North Shore Elementary

2021-22 Schoolwide Improvement Plan

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North Shore Elementary

5701 SILVER PLZ, Jacksonville, FL 32208

http://www.duvalschools.org/northshore

Demographics

Principal: Felicia Hardaway   Start Date for this Principal: 7/18/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (52%) 2017-18: C (50%) 2016-17: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Duval County School Board.

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

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SIP Authority

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Hardaway, Felicia	Principal	
Baker-Madden, Jamia	Assistant Principal	
Daniels, Toni	School Counselor	
Robinson, Laura	Instructional Coach	

Demographic Information

Principal start date
Monday 7/18/2011, Felicia Hardaway

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.*
1

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.*
5

Total number of teacher positions allocated to the school
55

Total number of students enrolled at the school
740

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

Identify the number of instructional staff who joined the school during the 2021-22 school year.
4

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	104	108	116	105	118	108	0	0	0	0	0	0	0	659
Attendance below 90 percent	65	54	58	48	70	53	0	0	0	0	0	0	0	348
One or more suspensions	3	6	5	3	10	5	0	0	0	0	0	0	0	32
Course failure in ELA	4	0	4	5	5	1	0	0	0	0	0	0	0	19
Course failure in Math	4	0	4	1	4	2	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	35	30	34	0	0	0	0	0	0	0	99
Level 1 on 2019 statewide FSA Math assessment	0	0	0	18	29	30	0	0	0	0	0	0	0	77
Number of students with a substantial reading deficiency	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	104	108	116	105	118	108	0	0	0	0	0	0	0	659

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	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Wednesday 7/14/2021

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	100	128	120	121	141	139	0	0	0	0	0	0	0	749
Attendance below 90 percent	6	82	67	64	75	75	0	0	0	0	0	0	0	369
One or more suspensions	0	2	10	7	15	15	0	0	0	0	0	0	0	49
Course failure in ELA	4	7	5	1	14	7	0	0	0	0	0	0	0	38
Course failure in Math	5	7	7	1	14	7	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide ELA assessment	4	25	64	79	68	104	0	0	0	0	0	0	0	344
Level 1 on 2019 statewide Math assessment	6	47	67	75	85	64	0	0	0	0	0	0	0	344

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	6	46	70	79	78	84	0	0	0	0	0	0	0	363

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	5	5	8	6	19	5	0	0	0	0	0	0	0	48
Students retained two or more times	0	0	0	2	9	6	0	0	0	0	0	0	0	17

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				41%	50%	57%	35%	50%	56%
ELA Learning Gains				53%	56%	58%	51%	51%	55%
ELA Lowest 25th Percentile				57%	50%	53%	78%	46%	48%
Math Achievement				64%	62%	63%	54%	61%	62%
Math Learning Gains				59%	63%	62%	56%	59%	59%
Math Lowest 25th Percentile				56%	52%	51%	50%	48%	47%
Science Achievement				37%	48%	53%	28%	55%	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	38%	51%	-13%	58%	-20%
Cohort Comparison						
04	2021					
	2019	45%	52%	-7%	58%	-13%
Cohort Comparison		-38%				
05	2021					
	2019	35%	50%	-15%	56%	-21%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	74%	61%	13%	62%	12%
Cohort Comparison						
04	2021					
	2019	63%	64%	-1%	64%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-74%				
05	2021					
	2019	44%	57%	-13%	60%	-16%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	35%	49%	-14%	53%	-18%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady was used to monitor the primary grades (K-2) in reading and math.
PMA data was used to monitor the intermediate grades (3rd- 5th) in reading
PMA data was used to monitor the intermediate grades (3rd - 5th) in math

