

Pinellas County Schools

North Shore Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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North Shore Elementary School

200 35TH AVE NE, St Petersburg, FL 33704

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Bockover Goldstein, Heidi	Principal	Oversees the school and Instructional Leadership Team Facilitated professional development and the MTSS process Oversees all budgets, SAC, PTA, Family Engagement, CST, Teacher Evaluations Monitors all academics using data chats and walk-through tools Facilitates the School Leadership Team and School Improvement Plan
Stewart, Amy	Assistant Principal	Learning Specialist Instructional Walk-throughs Teacher evaluations Testing Coordinator MTSS Team Member CST Member ILT Member
Dumaine, Kim	Other	MTSS Team Member Knights in the Courtyard Classroom and Individual Guidance Lessons CST Member Save Club Facilitator 504 Facilitator
Paetzold, Barbie	Teacher, K-12	5th Grade Self-Contained Teacher and Pro-ed Facilitator

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

When end of the year data for the 2023 state assessment results for ELA and Math were made available, we analyzed data to determine next steps towards our school improvement plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

During the 2023/24 school year, the SIP will be monitored using formative assessments, IStation Data, and Progress Monitoring Cycle Data. Grade Level Data Analysis Meetings will be set to dive into data and make adjustments to our SIP to ensure continuous growth towards our goals.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	42%
2022-23 Economically Disadvantaged (FRL) Rate	79%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C

	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	31	21	20	26	14	33	0	0	0	145	
One or more suspensions	0	2	1	0	2	1	0	0	0	6	
Course failure in English Language Arts (ELA)	0	0	0	18	3	2	0	0	0	23	
Course failure in Math	0	0	0	8	0	0	0	0	0	8	
Level 1 on statewide ELA assessment	0	0	0	26	19	20	0	0	0	65	
Level 1 on statewide Math assessment	0	0	0	27	16	23	0	0	0	66	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	46	31	35	0	0	0	112	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	21	10	15	0	0	0	46

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	10	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	22	21	20	17	22	22	0	0	125	
One or more suspensions	0	0	0	1	0	3	0	0	0	4	
Course failure in ELA	0	0	0	3	0	0	0	0	0	3	
Course failure in Math	0	0	0	3	0	1	0	0	0	4	
Level 1 on statewide ELA assessment	0	0	0	19	19	19	0	0	0	57	
Level 1 on statewide Math assessment	0	0	0	22	19	21	0	0	0	62	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	6	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	22	21	20	17	22	22	0	0	125	
One or more suspensions	0	0	0	1	0	3	0	0	0	4	
Course failure in ELA	0	0	0	3	0	0	0	0	0	3	
Course failure in Math	0	0	0	3	0	1	0	0	0	4	
Level 1 on statewide ELA assessment	0	0	0	19	19	19	0	0	0	57	
Level 1 on statewide Math assessment	0	0	0	22	19	21	0	0	0	62	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	6	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	47	54	53	53	55	56	46		
ELA Learning Gains				58			37		
ELA Lowest 25th Percentile				54			30		
Math Achievement*	52	61	59	48	51	50	41		
Math Learning Gains				64			39		
Math Lowest 25th Percentile				50					
Science Achievement*	49	62	54	43	62	59	41		
Social Studies Achievement*					65	64			
Middle School Acceleration					52	52			
Graduation Rate					57	50			
College and Career Acceleration						80			
ELP Progress	50	64	59	64			65		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	248
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	434
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	2	1
ELL	39	Yes	1	
AMI				
ASN				
BLK	24	Yes	3	1
HSP	52			
MUL	50			
PAC				
WHT	61			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	30	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	1	
ELL	43			
AMI				
ASN				
BLK	34	Yes	2	
HSP	50			
MUL	43			
PAC				
WHT	69			
FRL	45			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	47			52			49					50
SWD	21			21			25				4	
ELL	33			33							3	50
AMI												
ASN												
BLK	21			24			25				4	
HSP	46			65			45				3	
MUL	50			50							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	60			63			62				4	
FRL	26			38			30				4	

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	53	58	54	48	64	50	43					64
SWD	40	50	27	30	44	38	20					
ELL	17	40		25	70							64
AMI												
ASN												
BLK	20	42	42	18	56	50	8					
HSP	44	61		36	58							
MUL	50	40		33	50							
PAC												
WHT	72	68		69	73		64					
FRL	36	49	58	29	54	53	14					67

