

Pinellas County Schools

# North Shore Elementary School



## 2021-22 Schoolwide Improvement Plan

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# 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: 7/16/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	79%
<b>2020-21 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: C (52%) 2017-18: B (56%) 2016-17: C (42%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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](http://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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## North Shore Elementary School

200 35TH AVE NE, St Petersburg, FL 33704

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

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	73%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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### 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 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.

The Vision of North Shore Elementary is 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	Position Title	Job Duties and Responsibilities
Bockover Goldstein, Heidi	Principal	Oversees the school, Oversees the ILT, facilitates PD, MTSS process, Oversees all budgets, SAC, PTA, Family engagement, CST, Teacher evaluations and walk throughs, facilitates the School Leadership Team and the Instructional leadership team.
Stewart, Amy	Assistant Principal	Learning Specialist, instructional walk throughs, teacher evaluations, testing coordinator, MTSS team member, CST Member, ILT, 504 Coordinator
Paetzold, Barbie	Behavior Specialist	Behavior Specialist; PBIS Coordinator
Dumaine, Kim	School Counselor	MTSS Team Member; Mustang Round-Up; Classroom Guidance; CST Member

### Demographic Information

#### Principal start date

Friday 7/16/2021, 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**

45

**Total number of students enrolled at the school**

450

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

2

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

10

**Demographic Data****Early Warning Systems****2021-22****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	77	71	73	78	59	40	0	0	0	0	0	0	0	398
Attendance below 90 percent	27	19	19	33	17	14	0	0	0	0	0	0	0	129
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	19	12	21	19	13	12	0	0	0	0	0	0	0	96

**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	0	1	4	3	0	0	0	0	0	0	0	10

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

**Date this data was collected or last updated**

Tuesday 6/22/2021

**2020-21 - 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	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	

**2020-21 - 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	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	

**Part II: Needs Assessment/Analysis****School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				49%	54%	57%	59%	50%	56%
ELA Learning Gains				58%	59%	58%	57%	47%	55%
ELA Lowest 25th Percentile				55%	54%	53%	68%	40%	48%
Math Achievement				46%	61%	63%	50%	61%	62%
Math Learning Gains				55%	61%	62%	44%	56%	59%
Math Lowest 25th Percentile				47%	48%	51%	43%	42%	47%
Science Achievement				51%	53%	53%	70%	57%	55%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	45%	56%	-11%	58%	-13%
Cohort Comparison						
04	2021					
	2019	47%	56%	-9%	58%	-11%
Cohort Comparison		-45%				
05	2021					
	2019	53%	54%	-1%	56%	-3%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	43%	62%	-19%	62%	-19%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	44%	64%	-20%	64%	-20%
Cohort Comparison		-43%				
05	2021					
	2019	47%	60%	-13%	60%	-13%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	51%	54%	-3%	53%	-2%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Fall, Winter and Math MAP Proficiency Percentages and 5th Grade Science Diagnostic Tests (Beginning of the year and Mid-Year)

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52%	42%	50%
	Economically Disadvantaged			
	Students With Disabilities	9%	10%	0%
	English Language Learners	33%	33%	33%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	52%	42%	46%
	Economically Disadvantaged			
	Students With Disabilities	20%	10%	0%
	English Language Learners	0%	0%	33%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49%	40%	39%
	Economically Disadvantaged			
	Students With Disabilities	32%	30%	25%
	English Language Learners	25%	25%	25%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	44%	34%	38%
	Economically Disadvantaged			
	Students With Disabilities	30%	10%	25%
	English Language Learners	25%	25%	25%
Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37%	36%	36%
	Economically Disadvantaged			
	Students With Disabilities	0%	7%	7%
	English Language Learners	0%	17%	14%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	32%	29%	0%
	Economically Disadvantaged			
	Students With Disabilities	9%	7%	0%
	English Language Learners	0%	0%	NA

