North Shore Elementary School

2020-21 Schoolwide Improvement Plan

Table of Contents

North Shore Elementary School

200 35TH AVE NE, St Petersburg, FL 33704

http://www.northshore-es.pinellas.k12.fl.us

Demographics

Principal: Heidi Bockover Goldstein

Start Date for this Principal: 6/4/2020

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	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (52%) 2017-18: B (56%) 2016-17: C (42%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

> * 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 Pinellas 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.

Table of Contents

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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	79%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	B	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

North Shore Elementary is a family-oriented community that provides a safe and positive environment to spark a lifelong love of learning.

Provide the school's vision statement.

100% Student Success

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
Dawson, Cooper	Principal	Principal and instructional leader of the school.
Dumaine, Kim	School Counselor	Academic and SEL supports
Stewart, Amy	Assistant Principal	Curriculum Support
Gist, Tiffany	Teacher, K-12	ELP supervisor
Gramlich, Tamara	Instructional Technology	Media Technology and research
Paetzold, Barbie	Other	Behavior Specialist supporting our Restorative Practices efforts, including training of staff and monitoring school-wide implementation.

Demographic Information

Principal start date
Thursday 6/4/2020, Heidi Bockover Goldstein

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.*
2

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
26

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
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Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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	50	69	76	85	65	47	0	0	0	0	0	0	0	392
Attendance below 90 percent	20	15	12	21	6	12	0	0	0	0	0	0	0	86
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	1	1	0	0	0	0	0	0	0	2

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	1	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	

Date this data was collected or last updated

Tuesday 7/7/2020

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	44	73	87	62	47	52	0	0	0	0	0	0	0	365
Attendance below 90 percent	0	14	14	11	6	9	0	0	0	0	0	0	0	54
One or more suspensions	0	2	0	5	2	5	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	5	16	14	0	0	0	0	0	0	0	35

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	2	1	2	4	5	0	0	0	0	0	0	0	14

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	2	6	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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	44	73	87	62	47	52	0	0	0	0	0	0	0	365
Attendance below 90 percent	0	14	14	11	6	9	0	0	0	0	0	0	0	54
One or more suspensions	0	2	0	5	2	5	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	5	16	14	0	0	0	0	0	0	0	35

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	2	1	2	4	5	0	0	0	0	0	0	0	14

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	2	6	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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	49%	54%	57%	51%	53%	55%
ELA Learning Gains	58%	59%	58%	52%	53%	57%
ELA Lowest 25th Percentile	55%	54%	53%	13%	47%	52%
Math Achievement	46%	61%	63%	51%	62%	61%
Math Learning Gains	55%	61%	62%	48%	61%	61%
Math Lowest 25th Percentile	47%	48%	51%	17%	48%	51%
Science Achievement	51%	53%	53%	60%	53%	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	45%	56%	-11%	58%	-13%	
	2018	58%	53%	5%	57%	1%	
Same Grade Comparison		-13%					
Cohort Comparison							
04	2019	47%	56%	-9%	58%	-11%	
	2018	50%	51%	-1%	56%	-6%	
Same Grade Comparison		-3%					
Cohort Comparison		-11%					
05	2019	53%	54%	-1%	56%	-3%	
	2018	54%	50%	4%	55%	-1%	
Same Grade Comparison		-1%					
Cohort Comparison		3%					

MATH							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
03	2019	43%	62%	-19%	62%	-19%	
	2018	36%	62%	-26%	62%	-26%	
Same Grade Comparison		7%					
Cohort Comparison							
04	2019	44%	64%	-20%	64%	-20%	
	2018	51%	62%	-11%	62%	-11%	
Same Grade Comparison		-7%					
Cohort Comparison		8%					
05	2019	47%	60%	-13%	60%	-13%	
	2018	54%	61%	-7%	61%	-7%	
Same Grade Comparison		-7%					
Cohort Comparison		-4%					

SCIENCE							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
05	2019	51%	54%	-3%	53%	-2%	

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	63%	57%	6%	55%	8%
Same Grade Comparison	-12%					
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	34	48		41	58						
ELL	36			27							
BLK	22	38	40	22	47	46	24				
HSP	67	67		50	55						
WHT	65	74		64	63		74				
FRL	36	51	57	36	48	50	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	51	70	80	37	48	70					
BLK	42	57	75	30	29	36	45				
HSP	44			39							
WHT	71	59		63	51		78				
FRL	55	59	76	46	44	39	76				
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	15	11	15	21	26	17					
BLK	25	32		28	21						
HSP	31	46		38	38						
WHT	64	60		61	59	10	69				
FRL	43	43	15	45	43	21	56				

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)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	406
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
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	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	68
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	45
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 performance areas were in ELA and Mathematics. We also experienced a significant decrease in Science achievement. The greatest contributing factor was the instability in instructional personnel related to leaves, relocation and other human resource factors. It is also important to note that our ESSA subgroups of ELL and Black students fall below 40%.