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/3%	4/4%	26/24%
	Economically Disadvantaged	3/3%	4/4%	26/24%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/5%	8/8%	27/26%
	Economically Disadvantaged	5/5%	8/8%	27/26%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	2/2%	10/9%	22/19%
	Economically Disadvantaged	2/2%	10/9%	22/19%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7/6%	11/10%	18/16%
	Economically Disadvantaged	7/6%	11/10%	18/16%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	3/3%	6/7%	14/15%
	Economically Disadvantaged	3/3%	6/7%	14/15%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13/15%	28/30%	22/23%
	Economically Disadvantaged	13/15%	28/30%	22/23%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	2/2%	19/19%	8/8%
	Economically Disadvantaged	2/2%	19/19%	8/8%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10/10%	7/7%	22/22%
	Economically Disadvantaged	10/10%	7/7%	22/22%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10/11%	12/12%	20/22%
	Economically Disadvantaged	10/11%	12/12%	20/22%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6/7%	6/6%	12/13%
	Economically Disadvantaged	6/7%	6/6%	12/13%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	13/15%	27/28%	18/19%
	Economically Disadvantaged	13/15%	27/28%	18/19%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0	0	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	16	47	40	35	53		8				
BLK	35	56	35	51	47	59	22				
MUL	70			50							
WHT	10			30							
FRL	34	52	30	48	47	62	25				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	58	47	40	52	54	25				
BLK	39	48	56	62	60	58	32				
MUL	50			79							
WHT	57	83		78	50		73				
FRL	41	51	54	65	59	59	39				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	54	75	28	47	35	18				
BLK	34	51	76	52	55	50	24				
WHT	45	55		68	70		50				
FRL	37	52	77	54	58	51	28				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	308
Total Components for the Federal Index	7
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33

Students With Disabilities	
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	20
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Reading data fluctuates; however, it is not been higher than 41%
Science data has been declining yearly
Math data has been consistent yearly

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

Reading and Science proficiency

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

In order to improve reading and science proficiency, professional development using the Learning Arc and instructional delivery will need to be implemented during PLC; teachers will use data to drive instruction; and data will be monitored by administration.

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

Math proficiency

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

Small group instruction, before and after school tutoring, and Saturday school tutoring have all been contributing factors. Several math teachers pulled students during their PLC's to promote student success.

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

Intentional professional development, intentional small group instruction, and ongoing professional development will need to be implemented in order to accelerate instruction.

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.

Administration will receive professional development on retaining teachers, building staff morale, and creating teacher leaders through the Ron Clark Administration Day as well as various other professional development opportunities. Teachers will receive professional development using the SBWT tool; the Learning Arc, and instructional planning and delivery based on data.

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

Administration will monitor and maintain data

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	This area of focus will be to increase reading proficiency and reading gains. After data analysis of the 2019 data, proficiency increased in reading; however, gains declined. The previous year, gains increased and proficiency maintained. We need a balance that will enable us to increase reading proficiency as well as gains simultaneously.
Measurable Outcome:	The outcome is to increase reading proficiency to 45% and reading gains to 65%. We will do this by monitoring standards-based instruction (delivery), implement reading strategies through Reading Mastery and Corrective Reading as well as providing parents with additional practice at home using the LAFS Rehearsal material purchased with CRRSA's funds.
Monitoring:	We will monitor the teachers' planning and lesson plans for unpacking standards using the Learning Arc. We will also monitor teacher instruction using the standards-based walk-through tool. PMA's, iReady, Achieve 300 data/tool kits, and corrective and reading reading mastery data will drive instruction. Teachers will participate in PD based on needs as well as attend weekly common planning that will be monitored by administration/instructional coaches.
Person responsible for monitoring outcome:	Felicia Hardaway (hardawayf@duvalschools.org)
Evidence-based Strategy:	
Rationale for Evidence-based Strategy:	These strategies were chosen because they are district and state vetted strategies and curricular.

Action Steps to Implement

1. PD on the Learning Arc
2. Teachers will print (using Title 1 purchased printers located in centralized locations) and analyze data during PLC's to share with parents
3. Common planning
4. Implement reading strategies (corrective and reading mastery)
5. The following positions will be funded through Title 1 to provide additional support for students in instruction: paras, media specialist, and reading coach.
6. Before, after-school, and Saturday school tutoring will funded through Title 1 to provide additional tutoring for our students
7. Additional at home practice, LAFS Rehearsal material, will be provided to students and parents using the CRRSA funds....general supplies will be needed such as toner (copier), copy paper, dry erase markers, etc. that will be purchased through Title 1 to support academic success.

Person Responsible	Felicia Hardaway (hardawayf@duvalschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	This area of focus will be to increase proficiency in math and math gains. After data analysis of the 2019 data, proficiency and gains increased in math; however, gains was by only 3-6 points... We need a balance that will enable us to increase math proficiency as well as gains simultaneously in double-digit numbers.
Measurable Outcome:	The outcome is to increase math proficiency to 65% and math gains to 65%. We will do this by monitoring standards-based instruction (delivery), implementing math strategies and strategies through math camp (Acaletics)
Monitoring:	We will monitor the teachers' planning and lesson plans for unpacking standards using the Learning Arc. We will also monitor teacher instruction using the standards-based walk-through tool. PMA's, iReady data/tool kits, and Acaletics data will drive instruction. Teachers will participate in PD based on needs as well as attend weekly common planning that will be monitored by administration/instructional coaches.
Person responsible for monitoring outcome:	Jamia Baker-Madden (baker-madj@duvalschools.org)
Evidence-based Strategy:	
Rationale for Evidence-based Strategy:	These strategies were chosen because they are state/district vetted strategies and curricular.

Action Steps to Implement

1. PD on the Learning Arc
2. Teachers will print (using Title 1 purchased printers located in centralized locations) and analyze data during PLC's to share with parents
3. Common planning
4. Implement math strategies (Acaletics)
5. The following positions will be funded through Title 1 to provide additional support for students in instruction: paras, media specialist, and instructional coach.
6. Before, after-school, and Saturday school tutoring will funded through Title 1 to provide additional tutoring for our students.
7. Additional at home practice, MAFS Rehearsal material, will be provided to students and parents using Title 1 funds... general supplies will be needed such as toner (copier), copy paper, dry erase markers, etc. to support academic success.

Person Responsible   Jamia Baker-Madden (baker-madj@duvalschools.org)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	This area of focus is on student attendance and tardies. After data analysis of the 2019 data, we found that students that fell in the LPQ category were kids that missed a considerable number of days (10 or more) per nine week and/or quarter and had excessive tardies year after year.
Measurable Outcome:	To decrease the number of students with 10 or more absences, suspensions and tardies by 85-90%, in turn increasing student achievement.
Monitoring:	ALL LPQ students (and students with excessive absences/tardies) will be tracked and monitored bi-weekly by the counselor and parent liaison. Parents will be contacted and an AIT meeting will be held along with the truant officer that could potentially be sent to the state attorney's office.
Person responsible for monitoring outcome:	Toni Daniels (danielst1@duvalschools.org)
Evidence-based Strategy:	
Rationale for Evidence-based Strategy:	

Action Steps to Implement

1. Analyze student attendance data
2. Track students bi-weekly
3. Implement attendance contracts as needed
4. Calm classrooms
5. Mentoring plan

Person Responsible	Toni Daniels (danielst1@duvalschools.org)

1. Analyze student attendance data
2. Track students bi-weekly
3. Implement attendance contracts as needed
4. Calm classrooms
5. Mentoring plan

Person Responsible	Toni Daniels (danielst1@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the 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.

According to the data, North Shore ranked high in incidents; primarily in the fighting, physical attack and threat and intimidation.

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

Title 1 funds will fund professional development to provide professional development as needed to help build student achievement. Title 1 will fund the parent liaison position to help bridge the gap between parents and the school. Title 1 funds will also fund technology, including, but not limited to software, computer carts, interactive monitors, etc.

Additional resource material will be purchased through Title 1 and the CRRA Act funds for reading, math and science to help enrich students academically.

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.

We will increase parental involvement by having 1 parent night per nine week that will address reading, math and science. Parents will also participate in SAC and PTA. These parent functions will be coordinated and led by administration, team leaders and the parent liaison.

Parents will log into FOCUS and Class Dojo to maintain communication with their student's teachers.

Parents will be provided hands-on experiences using real-time assignments throughout the 9 weeks.

Administration will receive professional development on retaining teachers, building staff morale, and creating teacher leaders through the Ron Clark Administration Day as well as various other professional development opportunities.

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

Felicia W. Hardaway- Principal- manages and maintains the Parental Involvement Plan
Jamia Baker-Madden- Assistant Principal- manages and maintains the Parental Involvement Plan
Toni Daniels-Lee- School Counselor- promotes a safe school culture and environment
Alexis Jones- School Counselor- promotes a safe school culture and environment

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: Culture & Environment: Student Attendance	$0.00
		Total:	$0.00