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	46	37	30	41	39		41					65
SWD	33	36		40	45		45					
ELL	21			14								65
AMI												
ASN												
BLK	18	38		18	31		8					
HSP	41	30		33	30		55					
MUL	42			33								
PAC												
WHT	70	50		62	50		67					
FRL	31	41		25	23		23					58

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	57%	-9%	54%	-6%
04	2023 - Spring	48%	58%	-10%	58%	-10%
03	2023 - Spring	46%	53%	-7%	50%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	51%	62%	-11%	59%	-8%
04	2023 - Spring	64%	66%	-2%	61%	3%
05	2023 - Spring	48%	61%	-13%	55%	-7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	60%	-14%	51%	-5%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

ELA

Change in intervention supports (Title I)
Lack of test taking strategies imbedded in the modules
More data chats after each analyze progress towards goals

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

ELA

Change in intervention supports (Title I)
Lack of test taking strategies embedded in the modules
Synthesizing two stories/articles
More data chats after each analyze progress towards goals

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

Third grade math showed a gap between the state (59) and the school (41) which -18

The focus for 3rd grade is on ELA proficiency.
A great deal of instructional time is spent on portfolio testing which takes away from other subjects
First year of a new math adoption
Lack of math fluency of all basic facts

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

Math proficiency increased from 48% to 55% this year.

Small group instruction rotations supported specific instruction for students to close gaps.
Dreambox individually assigned lessons during rotations helped provide purposeful instruction.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two areas of concern are the number of students across all grade levels missing 10% or more of school and the number of students earning a Level1 in ELA across grades 3-5.

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

Math - Fluency of basic math skills across all grade levels (KG-5)
ELA /Math - Test taking strategies embedded into daily instruction
ELA/Math/Science - Analyzing data on a consistent basis to drive instruction across all grade levels and all subjects
Attendance - reduce the number of students missing 10% or more of school during the year.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Deepen understanding of the Florida's B.E.S.T./FSASS for ELA, Math and Science as a non-negotiable for improving student outcomes. Benchmark-aligned instruction collected from the 2022-23 school year showed students performing below grade level in Math, ELA, and Science because of a lack of consistency in task aligned to grade-level appropriate standards, lack of opportunities for students to engage in rigorous problem-solving tasks, and a need utilize data to plan for instruction.

Our current level of performance:

49% proficiency in ELA

55% proficiency in Math

Our 5th grade Science proficiency increased from 43% in 2022 to 49% proficient in 2023.

Our 3rd grade stand-alone proficiency in 2023 was 47%

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Overall proficiency in ELA will increase 10% from 49% to 59%, as measured by State Progress Monitoring Assessment, PM3.

Overall proficiency in Math will increase 10% from 55% to 65%, as measured by State Progress Monitoring Assessment, PM3

Overall proficiency in Science will increase 11% from 49% to 60%, as measured by State Progress Monitoring Assessment, PM3

Overall proficiency for third grade will increase 23% from 47% to 70% as measured by the ELA PM3 FAST Assessments.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Formative Assessments for each subject area

Benchmark and Diagnostic Assessments for ELA, Math and Science

ISIP

On Demand monthly iStation Assessments

DreamBox

Weekly Targeted Data Chats in grade-level PLCs

Monthly Tier 1 SBLT meetings with all team leaders

Monthly Tier 2 and Tier 3 SBLT meetings with all team leaders to review PSWs for academics/behavior
ELFAC

Running Records

State Progress Monitoring Assessment

Walk-through data

Person responsible for monitoring outcome:

Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teacher Clarity (Hattie, 0.75 effect size)/ Learning needs to be challenging (Hattie & Zierer, 10 Mindframes for Visible Learning)

Prior Ability (Hattie, 0.82 effect size)

Classroom Discussion (Hattie, 0.82 effect size)

Feedback (Hattie, 0.70 effect size)

Planning and Prediction (Hattie, 0.76 effect size)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teacher Clarity: When focusing on Teacher Clarity, it is important for teachers to have clear intentions and success criteria in mind when presenting science content. Teachers also need to be able to provide effective feedback on and for learning. To do this, there needs to be a clear understanding of the learning goals that are aligned to the standards. Understanding the depth and breadth of the standards will support this work.

Prior Ability: Activating prior knowledge helps students see the connections between previous learning and new instruction, builds on what students already know, provides a framework for learners to better understand new information, and gives instructors formative assessment information to adapt instruction. It is important to slow down, ask our students what they already know about the matter, and make important connections to what is to come.

Classroom Discussion: Classroom discussion is a method of teaching, that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussion allows students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learnt the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns from each other.

