	-16%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	45%	52%	-7%	58%	-13%
	2018	31%	49%	-18%	56%	-25%
Same Grade Comparison		14%				
Cohort Comparison		4%				
05	2019	35%	50%	-15%	56%	-21%
	2018	31%	51%	-20%	55%	-24%
Same Grade Comparison		4%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	74%	61%	13%	62%	12%
	2018	59%	59%	0%	62%	-3%
Same Grade Comparison		15%				
Cohort Comparison						
04	2019	63%	64%	-1%	64%	-1%
	2018	51%	60%	-9%	62%	-11%
Same Grade Comparison		12%				
Cohort Comparison		4%				
05	2019	44%	57%	-13%	60%	-16%
	2018	46%	61%	-15%	61%	-15%
Same Grade Comparison		-2%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	35%	49%	-14%	53%	-18%
	2018	27%	56%	-29%	55%	-28%
Same Grade Comparison		8%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	28	58	47	40	52	54	25				
BLK	39	48	56	62	60	58	32				
MUL	50			79							
WHT	57	83		78	50		73				
FRL	41	51	54	65	59	59	39				
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	20	54	75	28	47	35	18				
BLK	34	51	76	52	55	50	24				
WHT	45	55		68	70		50				
FRL	37	52	77	54	58	51	28				
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	10	36	36	29	18						

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	33	48	53	62	66	68	28				
WHT	48	65		62	58						
FRL	34	49	54	63	65	69	30				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	367
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Reading proficiency and gains showed the lowest performance. Although, proficiency is the highest it has been in my 8 year tenure, it's still in the bottom 300 schools. Gains were lower this year due to mid-year promotion and staff promotion. Students were promoted in January; however, they had not had 4th grade instruction and were required to take the 4th grade assessment. Science proficiency increased; however, it is still significantly low.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Reading LPQ's showed the greatest decline. This is attributed to staff promotion and mid-year promotion. The staff that replaced the veteran teacher was a novice teacher from primary. 3rd grade students were promoted mid-year to 4th grade. Gains decreased from LPQ gains 78% to 64%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap is Reading/ELA. North Shore's proficiency is 41% and the state's proficiency is 58%

Which data component showed the most improvement? What new actions did your school take in this area?

The area that showed the most improvement was reading proficiency, increasing by 6 points. This was not a trend being that reading proficiency usually increases 1-2% or stays the same; and has never been higher than 35%.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The two potential areas of concern are attendance (students missing more than 90 days).. and the number of students with suspensions.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Reading
2. Math
3. Science
4. Attendance
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increasing reading proficiency and reading gains
Rationale	After data analysis, proficiency increased in reading; however, gains declined. The previous year, gains increased and proficiency maintained. We need a balance that will enable us to increase reading proficiency as well as gains simultaneously.
State the measurable outcome the school plans to achieve	The outcome is to increase reading proficiency to 45% and reading gains to 65%. We will do this by monitoring standards-based instruction (delivery), implement reading strategies through Reading Mastery and Corrective Reading.
Person responsible for monitoring outcome	Felicia Hardaway (hardawayf@duvalschools.org)
Evidence-based Strategy	We will monitor teacher planning and standards unpacking using the KUDs strategies as well as teacher instruction using the standards-based walk-through tool, iReady and Achieve 300 data/tool kits, and corrective and reading reading mastery data. Teachers will participate in PD based on needs as well as attend weekly common planning that will be monitored by administration/instructional coaches.
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. PD for KUDs 2. Analyzing data 3. Common planning 4. Implement reading strategies (corrective and reading mastery) 5.
Person Responsible	Felicia Hardaway (hardawayf@duvalschools.org)

#2	
Title	Increasing math proficiency and math gains
Rationale	After data analysis, proficiency and gains increased in math; however, gains was by only 3-6 points... We need a balance that will enable us to increase math proficiency as well as gains simultaneously in double-digit numbers.

State the measurable outcome the school plans to achieve	The outcome is to increase math proficiency to 65% and math gains to 65%. We will do this by monitoring standards-based instruction (delivery), implementing math strategies and strategies through math camp (Acaletics)
Person responsible for monitoring outcome	Felicia Hardaway (hardawayf@duvalschools.org)
Evidence-based Strategy	We will monitor teacher planning and standards unpacking using the KUDs strategies as well as teacher instruction using the standards-based walk-through tool, iReady data/tool kits, and Acaletics data. Teachers will participate in PD based on needs as well as attend weekly common planning that will be monitored by administration/instructional coaches.
Rationale for Evidence-based Strategy	

Action Step	
Description	<ol style="list-style-type: none"> 1. PD for KUDs 2. Analyzing data 3. Common planning 4. Implement reading strategies (Acaletics) 5.
Person Responsible	Felicia Hardaway (hardawayf@duvalschools.org)

#3	
Title	
Rationale	

State the measurable outcome the school plans to achieve	
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	
Rationale for Evidence-based Strategy	

Action Step	
Description	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

The school-wide leadership team will monitor all action steps. We will meet weekly to address academic needs as well as school safety, behavior through PBIS, and attendance through IAT.

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 Schoolwide Improvement Plan 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.

We will increase parental involvement by having 1 parent night per nine week that will address reading, math and science. Parents will also participate in SAC and PTA.

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.

NS implements PBIS throughout the school. We also utilize full-service schools. North Shore has a full-time school therapist.

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

Pre-Kindergarten is a part of a standards based program. This program is designed to prepare students for Kindergarten and beyond. This program has highly qualified teachers and a full time para-professional. The maximum capacity is 20 students per class. North Shore currently has 2 Pre-K units. This program begins at 8:30 a.m. and ends at 3:00 p.m. daily. FLKRS, a district/state developed standardized test that is criterion referenced, is administered to determine students' kindergarten readiness. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention.

Students and parents will have individual conferences to inform parents of students' progress and areas that will need further developing prior to their student entering kindergarten.

5th grade students attend transition days at local middle schools as well as are invited to the district's Choice Fair.

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.

School leadership uses input from parent, student and faculty surveys as well as from the Shared Decision Making Committee, School Advisory Committee (SAC) and PTA members to make decisions about resources to meet the needs of students and achieve SIP outcomes. The principal, working with district personnel and budgetary limitations try to maximize the use of funds to make a greater impact on student learning.

School funds are used to ensure adequate support personnel such as academic coaches, interventionists and before school, during school and after school tutors are in place to enhance support services for struggling students. In addition, funds are used to enhance learning experiences and to promote the use of technology for all students.

Ongoing assessment and performance data is reviewed to make reactive decisions as to revisions to use of resources and/or to allocate additional resources. Teams that support student success are held monthly as well as school Leadership Team meetings (weekly). Student data and information relative to the school's environment, needs assessment data and student progress are reviewed weekly to support decision making.

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

North Shore hosts a career week, in which we have a career fair and various career experiences in which students participate.