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45%	49%	NA
	Economically Disadvantaged			
	Students With Disabilities	23%	36%	NA
	English Language Learners	0%	0%	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50%	37%	33%
	Economically Disadvantaged			
	Students With Disabilities	23%	14%	21%
	English Language Learners	0%	0%	0%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38%	31%	NA
	Economically Disadvantaged			
	Students With Disabilities	25%	14%	NA
	English Language Learners	0%	0%	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29%	35%	21%
	Economically Disadvantaged			
	Students With Disabilities	23%	14%	21%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	51%	68%	NA
	Economically Disadvantaged			
	Students With Disabilities	38%	50%	NA
	English Language Learners	0%	0%	NA

**Subgroup Data Review**

<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	33	36		40	45		45				
ELL	21			14							
BLK	18	38		18	31		8				
HSP	41	30		33	30		55				
MUL	42			33							
WHT	70	50		62	50		67				
FRL	31	41		25	23		23				
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
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				
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
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				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	299
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
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
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	60
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	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

When analyzing the MAP data across all grade levels for both Reading and Math, it shows that no growth was made from the beginning of the year to the end of the year in any subgroups. Fifth Grade Science showed a overall 17% gain from the beginning of the year diagnostic to the mid-year diagnostic and our SWD grew 12%.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Both ELA and Math demonstrate the greatest need for improvement based off the data analyzed.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The problem/gap is occurring because of inconsistency of rigorous instructional strategies aligned to the Florida Standards at the appropriate taxonomy level, as well as foundational concerns in grades K-2.

If the level of rigor and frequency of cognitively complex tasks along with addressing foundational gaps in the early grades occurs, the problem would be reduced by a greater level of tasks meeting the full depth of the Florida Standards/BEST Standards.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Fifth Grade Science showed a overall 17% gain from the beginning of the year diagnostic to the mid-year diagnostic and our SWD grew 12%.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Science Lab sessions were held with fidelity; daily science vocabulary bingo was played during lunch with both 4th and 5th grade.

**What strategies will need to be implemented in order to accelerate learning?**

1. Weekly scheduled grade level Collaborative Planning with administration
2. Strategically planned grade-level walk throughs will be mapped to track consistency between grade level standard instruction following collaborative planning
3. Formative assessments following lessons will be analyzed to determine next steps in instruction
4. Small group guided reading lessons will be held fidelity and running records will be utilized to move students who are demonstrating growth
5. Project 23 interventions will take place for both ELA and Math in grades K-3.
6. Mentoring for ESSA subgroups

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

1. Instructional Staff Developer will support Project 23 interventionists for both ELA and Math in grades K-3
2. JRGR/Literacy Footprints training for all those not currently trained in JR or needing a refresher course in order to hold small guided reading groups with fidelity
3. Gifted Micro-credential training for all those not currently micro-credentialed
4. Youth Mental Health Training during pre-school for all staff members
5. ELA Champions professional development each month to be delivered during grade level PLCs
6. STEM-LTI Cohort professional development each month to be delivered during grade level PLCs

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

?