Feedback: The purpose of feedback is to help the learner get from where he is currently to where he needs to be. Based on his research, Hattie defines feedback as “information provided by an agent (a teacher, a peer, a book, etc.) about aspects of a student’s (or teacher’s) performance or understanding.” Once the learner receives that feedback, he then has two options: work harder/change something so that he can reach the goal or lower the expectations about the goal. This is one reason why setting realistic goals in the first place is so important. Student assessment is not just important feedback for learners but is even more useful to teachers as they work to examine whether the learning goals were achieved, content was understood, methods were appropriate and media helpful. Formative assessment checks throughout a unit, the use of a mini assessments midway or a summative assessment at the end of the unit will provide the teacher information to help evaluate the teaching and learning of content.

Planning and Prediction: It is imperative that there is intention planning and the use of time; determining how students are going to perform and what they will need to perform well.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Grade level instructional staff will share common collaborative planning time focused on student data for the understanding and planning of the B.E.S.T./FSASS standards and tasks to increase rigorous student-centered learning within Core. The focus will be on releasing students to engage in independent, standards-aligned tasks.

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

By When: Weekly scheduled collaborative planning from August 2023 through May 2024.

Student assessment data will drive instructional decisions and students will be identified to participate in specific small group instruction during the school day and/or extended learning opportunities.

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

By When: August 2023 through May 2024

Weekly grade level Learning Communities with administration aligned with instructional staff developers with an identified focus on a different subject each week (1st week/Math; 2nd week/ELA; 3rd week/Science; 4th week/Tier 2/3 Data).

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

By When: August 2023 through May 2024

Bi-monthly School-Based Leadership Team Meetings with team leaders and student services team to review Tiered data and monitor progress towards goals.

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

By When: August 2023 through May 2024

Create a classroom environment of trust, openness to dialogue, academic goal setting, and academic risk taking for all students.

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

By When: August 2023 through May 2024 Student Led Conferences will be scheduled in the spring

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

North Shore Elementary has been identified for ATSI for the 2023-24 school year for the areas of Black Students and Students with Disabilities.

Standards-based data collected from the 2022-23 school year showed students performing below grade level in Math, ELA, and Science with a lack of consistency in task aligned to grade-level appropriate standards.

Students are not provided consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.

Our current level of performance for our students in our Black ESSA Subgroup is:

28% of our Black ESSA Subgroup were proficient ELA (8% increase over 2022)

19% of our Black ESSA Subgroup were proficient in Math (1% increase over 2022)

67% of our Black ESSA Subgroup were proficient in Science (59% increase over 2022)

Our current level of performance for our students in our SWD ESSA Subgroup is:

10% of our SWD ESSA Subgroup were proficient ELA (10% decrease over 2022)

14% of our SWD ESSA Subgroup were proficient in Math (4% decrease over 2022)

67% of our SWD ESSA Subgroup were proficient in Science (59% increase over 2022)

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Black Student Proficiency in ELA will increase from 28% to 42% or higher, as measured by State Progress Monitoring Assessment.

Black Student Proficiency in Math will increase from 10% to 42% or higher, as measured by State Progress Monitoring Assessment.

Black Student Proficiency in Science will increase from 67% proficient to 100%, as measured by State Progress Monitoring Assessment

SWD Student Proficiency in ELA will increase from 10% to 42% or higher, as measured by State Progress Monitoring Assessment.

SWD Student Proficiency in Math will increase from 14% to 42% or higher, as measured by State Progress Monitoring Assessment.

SWD Student Proficiency in Science will increase from 67% proficient to 100%, as measured by State Progress Monitoring Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Formative Assessments for each subject area

Benchmark and Diagnostic Assessments for ELA, Math and Science

ISIP

DreamBox

Targeted Data Chats
 ELFAC
 Running Records
 State Progress Monitoring Assessment
 Walk-through data

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Standards-based data (FAST, common assessments, walk-through, etc.) collected from the 2022-23 school year showed that our SWD and Black Students performing below grade level in ELA and Math with a lack of consistency in tasks SWD provided with consistent opportunities to be successful with standards-aligned tasks and teachers have limited effective teaching methods to support learning.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Continue to strategically cluster students with disabilities into classrooms on academic level and IEP Goals, including inclusive scheduling to the maximum extent possible when in the best interest of students.

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

By When: August 2023-May 2024

Continue with collaboration with cross-articulation between Gen. Ed. teacher and ESE teachers to support rigorous grade level standards-based instruction in order to close gap.

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

By When: August 2023-May 2024

Plan for higher order thinking questions in advance, using DOK to build them from low level to higher level questioning.

