N. B. Cook Elementary School

2020-21 Schoolwide Improvement Plan

Table of Contents

N. B. Cook Elementary School

1310 N 12TH AVE, Pensacola, FL 32503

www.escambiaschools.org

Demographics

Principal: Knight Larry

Start Date for this Principal: 8/24/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
2019-20 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: A (71%) 2017-18: A (72%) 2016-17: A (67%) 2015-16: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
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 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 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

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	44%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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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.
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School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Knight, Larry	Principal	Oversee implementation of SIP
Ueberroth, Christy	Teacher, K-12	4th Grade Level Chair
deBoer, Mary	Teacher, K-12	2nd Grade Level Chair
Hall, Sheila	Teacher, K-12	3rd Grade Level Chair
MacDonald, Anne Frances	Teacher, ESE	ESE Chair
Wheeler, Patricia	Teacher, K-12	Special Areas Chairperson
Cothran, Laurie	Assistant Principal	Oversees Data and Data Analysis
Creel, Tam	Teacher, K-12	
Simmons, Austine	Teacher, K-12	
Sistrunk, Jeni	Teacher, K-12	
Simmons, Jennifer	School Counselor	

Demographic Information

Principal start date

Monday 8/24/2020, Knight Larry

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

40

Demographic Data

2020-21 Status (per MSID File)	Active
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Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
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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	100	90	90	92	93	98	0	0	0	0	0	0	0	563
Attendance below 90 percent	2	9	5	6	1	5	0	0	0	0	0	0	0	28
One or more suspensions	0	1	0	0	1	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5

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	

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	3	2	0	1	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Friday 8/21/2020

Prior Year - 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	
Number of students enrolled	90	98	92	93	98	92	0	0	0	0	0	0	0	563
Attendance below 90 percent	3	3	7	5	6	4	0	0	0	0	0	0	0	28
One or more suspensions	0	2	2	1	1	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	7	8	0	0	0	0	0	0	0	15

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	1	0	1	1	0	0	0	0	0	0	0	3

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	0	0	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	90	98	92	93	98	92	0	0	0	0	0	0	0	563
Attendance below 90 percent	3	3	7	5	6	4	0	0	0	0	0	0	0	28
One or more suspensions	0	2	2	1	1	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	7	8	0	0	0	0	0	0	0	15

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	1	0	1	1	0	0	0	0	0	0	0	3

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	0	0	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	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	82%	53%	57%	84%	50%	55%
ELA Learning Gains	67%	55%	58%	71%	51%	57%
ELA Lowest 25th Percentile	57%	52%	53%	46%	43%	52%
Math Achievement	83%	57%	63%	77%	53%	61%
Math Learning Gains	71%	60%	62%	70%	53%	61%
Math Lowest 25th Percentile	55%	52%	51%	53%	45%	51%
Science Achievement	80%	54%	53%	70%	50%	51%

	EWS Indicators as Input Earlier in the Survey						
Indicator	**Grade Level (prior year reported)**						**Total**
	K	**1**	**2**	**3**	**4**	**5**	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

ELA							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
03	2019	84%	56%	28%	58%	26%	
	2018	83%	52%	31%	57%	26%	
Same Grade Comparison		1%					
Cohort Comparison							
04	2019	85%	52%	33%	58%	27%	
	2018	83%	51%	32%	56%	27%	
Same Grade Comparison		2%					
Cohort Comparison		2%					
05	2019	78%	51%	27%	56%	22%	
	2018	72%	44%	28%	55%	17%	
Same Grade Comparison		6%					
Cohort Comparison		-5%					

MATH							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
03	2019	83%	55%	28%	62%	21%	
	2018	83%	54%	29%	62%	21%	
Same Grade Comparison		0%					
Cohort Comparison							
04	2019	84%	58%	26%	64%	20%	
	2018	89%	58%	31%	62%	27%	
Same Grade Comparison		-5%					
Cohort Comparison		1%					
05	2019	82%	55%	27%	60%	22%	
	2018	70%	52%	18%	61%	9%	
Same Grade Comparison		12%					
Cohort Comparison		-7%					

SCIENCE							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
05	2019	80%	55%	25%	53%	27%	

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	74%	55%	19%	55%	19%
Same Grade Comparison		6%				
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	52	57		59	50						
BLK	55	54	39	61	62	53	50				
HSP	81	73		81	73						
MUL	90	68		90	68		82				
WHT	90	70	78	89	74	61	89				
FRL	72	60	50	75	59	48	65				

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					
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				

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	71
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
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	495
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	77
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	80
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	79
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

Our lowest quartile ELA and Math performance continues to trend lower than our other categories. At the 4th and 5th grade level, six of the ten teachers were new to N. B. Cook or new to the grade level. They had to adjust understanding of differentiation in an environment where most students are proficient and lower quartile learners can include Level 3s.

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

The Math Learning Gains for the Lower Quartile dropped from 77% to 55%, a 22% drop, which is significant. The factors listed above played into this as well as students in the lower quartile for 2018-19 had some behavior issues that impeded focus and perseverance. Additionally, due to other new initiatives and teachers being overwhelmed with a new environment, data meetings where strategies were discussed for lower quartile learners were not held as frequently.

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.

In all categories, N. B. Cook was 4% - 27% points above the state average.

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

Students with Disabilities' ELA Achievement went from 32% to 52% which is a 20% positive change. 2017-18 ESE teachers moved into grade level teaching positions and administration was able to put teachers who were new to ESE in the ESE positions for 2018-19. Their diligence in working with ESE students and their efforts to ensure students got scaffolded support, appropriate interventions, and needed accommodations paid off.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

N. B. Cook is fortunate to have very few students who are categorized in the EWS. Since there is often a stigma associated with reporting triggering events, especially in a setting like ours, our focus will continue to be on ensuring there are no students overlooked who may be embarrassed by their situation as compared to the overall very stable population we serve.

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

1. Math lower quartile
2. ELA lower quartile

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Arts Integration to Affect Student Performance	
Area of Focus Description and Rationale:	Studies show that students learn by doing, and that those who participate in the arts and enjoy learning perform better. As a magnet school of the arts, it is only logical that N. B. Cook should use its arts integration program to further improve student achievement.
Measurable Outcome:	Through increased arts integration with a focus on lower quartile learners, N. B. Cook's ELA lower quartile students will have 60% learning gains and Math lower quartile students will have 70% learning gains.
Person responsible for monitoring outcome:	Larry Knight (lknight2@ecsdfl.us)
Evidence-based Strategy:	Differentiated small group instruction in ELA and Math, to include support from special area teachers
Rationale for Evidence-based Strategy:	Students learn best when a) content is differentiated to their understanding and skill level, b) relationships are valued and varied, and c) content is relevant. Connecting differentiated learning to the arts will make learning relevant and understandable for students who often struggle to make connections.

Action Steps to Implement

1. Distribute lower quartile lists to all teachers, including special area. 2. Meet with special area teachers and empower them to work with classroom teachers to create communities of support for lower quartile learners.
3. Make the small group instruction expectation clear.
4. Continue Kennedy Center Arts Integration PD.
5. Monitor effectiveness of small group instruction and special area interventions / support.
6. Meet as teams frequently to discuss individual students' strengths, weaknesses, areas of improvement, and areas of concern.

Person Responsible	Larry Knight (lknight2@ecsdfl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

N.B. Cook Elementary works hard to develop and maintain positive working relationships with all of our stakeholders. We coordinate with our parents/guardians to serve as volunteers and have a very active PTA. Schoolwide events that include stakeholders include Coffee with the Principal, Dads' Group, monthly student performances, School Advisory Council (SAC) Meetings, and more. We frequently meet with our teachers, faculty, and staff to agin their input and suggestions while formulating many plans. The support from our community members is also reciprocated. N.B. Cook holds appreciation luncheons and invites all partners to attend events on our campus. We are pleased to showcase how the support these community stakeholders provide for our school is benefitting our students. Having parents/guardians and community involvement within our school provides an environment where students feel supported and increase their love for our school. This, in turn, promotes a positive experience for learning.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Other: Arts Integration to Affect Student Performance				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0191 - N. B. Cook Elementary School			$0.00
					Total:	$0.00