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

Our greatest decline was in the area of Science achievement. This is due in part to the numerous changes in personnel this year. Through problem solving, we also found there is a greater need to emphasis science vocabulary with students.

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.

Our ELA and math scores in 3rd, 4th grade and 5th and our 4th grade math scores show the greatest gap from the state. Last year, we had increases of 20 points in ELA and +8in math. There was a change in staff delivering instruction that may have impacted our growth.

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

Our greatest improvement were in overall learning gains and the progress of students within a grading cadre. For example, Last year's 3rd math students increased in proficiency into 5th and 4th grade students increased into 5th although the overall grade level proficiency decreased. We hypothesized that the growth we saw overall was related to our intervention groups. Teachers worked closed with our math coach to ensure we targeted deficit areas.

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

Our greatest area of concern is in the area of attendance particularly in our primary grades. Our intermediate learners began to become a concern once digital learning began.

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

1. Achievement
2. School Culture (Discipline and PBIS)
3. Attendance
4. Physical and Mental Health and Wellness
5. ESSA

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to School Climate/Conditions for Learning

Area of Focus Description and Rationale:	While we have made significant improvements as it relates to referrals and suspensions., we want to continue to improve our performance level. The problem/gap in behavior performance is occurring because of implementation of the SWBP with a committed restorative approach. There is a continued need to monitor school wide implementation. Our hypothesis is, fidelity of the implementation of the SWBP and restorative practices would occur, the problem will continue to be decrease
Measurable Outcome:	The number of all students receiving discipline referrals will decrease from a total of 99 referrals to less than 38 referrals, as measured by Focus and School Profiles Reports.
Person responsible for monitoring outcome:	Barbie Paetzold (paetzoldb@pcsb.org)
Evidence-based Strategy:	Strengthen the ability of all staff to establish and maintain positive relationships with all students by continuing our school PBIS strategies.Strengthen the implementation of research-based practices such as restorative practices to ensure that expectations are communicated and reinforced in class meetings.
Rationale for Evidence-based Strategy:	Our referrals decease from from 99 to 25 this year, which was a positive trend. Our previous goal was to reduce from 2016/2017 outcome 25 referrals. Referrals with Black students continue to be our greatest challenge at 52%. The fidelity of implementation of effective interventions is needed to see a reduction in these numbers.

Action Steps to Implement

1. Certified Trainer of Reciprocal Practices and Behavior Specialist will lead staff training and modeling of the lessons provided in the Restorative Practices Implementation Guide and Toolkit.
2. School-wide CPI Level 1 training
3. Written Cafeteria Plan with Processes and classroom collaboration
4. implementation of the Morning Minute an opportunity for students to breathe, reflect and focus before beginning the day
5. Staff book study (Wild Card/Troublemakers)

Person Responsible	Barbie Paetzold (paetzoldb@pcsb.org)

#2. Other specifically relating to Bridging the Gap	
Area of Focus Description and Rationale:	The concern is that only 34% of our Black Students in grades 3-5 have the foundational skills required by the demands of the Florida Standards based on ESSA data, thus causing many to score in the L25 range. If daily small group interventions would occur with fidelity, the problem would be reduced by 8%,
Measurable Outcome:	The ESSA proficiency score of Black students will increase to 60% proficiency, as measured by FSA.
Person responsible for monitoring outcome:	Cooper Dawson (dawsonw@pcsb.org)
Evidence-based Strategy:	The ESSA proficiency score of Black students will increase to 60% proficiency, as measured by FSA.
Rationale for Evidence-based Strategy:	If staff engages in ongoing professional development on culturally relevant strategies and Restorative Practices, more Black students will be engaged in learning which will have a positive impact on proficiency and in extended learning participation.

Action Steps to Implement

1. Monitor Black student data through Demographic Data Collection chart to track progress and ELP participation.
2. PD will include Equity for Excellence pre-school and throughout the school year, as well as Culturally Responsive Teaching/Strategies, and continued Restorative Practices/circles.
3. Ensure Black students are participating in extended learning opportunities before and after school and in the extended year program (Summer Bridge) through recruitment and targeted resources.
4. Girlfriends Club. Recruit for 5000 Role Models
5. Teachers will regularly assess (formally/informally), and utilize data to modify and adjust instruction and assist students with setting goals as well as tracking progress.
6. Teachers will plan for and implement culturally relevant strategies in the classroom.
7. Administration will provide feedback from walkthroughs/observations.

Person Responsible	Cooper Dawson (dawsonw@pcsb.org)

#3. Other specifically relating to Math	
Area of Focus Description and Rationale:	Our overall academic achievement took a decline this year and while there were some areas of improvement there is a great need to close the gaps both between the state and district and within our Black and EL subgroups.
Measurable Outcome:	The percent of all students achieving Math proficiency will increase to 70%, as measured by FSA.
Person responsible for monitoring outcome:	Amy Stewart (stewartam@pcsb.org)
Evidence-based Strategy:	Teachers will collaboratively plan and align instruction to meet the Florida Standards for all mathematics. Teachers will use district curriculum guidelines, and student data to provide learning opportunities in math.
Rationale for Evidence-based Strategy:	Purposeful planning for core instruction, intervention and vertical planning will help ensure that we not only meet our targets this year but increase the probability that students moving up the grade levels will enter with the requisite skills.

Action Steps to Implement

•Facilitate mathematics-focused, consistent and sustained professional development through monthly curriculum meetings and weekly PLCs. Empower mathematics teacher leaders to facilitate alongside administrators.
•Schedule and facilitate ongoing mathematics unit planning sessions by grade level, using district-provided resources and protocol. Utilize prerequisite and differentiated resources, just in time and based on diagnosed need.
•Provide feedback both in- and outside the Marzano framework to all mathematics teachers a minimum of once every two weeks. Incorporate positive sticky notes, face to face meetings, and open-ended questioning.
•Empower mathematics teacher leaders to create and sustain a culture of feedback and openness, including ongoing teacher to teacher feedback, learning walks, etc. For example, using the Coached Observation Protocol.

Person Responsible	Cooper Dawson (dawsonw@pcsb.org)

•Ensure that rigorous, student-centered instruction occurs daily through the use of Ready Classroom Mathematics, Dreambox Learning, Number Routines, and other standards-aligned resources. Support this work through curriculum meetings, PLCs, feedback, and/or the use of classroom video.
•Utilize multiple forms of assessment to inform instruction and allow students to represent and share their thinking in multiple ways. Use student work to guide analysis of student learning in grade level PLCs.
•Ensure feedback, professional development, and PLCs align with the Key Shifts in Mathematics [Focus, Coherence, Rigor] and promote strong alignment between standard, target, and task.

Person Responsible	Cooper Dawson (dawsonw@pcsb.org)

#4. Other specifically relating to ELA	
Area of Focus Description and Rationale:	Our current level of performance is 49%, which is a decline from the previous year. While we did experience learning gains there is a great need to close the gaps both between the state and district and within our Black and ELL subgroups.
Measurable Outcome:	The percent of all students achieving ELA will increase to 70%, as measured by FSA.
Person responsible for monitoring outcome:	Amy Stewart (stewartam@pcsb.org)
Evidence-based Strategy:	Teachers will collaboratively plan and align instruction to meet the Florida Standards for all academic areas, district curriculum guidelines, and student needs by proving multiple opportunities across the literacy block for reading,writing, speaking, and listening.
Rationale for Evidence-based Strategy:	Purposeful planning for core instruction, intervention and vertical planning will help ensure that we not only meet our targets this year but increase the probabilty that students moving up the grade levels will enter with the requiste skills.

Action Steps to Implement

Facilitate ELA-focused, consistent and sustained professional development with a focus on standards-based instruction, target and task alignment, developing and applying foundational skills, and the shifts (Regular practice with complex texts and academic language; Reading, writing, & speaking grounded in evidence from texts; Building knowledge through content-rich nonfiction).

Person Responsible	Cooper Dawson (dawsonw@pcsb.org)

Empower ELA champions/cohort teachers to develop as literacy leaders (ex: co-facilitate pd sessions alongside administrators, open classrooms for observation and feedback, coach colleagues in literacy practices).

Person Responsible	Cooper Dawson (dawsonw@pcsb.org)

Deliver instruction in both reading and writing designed according to research-based principles. For example, the teaching follows the "gradual release of responsibility" model of teaching. Within this model, there are five main methods of teaching: demonstration, guided practice, explicitly telling and showing an example, inquiry, and repertoire lessons. During instruction, the goal should be for all students – not some, not most, but all – to be attentive, listening and responding to instruction and engaged in literate behaviors (reading, writing, speaking, & listening).

Person Responsible	Amy Stewart (stewartam@pcsb.org)

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/ more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Person Responsible	Amy Stewart (stewartam@pcsb.org)

Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback.

Person Responsible   Cooper Dawson (dawsonw@pcsb.org)

Utilize the ELA Walkthrough tool and other ELA tools to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Person Responsible   Amy Stewart (stewartam@pcsb.org)

#5. Other specifically relating to Science

Area of Focus Description and Rationale:	Our overall academic achievement took a decline this year and while there were some areas of improvement there is a great need to close the gaps both between the state and district and within our Black and ELL subgroups
Measurable Outcome:	The proficiency level for science in 5th grade will increase from 51% back to 78%.
Person responsible for monitoring outcome:	Cooper Dawson (dawsonw@pcsb.org)
Evidence-based Strategy:	Teachers will collaboratively plan and align instruction to meet the Florida Standards for science throughout alll grade levels
Rationale for Evidence-based Strategy:	Utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to the 1st –5th grade standards.
	Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th Grade Diagnostic Assessment.

Action Steps to Implement

Utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to the 1st – 5th grade standards.
•Facilitate science professional development through monthly curriculum meetings and weekly PLCs.
•Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th Grade Diagnostic Assessment.
•Monitor for consistent effective instruction that promotes student centered with rigor for all science labs grades 1-5.
•Support and utilize formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase conceptual development of key content.

Person Responsible	Cooper Dawson (dawsonw@pcsb.org)

Implement and monitor science academic gaming based on data, with a priority focus on the 60 Power Words and other related vocabulary based on grade level standards.

Person Responsible	Cooper Dawson (dawsonw@pcsb.org)

Support the 5E instructional model through identification and understanding of each component [Engage, Explore, Explain, Elaborate, Evaluate] as identified in each elementary science unit grades 1- 5.

Person Responsible	Cooper Dawson (dawsonw@pcsb.org)

#6. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	As we look at school wide data, our hope is to continue to support equity by building relational capacity, empowering student voice, and holding high expectations for students by continuing to provide professional development related to equity issues and addressing student and family engagement for the adoption of equitable practices (equitable voice) and solving for the adoption of equitable practices.
Measurable Outcome:	Parent engagement as measured by involvement in school activities will match the ethnicity make up of students enrolled at North Shore Elementary.
Person responsible for monitoring outcome:	Cooper Dawson (dawsonw@pcsb.org)
Evidence-based Strategy:	Using the Racial Equity Analysis Protocol (REAP) we will identify strategies for the 2020-21 school year that support Equitable Voice (student and family engagement for the adoption of equitable practices)
Rationale for Evidence-based Strategy:	These strategies and practices would be identified using the Racial Equity Analysis Protocol (REAP).

Action Steps to Implement

- In conjunction with our PTA we will meet. monthly 1) Promote diversity as we build community within our school, 2) Provide resources and training to educate and empower families, teachers, and administration regarding best practices related to diversity in schools, and 3) Serve as a hub for diversity conversations and initiatives, creating an inclusive climate for all parents, students and teachers.

Person Responsible	Cooper Dawson (dawsonw@pcsb.org)

-increase the number of equity champions at our school.
-Increase the number of staff eligible to become champions

Person Responsible	Cooper Dawson (dawsonw@pcsb.org)

#7. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	The problem/gap is occurring because our EL students in grades 3-5 are lacking foundational skills required by the demands of the Florida Standards at their current level, thus causing many to score in the L25 range. If daily small group interventions would occur with fidelity, the problem would be increased by 10%
Measurable Outcome:	The ESSA proficiency score of EL students will increase to 60% proficiency, as measured by FSA.
Person responsible for monitoring outcome:	Amy Stewart (stewartam@pcsb.org)
Evidence-based Strategy:	1. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies and practices and ensure strong implementation. 2. Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. 3. Ensure EL students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. 4. Utilize supports from district office to ensure interventions are in place and being implemented for EL students who receive consent for evaluation.6. Administration to monitor and provide feedback routinely.
Rationale for Evidence-based Strategy:	If staff engages in ongoing professional development on culturally relevant strategies more EL students will be engaged in learning which will have a positive impact on proficiency and in extended learning participation.

Action Steps to Implement

Utilize Ellevation to obtain students' length of time in US schools and language proficiency levels to ensure appropriate scheduling and provide this data to teachers, so they can plan for effective instruction

Person Responsible	Tamara Gramlich (gramlicht@pcsb.org)

Provide learning opportunities for teachers on the use of WIDA Ellevation reports and Can Do Approach to support differentiated planning and instruction, based on student language proficiency levels
•Utilize and monitor the implementation of Can Do Descriptors and Model Performance Indicators in the planning and practice within all classrooms to ensure instruction matches the needs of ELs and scaffolding provides and appropriate entry-point for grade-level content with ongoing support
•Administrators will monitor the lesson planning and classroom implementation of effective lessons to engage ELs in rigorous, standards-based work rich in language development. They will utilize the Marzano Focus Model Go To Strategies for English Language Learners document to provide ongoing feedback to teachers to support development of their practice in supporting ELs.

Person Responsible	Tamara Gramlich (gramlicht@pcsb.org)

Monitor the LF student performance to ensure academic success or provide appropriate supports; monitor implementation of testing accommodations for LF students to ensure consistency schoolwide
•Monitor fidelity of implementation of the EL Grading Policy schoolwide by following up with individual teachers for each course failure for LY students
•Create a schedule for the Bilingual Assistant that directly supports standards-based instruction for ELs [provide support and PD and establish clear expectations with accountability]

•Have a school plan for meaningful communication with families via the website, newsletter, parent letters, phone calls, etc. and ensure communication is available in languages spoken by ELs; utilize LionBridge interpretation phone services.

Person Responsible	Tamara Gramlich (gramlicht@pcsb.org)

#8. Other specifically relating to attendance

Area of Focus Description and Rationale:	Our average daily attendance is 94%. We want to increase it to 96%. There is also an indication that some parents are still not aware of the link between attendance and academic achievement. We hypothesize that if parent education would occur, the rate could be increased by 2%
Measurable Outcome:	The percent of all students missing 10% or more of enrolled school days will decrease from 24% to 16%, as measured by School Profiles and Focus Attendance Reports.
Person responsible for monitoring outcome:	Cooper Dawson (dawsonw@pcsb.org)
Evidence-based Strategy:	Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.Strengthen the implementation of Tier 3 interventions to address and support the needs of students.
Rationale for Evidence-based Strategy:	Research on student absences and exam results in primary and secondary schools has revealed a link between attendance and achievement. It also shows that even short breaks from schools can reduce performance.The link shows that 44% of secondary students with no absences achieve higher on state exams, falling to 32% for pupils who miss 14 days of lessons and to 16% for those who miss up to 28 days over the two-year period.This pattern is also seen at elementary school, where pupils missing up to just 14 days of school are less likely to achieve level 3 or above in reading,writing or math tests than those with no absences.Students with no absences from school were 3 times more likely to achieve level 3 or higher.

Action Steps to Implement

Identify the returning students who had problematic attendance issues and reach out to set attendance goals for this year.
2. Begin supporting returning attendance challenges after the first absence.
3. Review attendance taking process and school-wide strategies for positive attendance with all staff.
4. Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.
5. Continue the monthly attendance incentive competition and perfect attendance recognition.
6. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.

Person Responsible	Cooper Dawson (dawsonw@pcsb.org)

#9. Other specifically relating to Family and Community Engagement	
Area of Focus Description and Rationale:	Family involvement is integral to the success of North Shore Elementary.Family involvement is embedded in all goal areas.
Measurable Outcome:	Parent involvement as measured by PTA membership will match the number of students enrolled at North Shore Elementary. Currently, we have 163 memberships and 367 students.
Person responsible for monitoring outcome:	Kim Dumaine (dumainek@pcsb.org)
Evidence-based Strategy:	PTA is actively involved in all areas of school improvement, Along with SAC, our PTA are advocates for our students
Rationale for Evidence-based Strategy:	1. Effectively communicate with families about their students' progress and school processes/practices. 2. Provide academic tools to families in support of their students 'achievement at home. 3. Purposefully involve families with opportunities for them to advocate for their students. 4. Intentionally build positive relationships with families and community partners.

Action Steps to Implement

1. Parent conferences to instruct families on how to use the Personal Learning Pathways Program to individualize instruction and fil lin academic gaps. Weekly Messages, and Monthly Newsletters.

Person Responsible	Cooper Dawson (dawsonw@pcsb.org)

Provide parents/families opportunity to attend workshops and trainings, join organizations (PTA) that promote parent advocacy. Utilize student services to provide families/parents, and students with resources, tools, support, and outside agencies referrals.
4. Utilize social media to increase communication with parents; PCS Family Engagement APP; Class DOJO, Facebook, School's web-site. Utilize focus groups to gather parents and family input for development of school improvement plan. Implement family social gatherings to build relations with families and among families as a school community.

Person Responsible	Cooper Dawson (dawsonw@pcsb.org)

#10. Other specifically relating to Healthy Schools

Area of Focus Description and Rationale:	Our current level of performance is Bronze, as evidenced in Alliance for a Healthier Generation's Healthy Schools Program. We expect our performance level to be Silver by 2021. If elimination of ALL non SMART Snack approved celebrations would occur.
Measurable Outcome:	The percent of all staff and students engaging in wellness efforts Program will increase from bronze level to silver, as measured by Alliance for a Healthier Generation's Healthy Schools Program
Person responsible for monitoring outcome:	Cooper Dawson (dawsonw@pcsb.org)
Evidence-based Strategy:	Increase the diversity and fidelity of wellness initiatives and increase thevariety of wellness activities/efforts,
Rationale for Evidence-based Strategy:	Evidence shows that the health of students is linked to their academic achievement, so by working together, we can ensure that young people are healthy and ready to learn. As an additional benefit, healthy staff report fewer absences and greater stamina and performance for instruction.

Action Steps to Implement

1. Walking Club – Teachers, parents, and students will track their walking across the country.
2. Complete the application for Silver Level Recognition, this needs to be monitored from day one. So by the end of the year it's easy to complete.
3. Healthy Snack days in the staff lounge
4. Healthy snack promoted on the morning news.
5. Evaluate snacks in the snack machine and see where we can be healthier.
6. Healthy options for celebrations. Have them posted on website for parents and teachers.
7. PTA-sponsored Turkey Trot to support our healthy school initiative.
8. Boosterthon "Fun Run" for students to help raise money for the school.
9. School-wide monthly Health and Fitness trait presented on Knightly Morning News. (Similar to Citizen of the Month with character traits.)

Person Responsible	Cooper Dawson (dawsonw@pcsb.org)

Additional Schoolwide Improvement Priorities

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

•**Related to the ESE ESSA data, we will monitor IEPs and matrices**
. Monitor to ensure that ASD students are appropriately placed.

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.

North Shore Elementary staff strives to model the core beliefs of the school vision for all stakeholders.

We provide multiple opportunities for stakeholders to provided feedback, participate, and/or learn about what is happening around our campus. We will utilize newsletters, School Messenger, class dojo, flyers, school website, marquee, and Facebook to inform families of upcoming meetings and events. Teachers communicate with families regarding standards and curriculum and curriculum information during monthly family nights. Parent-teacher conferences, as well as student-led conferences, occur to provide families with information on proficiency levels students are expected to meet.

We survey families annually. Families are also able to give input through participating in our School Advisory Committee (SAC) and monthly PTA meetings.

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: School Climate/Conditions for Learning				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			2691 - North Shore Elementary School	Title, I Part A	300.0	$0.00
2	III.A.	Areas of Focus: Other: Bridging the Gap				$0.00
3	III.A.	Areas of Focus: Other: Math				$0.00
4	III.A.	Areas of Focus: Other: ELA				$0.00
5	III.A.	Areas of Focus: Other: Science				$0.00
6	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				$0.00
7	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				$0.00
8	III.A.	Areas of Focus: Other: attendance				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

			2691 - North Shore Elementary School			$0.00
9	III.A.	Areas of Focus: Other: Family and Community Engagement				$0.00
10	III.A.	Areas of Focus: Other: Healthy Schools				$0.00
					Total:	$0.00