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

By When: August 2023-May 2024

Implement supplemental reading intervention program to address phonics gaps for Tier 3 students.

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

By When: August 2023-May 2024

Schedule testing for ESE students in order to minimize and eliminate instructional time loss.

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

By When: August 2023-May 2024

Monitor ISIP, iStation Usage and DreamBox lesson completion for students identified on a weekly and monthly basis.

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

By When: August 2023-May 2024

Celebrate students' growth with regard to goal setting and academic progress.

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

By When: August 2023-May 2024

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the Early Warning Systems collected from the 2022-2023 school year displays 145 students that are absent more than 10% of the time. This Early Warning Indicator can directly impact student achievement, therefore student engagement and positive behavior strategies will be implemented to increase student attendance and decrease other affected early warning indicators.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase overall student attendance rates and decrease number of students that are absent more than 10% of the time from 145 students to 70.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

In order to monitor the desired outcome, the Child Study Team (CST) will meet twice a month to monitor student attendance rates and monitor students with Early Warning Indicators. Necessary steps will be made to reach out to families regarding attendance, including but not limited to phone calls, letters, and celebratory correspondence with attendance rates increase. In addition, data chats and PLCs with instructional staff members will be utilized to measure this desired outcome.

Person responsible for monitoring outcome:

Kim Dumaine (dumaine@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive behavior strategies implemented within the classroom to increase connections and relationships to empower students to increase attendance rates. PLCs among staff members to analyze and disaggregate the data for students with multiple Early Warning Indicators.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy was selected to improve student attendance rates and support students with multiple Early Warning Indicators while ultimately increasing the positive learning experience for all students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement goal setting opportunities where students regularly and visibly participate in setting their own academic, behavior and attendance goals throughout the year, revising goals based on data and celebrating successes.

Person Responsible: Kim Dumaine (dumaine@pcsb.org)

By When: August 2023-May 2024

Positive Behavior Incentive Team will share out strategies learned at the BPIS Conference regarding increasing student attendance rates with staff during pre-school.

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

By When: August 2023

Calendar out SBLT meeting with invites to team leads for both SBLT meetings and CST meetings. This will provide a platform for discussions regarding select students who need attendance supports.

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

By When: August 2023 - May 2024

Monitor attendance coding in FOCUS for accuracy and assign a front office staff member to change attendance codes based on parent communication via phone/email.

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

By When: August 2023-2024

Teachers will be the first point of contact with parents/guardians when a child is absent for 3 or more days. The parent contact attempt should be entered into the FOCUS parent log. These logs will be monitored during CST meetings when addressing students with accumulated absences.

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

By When: August 2023-May 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Our Leadership Team, along with our team leaders have analyzed the state data to determine the best way to allocate school improvement funding and Title I funding in an effort to build capacity and close learning gaps. We will continue to monitor progress towards these goals in weekly grade level PLCs dedicated to each subject area and through monthly school-based leadership team meetings to monitor Tiered data.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Strategically focus on 3-5 teachers and instruction by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, and feedback. In grades 3-5, more than 50% of the students scored below proficiency.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Overall ELA proficiency in grades K-2 will increase by 10% or more as measured by State Progress Monitoring.

Grades 3-5 Measurable Outcomes

Overall ELA proficiency in grades 3-5 will increase by 10% or more as measured by State Progress Monitoring.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Formative Assessments for each subject area

Benchmark and Diagnostic Assessments for ELA, Math and Science

ISIP

On Demand monthly iStation Assessments

DreamBox

Weekly Targeted Data Chats in grade-level PLCs

Monthly Tier 1 SBLT meetings with all team leaders

Monthly Tier 2 and Tier 3 SBLT meetings with all team leaders to review PSWs for academics/behavior

Running Records

State Progress Monitoring Assessment

Walk-through data

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Bockover Goldstein, Heidi, bockovergoldsteinh@pcsb.org

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Teacher Clarity (Hattie, 0.75 effect size)/ Learning needs to be challenging (Hattie & Zierer, 10 Mindframes for Visible Learning)

Prior Ability (Hattie, 0.82 effect size)

Classroom Discussion (Hattie, 0.82 effect size)

Feedback (Hattie, 0.70 effect size)

Planning and Prediction (Hattie, 0.76 effect size)

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Teacher Clarity: When focusing on Teacher Clarity, it is important for teachers to have clear intentions and success criteria in mind when presenting science content. Teachers also need to be able to provide effective feedback on and for learning. To do this, there needs to be a clear understanding of the learning goals that are aligned to the standards. Understanding the depth and breadth of the standards will support this work.