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	<ol style="list-style-type: none"> <li>1. Our current level of performance is 46% proficiency in grades 3-5, as evidenced in 2019 FSA ELA scores.</li> <li>2. We expect our performance level to be 70% by 2022.</li> <li>3. The problem/gap is occurring because of inconsistency of rigorous instructional strategies aligned to the Florida Standards at the appropriate taxonomy level, as well as foundational concerns in grades K-2.</li> <li>4. If the level of rigor and frequency of cognitively complex tasks along with addressing foundational gaps in the early grades occurs, the problem would be reduced by a greater level of tasks meeting the full depth of the Florida Standards/BEST Standards.</li> </ol>
<b>Measurable Outcome:</b>	The percent of all students achieving ELA proficiency in Grades 3, 4 and 5 will increase from 46% to 70%, as measured by FSA.
<b>Monitoring:</b>	<ol style="list-style-type: none"> <li>1. Administration in weekly grade level PLCs and Collaborative Planning</li> <li>2. Formal and Informal Walkthroughs and Observations on a scheduled basis</li> <li>3. Formative Assessment Data and debrief during PLCs and Collaborative Planning</li> <li>4. Monthly Data Chats with MTSS team to discuss Tier I and Tier II instructional trends</li> </ol>
<b>Person responsible for monitoring outcome:</b>	Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)
<b>Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Standards-based Planning</li> <li>2. Standards-based Instruction</li> <li>3. Student-centered with Rigor</li> <li>4. Differentiated Instruction for all students.</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. If we effectively implement high-leverage strategies which support standards-based planning, then the percent of all students achieving proficiency will increase from 46% to 70%</li> <li>2. If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students making learning gains will increase from 46% to 70%.</li> <li>3. If we effectively implement high-leverage strategies which support classrooms focused on student-centered with rigor, and differentiated and scaffolded instruction, then the percent of all students achieving proficiency will increase from 46% to 70%.</li> </ol>

**Action Steps to Implement**

Facilitate ELA-focused, consistent, and sustained professional development with a focus on standards-based instruction using the Florida's B.E.S.T. Standards in grades K-2 and the Florida Standards in grades 3-5, 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** Heidi Bockover Goldstein (bockovergoldsteinh@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** Heidi Bockover Goldstein (bockovergoldsteinh@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** Heidi Bockover Goldstein (bockovergoldsteinh@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** Heidi Bockover Goldstein (bockovergoldsteinh@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** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

Implement Walk to Write small group instruction in grades 4 and 5 beginning January 2022.

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

Project 23 - Small group intervention based on student data, which will include implementation of Project 23 in Grades K-3 using Jan Richardson Literacy Footprints and Guided Reading routine.

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

Administrator monitors teacher practice and provide feedback to support teacher growth.

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

Teachers intentionally design lessons on a trajectory of difficulty with multiple checkpoints/ formative assessments identify gaps in learning and plan for acceleration to meet the needs of all students.

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

VE teachers will work with general education teachers to supplement and support the needs of ESE students based on formative assessment and plan for acceleration. VE teachers will train with general education teacher to collaborative team teach to supplement instruction.

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

Monthly data chats with a focus on L25 to develop and amend Action Plans.

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

Differentiation and Clustering Model for all learners through adapting content, thinking skills, resources, and/or objectives.

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

Teachers intentionally plan instruction aligned with a high level of rigor by using Marzano's Taxonomy and adjust instruction through use of talk, task, text, and student needs.

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

Ongoing professional development focused on embedding Gifted/Differentiation strategies into all classrooms.

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

Title I Hourly teachers will support Tier II and Tier III interventions at all grade levels.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

**#2. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	<ol style="list-style-type: none"> <li>1. Our current level of performance is 41% proficiency in grades 3-5, as evidenced in 2019 Mathematics FSA Scores.</li> <li>2. We expect our performance level to be 70% by 2022.</li> <li>3. The problem/gap is occurring because differentiation is not data-driven and implemented with fidelity.</li> <li>4. If differentiation is data-driven and implemented with fidelity, the problem would be reduced.</li> </ol>
<b>Measurable Outcome:</b>	The percent of all students achieving Math proficiency in Grades 3, 4 and 5 will increase from 41% to 70%, as measured by FSA.
<b>Monitoring:</b>	<ol style="list-style-type: none"> <li>1. Administration in weekly grade level PLCs and Collaborative Planning</li> <li>2. Formal and Informal Walkthroughs and Observations on a scheduled basis</li> <li>3. Formative Assessment Data and debrief during PLCs and Collaborative Planning</li> <li>4. Monthly Data Chats with MTSS team to discuss Tier I and Tier II instructional trends</li> </ol>
<b>Person responsible for monitoring outcome:</b>	Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)
<b>Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Strengthen staff ability to engage students in complex tasks.</li> <li>2. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.</li> <li>3. Enhance staff capacity to identify critical content from the Standards in alignment with district resources.</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	If staff utilizes data to differentiate instruction to meet the needs of all students, then mathematics proficiency will increase.

**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.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

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.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

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.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

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** Amy Stewart (stewartam@pcsb.org)

Ensure that rigorous, student-centered instruction occurs daily using 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.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

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.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

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** Amy Stewart (stewartam@pcsb.org)

Teachers use various mathematics tools and manipulatives, encourage students to select tools that support making sense of problems, and allow students to represent and share their thinking in multiple ways.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

Monthly data chats with a focus on L25 to develop and amend action plans.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

Differentiation and Clustering Model for all learners through adapting content, thinking skills, resources, and/or objectives.

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

Teachers intentionally plan instruction aligned with a high level of rigor by using Marzano's Taxonomy and adjust instruction through use of talk, task, text, and student needs.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

Ongoing professional development focused on embedding Gifted/Differentiation strategies into all classrooms.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

Project 23 - Small group intervention based on student data in Grades K-3.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

**#3. Instructional Practice specifically relating to Science****Area of Focus  
Description and  
Rationale:**

1. Our current level of performance is 41%, as evidenced in SSA results.
2. We expect our performance level to be 70% by 2022.
3. The problem/gap is occurring because of lack of proficiency of students in Grades 3 & 4 NGSSS.
4. If the Fall and Winter Diagnostic data is intentionally utilized for remediation of 3rd & 4th grade NGSSS, the problem would be reduced.

**Measurable Outcome:**

The percent of all students achieving Science proficiency in Grade 5 will increase from 41% to 70%, as measured by SSA.

**Monitoring:**

1. Administration in weekly grade level PLCs and Collaborative Planning
2. Formal and Informal Walkthroughs and Observations on a scheduled basis
3. Formative Assessment Data and debrief during PLCs and Collaborative Planning
4. Monthly Data Chats with MTSS team to discuss Tier I and Tier II instructional trends

**Person responsible  
for monitoring  
outcome:**

Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

**Evidence-based  
Strategy:**

1. Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
2. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
3. Strengthen staff ability to engage students in complex tasks.

**Rationale for  
Evidence-based  
Strategy:**

If staff differentiates data to close the gap of 3rd and 4th grade NGSSS, then science proficiency will increase.

**Action Steps to Implement**

Utilize systemic documents to effectively plan for science units that incorporate the 3 I's science instructional routine (Ignite, Investigate, Inform Instruction) and include appropriate grade level utilization of science labs in alignment to the 1st – 5th grade standards.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

Facilitate science professional development through monthly curriculum meetings and weekly PLCs.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

Develop, implement, and monitor a data driven 5th grade standards review plan using the 3rd and 4th Grade Diagnostic Assessment.

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

Monitor for consistent effective instruction that promotes rigorous student-centered instruction for all science labs in grades 1-5.

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

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** Amy Stewart (stewartam@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. This will include the 4th grade Life Science standards to bridge learning gaps from loss of learning.

**Person Responsible** Amy Stewart (stewartam@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** Amy Stewart (stewartam@pcsb.org)

Vertical articulation between 5th grade and 3rd & 4th grade regarding NGSSS deficit trends.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

Utilize 4th and 5th grade Beginning and Mid-Year Diagnostic Assessment data to identify instructional resources to support the ongoing review and expansion of learning with an emphasis on informational text and academic vocabulary.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

Utilize multiple forms of assessment to identify gaps in learning and to inform a plan for acceleration and scaffolding to meet the needs of all students.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

Utilize ELA block to tuck-in Life Science gaps due to school closure.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

Administrator monitors teacher practice and provide feedback to support teacher growth.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

Ongoing professional development focused on embedding Gifted/Differentiation strategies into all classrooms.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

Teachers intentionally plan instruction aligned with a high level of rigor by using Marzano's Taxonomy and adjust instruction through use of talk, task, text, and student needs.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

Differentiation and Clustering Model for all learners through adapting content, thinking skills, resources, and/or objectives.

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

Empower STEM TLI teacher leaders to create and sustain a culture of feedback and openness, including ongoing professional development, teacher-teacher feedback and learning walks, etc.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

Purchase and Utilize Kahoot to increase vocabulary gaming in grades 3-5.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

**#4. ESSA Subgroup specifically relating to Black/African-American**

<b>Area of Focus Description and Rationale:</b>	Our current level of performance is 18%, as evidence in 2019 FSA. The problem/gap is occurring because only 18% 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 student centered standards based instruction with rigor would occur and daily small group interventions would occur with fidelity, the problem would be reduced.
<b>Measurable Outcome:</b>	The ESSA proficiency score of Black students will increase to 70% proficiency, as measured by 2020 FSA.
<b>Monitoring:</b>	<ol style="list-style-type: none"> <li>1. Administration in weekly grade level PLCs and Collaborative Planning</li> <li>2. Formal and Informal Walkthroughs and Observations on a scheduled basis</li> <li>3. Formative Assessment Data and debrief during PLCs and Collaborative Planning</li> <li>4. Monthly Data Chats with MTSS team to discuss Tier I and Tier II instructional trends</li> </ol>
<b>Person responsible for monitoring outcome:</b>	Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)
<b>Evidence-based Strategy:</b>	Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. Provide appropriate scaffolding, as needed. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate, grade-level text & apply foundational skills, with high-quality feedback and opportunities to use that feedback.
<b>Rationale for Evidence-based Strategy:</b>	Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback and engaging students in rigorous tasks and assignments across all grade levels, and aligning those tasks to Florida standards, will allow students to show growth in all areas. Students in third, fourth and fifth grade will perform at or above Level 3 on FSA. We will use FSA and MAP data to identify students for targeted interventions from classroom teachers, ESE teachers, and our ELP. Daily formative assessments will drive in the moment small group instruction to help close gaps in standards acquisition.

**Action Steps to Implement**

Teachers will strengthen core instruction by increasing the amount of time students are engaged in reading by closely and critically rereading complex text, writing speaking and listening.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

Deepen teacher understanding of the standards through study of the Depth of Knowledge (DOK) levels, test specs. and shifts of instruction in planning and content area PD. Consider the aspects of rigor and use of the Text Dependent Questions when planning and build opportunities for students to prove thinking, debate and engage in error analysis. Utilize Marzano High Yield and Culturally Relevant Teaching strategies to structure students cooperatively with the overall purpose of deepening knowledge. Plan for higher order thinking questions in advance, using the DOK to build them from low level to higher level. Teachers complete tasks in advance and utilize potential misconceptions as a springboard for lessons

**Person Responsible** Barbie Paetzold (paetzoldb@pcsb.org)

Engage students in the reading and writing process by creating a sense of urgency and increasing student voice and choice.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

Teachers create/develop conditions for learning that empower learners to plan, monitor, reflect, and think deeper about one's learning.

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

Teachers intentionally create a learning environment that is relevant to and reflective of their students' social, cultural, and linguistic experiences; And utilize students' cultures and experiences as assets for learning.

**Person Responsible** Barbie Paetzold (paetzoldb@pcsb.org)

Engage students to use various mathematics tools and manipulatives (rulers, number lines, counters, pattern blocks, base ten blocks, etc.) and encourage students to select tools that support making sense of problems.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

Equity Champions/Learning Specialist will continue to roll out professional development to the staff during pre-school and throughout the school year to support conditions of learning.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

Pair our Black students not making learning gains with a mentor, preferably a teacher at the same grade level, who will touch base at least once a week.

**Person Responsible** Kim Dumaine (dumainek@pcsb.org)

**#5. 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 70% proficiency, as measured by FSA.

**Monitoring:**

1. Administration in weekly grade level PLCs and Collaborative Planning
2. Formal and Informal Walkthroughs and Observations on a scheduled basis
3. Formative Assessment Data and debrief during PLCs and Collaborative Planning
4. Monthly Data Chats with MTSS team to discuss Tier I and Tier II instructional trends

**Person responsible for monitoring outcome:** Heidi Bockover Goldstein (bockovergoldsteinh@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.
5. 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:** Amy Stewart (stewartam@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

**Person Responsible:** Amy Stewart (stewartam@pcsb.org)

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

**Person Responsible:** Amy Stewart (stewartam@pcsb.org)

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** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

Monitor the LF student performance during PLCs and SBLT data chats to ensure academic success or provide appropriate supports; monitor implementation of testing accommodations for LF students to ensure consistency schoolwide.

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

Monitor fidelity of implementation of the EL Grading Policy schoolwide by following up with individual teachers for each course failure for LY students.

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

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].

**Person Responsible** Amy Stewart (stewartam@pcsb.org)

In order to provide meaningful communication with families via the website, newsletter, parent letters, phone calls, etc., the school will ensure communication is available in languages spoken by ELs; utilize LionBridge interpretation phone services.

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

Pair our EL students not making learning gains with a mentor, preferably a teacher at the same grade level, who will touch base at least once a week.

**Person Responsible** Kim Dumaine (dumainek@pcsb.org)

**#6. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

<b>Area of Focus Description and Rationale:</b>	<p>1. We expect our level of performance and discipline warnings to decrease by the end of the 2021/22 school year with the implementation of a consistent School-wide Behavior Plan.</p> <p>2. The problem/gap in behavior performance is occurring because of the absence of a consistent School-wide Behavior Plan with a committed restorative approach.</p> <p>3. If fidelity of the implementation of the SWBP and restorative practices would occur, the problem would be reduced by 30%, as evidenced by fewer incident reports and discipline referrals written.</p> <p>4. We will analyze and review our data for effective implementation of our strategies by reviewing behavior warnings through SBLT and PBIS meetings and make appropriate decisions based on this data.</p>
<b>Measurable Outcome:</b>	The number of students receiving incident reports and discipline referrals will decrease respectively by 30% as measured by the Warning Tracking System.
<b>Monitoring:</b>	<p>1. Administration participates in Monthly Behavior SBLT Meetings discussing trends and behavior concerns.</p> <p>2. Formal and Informal Walkthroughs and Observations on a scheduled basis</p> <p>3. Monthly Data Chats with MTSS team to discuss Tier I and Tier II instructional trends</p>
<b>Person responsible for monitoring outcome:</b>	Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)
<b>Evidence-based Strategy:</b>	<p>1. Strengthen the ability of all staff to establish and maintain positive relationships with all students.</p> <p>2. Strengthen the implementation of research-based practices that communicate high expectations for each student. (SWBP / GFS)</p> <p>3. Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.</p>
<b>Rationale for Evidence-based Strategy:</b>	If staff utilizes a restorative approach with all students and implements the SWBP with fidelity and consistency, incident reports and discipline referrals will decrease by 30%.

**Action Steps to Implement**

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.

**Person Responsible** Barbie Paetzold (paetzoldb@pcsb.org)

School-wide CPI Level 1 training .

**Person Responsible** Barbie Paetzold (paetzoldb@pcsb.org)

Written Cafeteria Plan with Processes and classroom collaboration.

**Person Responsible** Barbie Paetzold (paetzoldb@pcsb.org)

Morning classroom meetings to set the tone for each day.

**Person Responsible** Barbie Paetzold (paetzoldb@pcsb.org)

Staff book study: Troublemakers: Lessons in Freedom from Young Children at school.

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

During the first quarter, all staff will be trained on how to develop lesson plans to teach and re-teach classroom rules and procedures. Staff will review expectations and rules at least once per week with all students during Restorative Circles.

**Person Responsible** Barbie Paetzold (paetzoldb@pcsb.org)

Prior to the first day of school with students, the PBIS coordinator will use the Tier 1 Walkthrough Tool to ensure signage reflecting Guidelines for Success (expectations) are posted in common areas.

**Person Responsible** Barbie Paetzold (paetzoldb@pcsb.org)

During preschool, the SBLT will collaborate to revise the discipline procedure flow chart and share with staff.

**Person Responsible** Barbie Paetzold (paetzoldb@pcsb.org)

All staff monitoring student behavior in common areas will engage with students to provide feedback, both positive and corrective, and will refer to signage reflecting Guidelines for Success (expectations) that are posted in common areas when doing so.

**Person Responsible** Barbie Paetzold (paetzoldb@pcsb.org)

By winter, average ratios of teacher reinforcement/acknowledgement of appropriate behavior to correction will be increased to a minimum of 4 positive to every 1 negative (as measured by Tier 1 Walkthrough, STOIC Checklist).

**Person Responsible** Barbie Paetzold (paetzoldb@pcsb.org)

Behavior warning data will be disaggregated by student demographic to identify any disparities. SBLT will utilize data for problem-solving.

**Person Responsible** Barbie Paetzold (paetzoldb@pcsb.org)

Implement the Principal's 100 Club where students are recognized for following our North Shore Guidelines for Success.

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

During parent-teacher conferences, the Title I Compacts are discussed and signed by all stakeholders.

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

During the first week of school, all students complete a motivational survey.

**Person Responsible** Barbie Paetzold (paetzoldb@pcsb.org)

**#7. Culture & Environment specifically relating to Student Attendance**

<b>Area of Focus Description and Rationale:</b>	Based on the school attendance data in School Profiles, it was determined that 28% of students were absent from school for 10% or more of the year and 12% of students were absent for 20% or more of the year. In addition, the overall attendance rate for all students was at 92.8%.
<b>Measurable Outcome:</b>	By May of 2022, we will increase our attendance rate for all students from 92.8% to 97% or higher.
<b>Monitoring:</b>	The Child Study Team will meet twice per month to monitor attendance rates.
<b>Person responsible for monitoring outcome:</b>	Caroline Centner-Conlon (centner-conlonc@pcsb.org)
<b>Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.</li> <li>2. Strengthen the implementation of Tier 3 interventions to address and support the needs of students.</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	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.

**Person Responsible** Caroline Centner-Conlon (centner-conlonc@pcsb.org)

Begin supporting returning attendance challenges after the first absence.

**Person Responsible** Caroline Centner-Conlon (centner-conlonc@pcsb.org)

Review attendance taking process and school-wide strategies for positive attendance with all staff.

**Person Responsible** Caroline Centner-Conlon (centner-conlonc@pcsb.org)

Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.

**Person Responsible** Caroline Centner-Conlon (centner-conlonc@pcsb.org)

Continue the monthly grade level attendance incentive competition with trophies given at "Knights in the Courtyard" assembly. In addition, teachers with perfect attendance each month will be recognized at our "Knights in the Courtyard" assembly

**Person Responsible** Caroline Centner-Conlon (centner-conlonc@pcsb.org)

Students with perfect attendance (no tardies/early releases) within each grading period will be recognized at a perfect attendance party.

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

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** Caroline Centner-Conlon (centner-conlonc@pcsb.org)

**#8. Culture & Environment specifically relating to Parent Involvement**

<b>Area of Focus Description and Rationale:</b>	Family involvement is integral to the success of North Shore Elementary. Family involvement is embedded in all goal areas.
<b>Measurable Outcome:</b>	Parent involvement as measured by PTA membership will match the number of students enrolled at North Shore Elementary.
<b>Monitoring:</b>	Parent involvement participation will be monitored following each event hosted by the PTA and ways to increase participation will be discussed at each following PTA board meeting.
<b>Person responsible for monitoring outcome:</b>	Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)
<b>Evidence-based Strategy:</b>	PTA is actively involved in all areas of school improvement, along with SAC, our PTA are advocates for our students
<b>Rationale for Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Effectively communicate with families about their students' progress and school processes/practices.</li> <li>2. Provide academic tools to families in support of their students achievement at home.</li> <li>3. Purposefully involve families with opportunities for them to advocate for their students.</li> <li>4. Intentionally build positive relationships with families and community partners.</li> </ol>

**Action Steps to Implement**

Work alongside the PTA to develop a calendar of events which supports student academic growth and encourages parent participation in their child's learning.

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

Continue to build positive relationships through: Meet the Teacher Pre- School Event, Kindergarten Open House, Grade 1-5 Open House Nights, Student Led Conferences, Parent/Teacher Conferences, Invite parents to join us for our Monthly "Knights in the Courtyard" Assembly where we celebrate students for academic and social accomplishments throughout the each specific month, all parents and Business Partners are invited to monthly SAC meetings and celebrations/curriculum nights.

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

Effectively communicate with families about their students' progress and school processes/practices by utilizing the following forms of contact: Student Agendas, School Messenger, Online Newsletter, Marquee

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

Communicate with parents the key points of restorative practices at an evening activity.

**Person Responsible** Barbie Paetzold (paetzoldb@pcsb.org)

Monthly newsletters, on the SMORE platform, featuring upcoming parent and family events will be emailed out to all families.

**Person Responsible** Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

NA

### **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.**

Neighborhood and community partnerships are a key to our school's success. Intentionally building positive relationships with families and community partners is a priority at North Shore Elementary.

We will continue to build a positive home/school relationship through events such as our Popsicles in the Park for our new North Shore Families, incoming Kindergarten Squire Session, Meet the Teacher Pre-School Event, Kindergarten Open House, Grade 1-5 Open House Nights, Student Led Conferences, individualized Parent/Teacher Conferences. School tours are provided to potential families in an on-going manner and as requested.

We invite parents to join us for our Monthly Knights in the Courtyard where we celebrate students for academic and social accomplishments throughout each specific month.

In addition, all parents and Business Partners are invited to monthly SAC meetings and celebrations/ curriculum nights.

Effectively communicating with families about their students' progress and school processes/ practices helps to foster strong home/school relationships. We utilize the following forms of contact: Student Agendas, School Messenger, Online Newsletter, Social Media (i.e., Facebook) and Marquee.

North Shore Elementary fosters strong relationships with feeder day cares to support a seamless transition between pre-school and kindergarten. Throughout the year, we invite families utilizing these day care centers to join us for parent/family events (Fall Festival, Ready, Set, Kindergarten!).

#### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

The following list encompasses a variety of stakeholders who will actively participate in promoting a positive culture and environment at North Shore Elementary:

- a. Students - our Pre-K thru 5th grade students will support and follow our Guidelines for Success.
- b. Parents/Guardians - will be active participants in fostering a positive home to school relationship to help grow their child academically, socially and emotionally.
- c. Staff - will define, implement and monitor the Guidelines for Success in order to foster the home to school relationship to help grow students academically, socially and emotionally.
- d. Community - will participate and provide essential feedback pertaining to on-going site-based initiatives through platforms such as PTA and SAC.
- e. Business Partners - will support site-based initiatives that include mentoring of selected students and provide essential feedback through platforms such as PTA and SAC.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			2691 - North Shore Elementary School	School Improvement Funds		\$300.00
			Notes: Schoolwide Kahoot Account			
4	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			2691 - North Shore Elementary School	School Improvement Funds		\$500.00
			Notes: Troublemaker Books for the Book Study			
7	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			2691 - North Shore Elementary School	School Improvement Funds		\$500.00
			Notes: Attendance Incentive Tags			
8	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$0.00
Total:						\$1,300.00