Prior Ability: Activating prior knowledge helps students see the connections between previous learning and new instruction, builds on what students already know, provides a framework for learners to better understand new information, and gives instructors formative assessment information to adapt instruction. It is important to slow down, ask our students what they already know about the matter, and make important connections to what is to come.

Classroom Discussion: Classroom discussion is a method of teaching, that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussion allows students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learnt the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns from each other.

Feedback: The purpose of feedback is to help the learner get from where he is currently to where he needs to be. Based on his research, Hattie defines feedback as “information provided by an agent (a teacher, a peer, a book, etc.) about aspects of a student’s (or teacher’s) performance or understanding.” Once the learner receives that feedback, he then has two options: work harder/change something so that he can reach the goal or lower the expectations about the goal. This is one reason why setting realistic goals in the first place is so important. Student assessment is not just important feedback for learners but is even more useful to teachers as they work to examine whether the learning goals were achieved, content was understood, methods were appropriate and media helpful. Formative assessment checks throughout a unit, the use of a mini assessments midway or a summative assessment at the end of the unit will provide the teacher information to help evaluate the teaching and learning of content.

Planning and Prediction: It is imperative that there is intention planning and the use of time; determining how students are going to perform and what they will need to perform well.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership</p> <ul style="list-style-type: none"> - School Literacy Leadership Teams are meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading. - Build capacity by identifying teachers, coaches and district staff who can support training in the use of evidence-based curriculum, instruction, and intervention aligned to the B.E.S.T. ELA Standards. - School Literacy Leadership Team plan family reading nights grounded in family friendly evidence-based practices to support the homeschool connection 	Bockover Goldstein, Heidi, bockovergoldsteinh@pcsb.org
<p>Assessment</p> <ul style="list-style-type: none"> - Develop a structure for ongoing formative assessment is in place to determine where instruction should be modified to meet individual student needs - Determine a structure for conducting screening, progress monitoring and diagnostic assessments is in place to identify students with a substantial deficiency in reading. 	Bockover Goldstein, Heidi, bockovergoldsteinh@pcsb.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Our School Improvement Plan and our Title I Plan will be shared with North Shore Elementary Families in the following ways:

Title I Plan

- will be shared during our Annual Title I Meeting scheduled for September 14th
- on our school website - <https://www.pcsb.org/northshore-es>
- in our weekly "News from the Castle" family newsletter
- Title I Station located in the main office

SIP

- SIP will be shared during an advertised SAC meeting
- the SIP one-pager will be sent home with all families
- the SIP will be posted on our school website - <https://www.pcsb.org/northshore-es>
- the SIP one-pager will be in our weekly "News from the Castle" family newsletter

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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

North Shore is proud to share that we have relatively few behavior incidents and referrals. We believe this is due to having consistent school-wide positive behavior processes/procedures in place to support all students. A full-time behavior specialist and student services team help to provide individualized student and teacher support, as needed.

Our students and staff will follow our "Guidelines for Success" which are embedded in all things North Shore! Daily "Dragon Fire" is shared on the announcements to spotlight students, teachers and classes. North Shore is a family-oriented school, and we love to have parents on campus! 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. Students are also celebrated each month for having perfect attendance. They earn a brag tag, are announced on the morning news and in our "News from the Castle" Newsletter.

Families are invited to participate in weekly Family Friday Lunches held in the courtyard and Walking Club on the last Friday of the month. We have a strong core of parents who help in our garden, mentor students, help out in classrooms and go on field trips. Our parents, teachers, students and staff work as a family and is what makes North Shore a special and unique place to learn and grow.

We will communicate with parents via the agenda, School Messenger, various social media platforms and our school "News from the Castle" weekly newsletter. We will make every reasonable effort to provide our parents with information in an understandable language and format. Our Parent and Family Engagement Plan (PFEP) is located on our website <https://www.pcsb.org/northshore-es>, at our Title I Parent Station, and you may request a complete copy by contacting Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org).

<https://www.pcsb.org/northshore-es>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

BEST Standards implementation with fidelity in all grade levels and on-going professional development. Provide Title I targeted support for students in our ESSA Subgroups (ELL and Black) in grades 3-5. Identify students to participate in extended learning opportunities before and after school. Formative Assessments following lesson to be analyzed to determine next steps in instruction. Walk-throughs and fidelity checks with feedback

School Wide Data Room with individualized celebrations

North Shore will host 4 after school enrichment program sessions throughout the school year to include programs such as Challenge Island, Mad Science, Spanish and many more.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA