Northside Elementary School

2014-15 School Improvement Plan

Northside Elementary School

2001 NORTHSIDE DR, Panama City, FL 32405

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	73%

Alternative/ESE Center	Charter School	Minority
No	No	36%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

School Board Approval

This plan is pending approval by the Bay County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The students, parents and community of Northside Elementary School will provide an environment where students feel secure, valued and confident to learn in diverse ways while mastering skills to become life-long learners and contributors to the community.

Provide the school's vision statement

A collaborative focus on every student every day.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Northside Elementary School embraces students and their families from other cultures. Currently our Hispanic population is rapidly increasing. Due to the increase in our student population of Hispanic students we currently have three teachers of Hispanic background and a Spanish translator who is first generation in this country. This staff member is available every morning for over an hour before school starts to meet with both parents and students. Throughout the school day the staff member meets individually or with small groups of students to not only tutor them academically but to assist with any concerns and cultural concerns or questions the students may have. She also meets with teachers to help them understand and appreciate their students' cultures. All school newsletters and forms are sent home in the students' native language. If our translator is unfamiliar with the language our district provides assistance with translations in numerous languages. Due to the fact Panama City has two military installations many of our students have lived in foreign countries and are familiar with other cultures. In December numerous grade levels study how holidays are celebrated throughout the world in different cultures. Children from other countries or who are from other cultures are encouraged to share their cultures beliefs and celebrations.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The Northside Elementary campus is maintained by a full time custodian, three part time employees and Bay District Maintenance staff. All of these personnel work to maintain a safe, clean and healthy environment for staff and students. Procedures are in place for teachers to report cleaning and maintenance needs to appropriate staff members. NES Administrators collaborate with the District Safety and Security Officers to review school policies and procedures to ensure the safety of students and staff on campus. The NES Safety Plan is readily available and reviewed annually with all staff members. Emergency drills such as fire evacuations, severe weather and lock downs are routinely conducted.
Administrators, teachers and paraprofessionals are located in all drop-off areas, morning waiting areas and hallways to greet students and provide supervision in the mornings. Students are offered a variety of morning activities that are available from drop-off until the first bell. These activities include: movies in the library, computer based tutorial programs, walking club, homework assistance through SOS (Students Offering Support), and Morning Mentoring. A group of carefully selected fifth grade students serve on the Northside Safety Patrol. These students assist with morning drop-off duty, monitor the hallways and activity areas and escort our younger students to their assigned morning waiting areas or classrooms.

During the school day, Northside faculty and staff model appropriate behaviors and promote an atmosphere of mutual respect. Good citizenship is routinely taught and good behavior is rewarded through our Positive Behavior Support Program. Teachers, paraprofessionals, guidance counselors and administrators help maintain an atmosphere of open communication and work to build positive, respectful relationships with all students.

Northside maintains a safe and efficient dismissal system to ensure that all students exit campus and arrive home safely. Teachers assist with loading students on the proper school or day-care bus each afternoon. Car dismissal procedures are communicated with parents and students and are enforced consistently. A pick-up tag program is in place to assist in identifying individuals who have permission to pick up each student. A crossing guard is located at the three main crosswalks close to the school to ensure the safety of our students who ride bikes or walk to and from school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Northside Elementary is in the 3rd year of implementing the Positive Behavior System (PBS) model. This is a school-wide program supported by school and district personnel to ensure a safe and non-threatening environment for students. The school communicates the behavior expectations to parents by providing each with a copy of Northside's Student Handbook and the district's Student Code of Conduct. Northside's PBS motto is S.A.I.L. - Show Respect, Act Responsibly, Inspire Others, Live and Learn Safely. At the beginning of the year, students in every classroom help establish the classroom's rules and expectations based on S.A.I.L.

Using the PBS model, students are rewarded for positive behavior choices with Viking bucks that can be used to purchase chances to win, for example, lunch with the Administrators, Zumba, popcorn and a movie in the library, and even bicycles. Classroom teachers reward students with ice cream or lunch in the classroom. In addition, teachers can nominate students with Positive Student Referrals and these students are recognized on the announcements and given a special bracelet.

Students that cause disruptions to the learning environment (violations to S.A.I.L.) are handled in the least restrictive way. Most teachers prefer to handle classroom disruptions in the classroom by removing a classroom privilege or writing Parent Alerts. Teachers may call Guidance to remove students that are more disruptive. Students that are habitually disrupting the learning environment may also be sent to the Assistant Principal with an Office Referral.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

NES provides support for the physical, social, and emotional needs of our students. NES partners with several local churches and community programs to provide school supplies, food and clothing to our families in need. Guidance counselors and our Parent Liaison provide lists of community resources to our families and regularly meet with parents to discuss individual needs. Character education and bullying prevention are integrated into the school curriculum. The school nurse helps coordinate the health needs of our students, as well as coordinating annual health screenings. Guidance counselors coordinate with classroom teachers, resource teachers and school psychologist to administer various screenings as needed for individual students.

NES provides services that support the counseling, assessment, referral and educational needs of our students. Using the MTSS process, staff identifies student needs and designs differentiated instruction and/or interventions to support the learning of all students. Students receive support through specialized programs such as Gifted, Speech and Language Therapy, Special Education and ESOL. The staff collaborates to discuss coordination, implementation, and efficiency of services, and works to identify new strategies or resources to benefit our students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Northside utilizes the Focus data system to identify students who have attendance, behavioral or academic concerns. Guidance and/or administration run data reports using Focus monthly to monitor attendance, suspensions and grades of all students. Child Study Team meetings are scheduled as appropriate and strategies are identified based on individual student need.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	31	26	21	19	14	24	135
One or more suspensions	11	7	13	11	3	15	60
Course failure in ELA or Math	0	15	19	18	15	14	81
Level 1 on statewide assessment	0	0	0	29	27	39	95

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	7	13	21	19	25	88

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Collaborative team meetings and data chats, consisting of teachers, leadership, and guidance are held monthly. Agenda items include discussions concerning students' backgrounds, abilities, skill deficits and areas of need as determined by analysis of the data. Data is used to drive decision making both at the administrative and classroom levels. Intervention specialists as well as our guidance department track student performance across the years, ENRICH and Focus Parent Portal/(FOCUS) databases are readily accessible to teachers so that they can easily track student performance. Administration tracks all students quarterly for progress and growth via assessment meetings.
Grade groups and Multi-Tiered Support System (MTSS) teams review data collections to make strong actionable decisions regarding instructional strategies and practices. Using the MTSS process, staff identifies student needs and designs differentiated instruction and/or interventions to support the learning of all students. Parents are included and encouraged to activity participate in all decision making processes.

Family and Community Involvement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/209856.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Northside Elementary partners with several local churches and community programs to provide school supplies, food and clothing to our families in need. Several local businesses have made monetary donations which are utilized for to enhance current academic programs. Many local businesses donate award certificates which are used as an incentive for academic success and regular school attendance. One local business has made significant donations of greenery and labor to keep the campus beautiful.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

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

Name	Title
Harvey, Amy	Principal
Mullins, Phillip	Assistant Principal
Allen, Alison	Teacher, K-12
Lewis, Kelly	Teacher, K-12
Valeski, Jessica	Teacher, K-12
Ensminger, Katrina	Teacher, K-12
Hornkohl, Jennifer	Teacher, K-12
Nield, Marcy	Teacher, K-12
Cox, Angel	Teacher, K-12
White, Ginger	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

All members of the Northside Leadership Team work to provide a strong organizational process for school renewal and improvement. The team utilizes data to focus on specific improvement targets and works together to ensure that structures are in place to support the instructional program. The Leadership team meets a minimum of one time a month to ensure that both planning for school improvement and the implementation of those plans is on course.
Administrators: Amy Harvey and Phillip Mullins - provide a common vision for the use of data-based decision making to maximize the overall academic achievement for all learners; ensure that policies

and procedures established by district and state are implemented with fidelity; evaluate and mentor school professionals and provide continuous professional development; lead the school improvement process utilizing examination of current successful practices and identifying areas of concern; empower teachers through collaborative planning and creation of professional learning communities; communicate school based plans and activities with all stakeholders

Intervention Teacher: Katrina Ensminger - participates in student data collection; integrates core instructional activities/materials into Tier II and Tier III instruction; collaborates with general education teachers regarding student progress; provides interventions to students in Tier II and Tier III

Regular Education Teachers: Kelly Lewis, Alison Allen, Jessica Valeski, Jennifer Hornkohl, Marcy Nield, Angel Cox - provide information about core instruction; participate in student data collection; deliver differentiated Tier I instruction; collaborate with other staff members in implementing of core curriculum and approved interventions; lead grade level professional learning communities; provides grade level peers with information regarding school wide progress towards school improvement goals on a regular basis

ESE Teacher: Ginger White - participates in student data collection; integrates core instructional activities/materials; collaborates with general education teachers through such activities as co-teaching

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The purpose of both the School-Based Leadership Team (SBLT) and the MTSS Team in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The teams review school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to demonstrate mastery of the CCSS and improve other long-term outcomes (behavior, attendance, etc.). The teams use a collaborative problem solving approach and ALL decisions are guided by the review and analysis of student data.

The SBLT will work collaboratively with the MTSS Team and use the problem solving process to:
• Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/ Intensive)
• Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that
match students' non-mastery of skills through:
o Tutoring during the day in small group pull-outs in reading and math
o Extended Learning Programs before, during, and after school
o 30 minutes of remediation/enrichment built into the daily schedule (computer lab)
• Determine scheduling needs, curriculum materials and intervention resources based on identified needs
derived from data analysis
• Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned
with the SIP goals
• Determine allocations of funding/resources determined to have the highest effect on student achievement
• Review and interpret student data (academic, behavior and attendance) at the school and grade levels
• Organize and support systematic data collection as needed
• Strengthen the Tier 1 (core curriculum) instruction through the:

o Implementation of the IPDP Process

o Use of Instructional Pacing Calendars

o Implementation of research-based, scientifically validated instructional strategies and/or interventions

(differentiated instruction)

o Communicate with major stakeholders (parents, business partners, etc) regarding student outcomes

through data summaries and conferences

• At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data

collected during the nine weeks.

Title I – Part A

Title I, Part A funds are coordinated with federal, state, and local funds and services to provide high quality supplemental instruction and support services for educationally disadvantaged students at schools with 66% or more students qualifying for the Free/Reduced Lunch Program. The purpose of Title I funding is to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title I, Part A funds and various other funds are coordinated and integrated to provide services for private schools, local neglected and delinquent institutions, and Homeless Programs.

Title I – Part C – Migrant

A student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of three and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:

· Advocacy and outreach activities for migratory children and their families, including informing such children

and families of, or helping such children and families gain access to, other education, health, nutrition and

social services.

· Support for schools serving migrant students

· Family literacy programs, including such programs that use models developed under Even Start

· The integration of information technology into educational and related programs and

· Programs to facilitate the transition of secondary school students to post secondary education or employment

Title I – Part D

The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk provide financial assistance to educational programs for youth that are enrolled in state-operated institutions or community day programs. The program also provides financial assistance to support school districts' programs, which focus primarily on the transition and academic needs of students returning from correctional facilities, and involve collaboration with locally operated correctional facilities.

Title II

Funds from Title II, Title I Part A, Title III, and various state and local allocations are used for the following activities:

• Providing professional development activities

• Carrying out programs and activities that are designed to improve the quality of the teacher force

• Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.

• Hiring highly qualified teachers, including teachers who become highly qualified through State and local

alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.
• Carrying out programs and activities related to exemplary teachers using demonstration classrooms.
Title III
The Title III/ESOL program provides assistance to students, parents and teachers for students whose first language is not English. Title III provides additional funding to support teacher training, English language learning software, translation/interpretation services for parents, district Parent Involvement Nights/Parent Leadership Council, supplemental classroom resources, summer tutorial materials/assistance, acculturation field trips, and registration/travel for workshops and professional development.
Title X – Homeless
The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act.
The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.
Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Title X, Title I Part A and various community and faith based organizations provide funding and services to identify homeless students and meet their individual needs.
Supplemental Academic Instruction (SAI)
Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. Our district has flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.
Supplemental instruction strategies may include, but are not limited to
• modified curriculum
• reading instruction
• after-school instruction
• tutoring
• mentoring
• class size reduction
• extended school year
• intensive skills development in summer school and other methods to improve student achievement
Violence Prevention Programs
The District provides "Bully-Proofing Your School" curriculum to all schools. Administrators are provided initial training. Selected Middle Schools participate in the Prevention Partnership Grant, "Life Skills." Each school has submitted a School-wide Violence and Bullying Prevention Plan. There is a Safe Schools website with links to additional training modules. There is also a District webpage that addresses safe schools, anonymous reporting of bullying and other resources. Additional programs such as, but not limited to, Freedom 180 are provided by Community agencies and must be scheduled through the District Public Relations Director.
Nutrition Programs
The University of Florida's Extension office in Panama City provides nutrition programs for schools throughout the district. In accordance with federal guidelines, a free and reduced lunch program is offered at Northside Elementary. Newsletters and the district website provide lunch menus and

nutrition information to parents.

Housing Programs

The Bay County Housing Rehabilitation Program is designed to restore single family, homeowner occupied, year-round residential property to meet state and local building code standards. Homes must be located in Bay County, but outside the city limits. A family's total household income determines which program can assist. All applications received are considered on a first come, first served basis. Work to be done is also based on funding limitations and the amount of funds available. The Bay Area Housing, Inc., under the Bay County Housing Rehabilitation section, administers the program for Bay County. The mission of the Housing Rehabilitation Program is to conserve and improve the housing stocks in Bay County for moderate- to low-income home owners. With funds provided by the Michigan State Housing Development Authority (MSHDA), an applicant, depending on their income level, can obtain a 3-percent monthly repayment loan or a 0-percent deferred loan that is repaid at the time of ownership or occupancy change.

The Housing Rehabilitation Program uses H.U.D., Section 8 Guidelines for total code enforcement on existing homes. Housing repair loans are available upon approval from the Bay County Housing Rehabilitation Program. Loan interest rates are from 0% to 3%. The maximum loan amount is $25,000, which is used for the elimination of Section 8, local, and state building code violations, and other necessary repairs or improvements.

Head Start

Head Start provides children with activities that help them grow mentally, socially, emotionally, and physically. Head Start recognizes that parents are the first and most important teachers of their children. Parent involvement is welcomed in Head Start activities, and we will work with parents as partners to help children progress.

Children who are 3 to 5 years old are eligible for Head Start services. Pregnant women and children from birth to 3 years of age are eligible for Early Head Start services. Children and families who are homeless, in foster care, or receive TANF or SSI are also eligible for services. Eligibility is determined by Head Start program staff and some families may be eligible for services if they are determined to be at or below the federal poverty level. Some grantees enroll a percentage of children from families with incomes above the poverty guidelines as well.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Amy Harvey	Principal
Maria McCalister	Parent
Brenda Dye	Business/Community
14 Parents	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council assisted in the development of the school improvement plan by reviewing
the draft, providing feedback, and approving the final revisions.The members of the School Advisory Council reviewed student achievement data three times during the year. After analyzing the data presented at each meeting, they provided suggestions and strategies for continous imporvement.

Development of this school improvement plan

The SAC assists in the formulation, implementation and monitoring of the school improvement plan. This includes a review of relevant data, identification of problem areas, development of improvement strategies, monitoring implementation of strategies and making adjustments throughout the year based on new data.

Preparation of the school's annual budget and plan

The School Advisory Council was presented with the proposed school and Title I budget and given an opportunity to provide input and suggestions prior to the finalization of each budget. The SAC committee reviewed, updated and approved the Northside Narrative during the budget process.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC funds in the amount of $3180 were utilized to purchase supplemental non-fiction reading materials for each teacher school wide.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Recruitment of minority and low socio-economic members to the Northside SAC was conducted through Orientation, advertisement in the school newsletter, advertisement on Social Media (Facebook and Twitter), Title I Parent Meeting, Open House and IRIS Messages.

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Harvey, Amy	Principal
Mullins, Phillip	Assistant Principal
White, Ginger	Teacher, ESE
Allen, Alison	Teacher, K-12
Lewis, Kelly	Teacher, K-12
Valeski, Jessica	Teacher, K-12
Hornkohl, Jennifer	Teacher, K-12
Nield, Marcy	Teacher, K-12
Ensminger, Katrina	Teacher, K-12
Cox, Angel	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team meets monthly to review data, programs, and research based strategies to assist all students. Team members present grade specific information and concerns at the Literacy Team meetings and then share information from the Literacy Leadership meetings with

their grade levels. Literacy Leadership Team members also serve as mentors for new and/or struggling teachers (lesson planning, instructional approaches, modeling guiding reading lessons etc.)
The Literacy Leadership Team will:
• Review school-wide, grade level and individual student data
• Use data to determine whether or not SIP strategies are working and determine the need for further action
• Work with grade levels to ensure instructional delivery is based on the state adopted standards utilizing the
PLC process
• Provide support, model teaching strategies, and assist with Professional Development
• Oversee the implementation and fidelity of the Comprehensive Reading Plan (CRP)

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Review district qualified teacher applicants and hire only highly qualified teachers. (Principal/Assistant Principal)
Pair new teachers with grade level chair for continous support. (Principal/Assistant Principal)
Provide opportunities for continous professional development. (Principal/Assistant Principal)
New teachers will participate in Bay District's New Teacher Induction Program. (Assistant Principal/ District Staff)
Teachers requiring extra support will be assigned a Bay District Classroom Coach. (Principal/District Staff)

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All first, second and third year teachers will be paired with a school based mentor (grade level chair) and a district assigned mentor through the New Teacher Induction Program. Planned mentoring activities include: participation in weekly planning meetings, opportunities for classroom observations, professional development in areas of weakness and interest, and classroom support to include instructional modeling, analyzing student work/data, lesson planning, classroom management, developing assessments, effective communication and problem solving.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our schools adopted core curriculum for all subject areas is aligned to the Florida Standards. There are ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Northside's Literacy Leadership Team, MTSS Team and grade level academic PLCs meet on a regular basis to make decisions about academic instruction in the school. Student data is analyzed and compared to each grade level's expectations based on Florida Standards. Instructional approaches are balanced to include whole group, small group and one-on-one instruction based on individual student needs. Weekly PLC meetings allow teachers to collaborate in the creation of standards based assessments and monitor progress at the class and grade level. The master schedule includes an uninterrupted 90 minute reading block and 30 minute writing block. Each first - fifth grade class is scheduled a daily 30 minute block in the computer lab for technology based instruction. Kindergarten is scheduled in the computer lab twice a week for 30 minutes. A paraprofessional monitors the students in the lab allowing teachers to pull small groups for targeted instruction during this time. A full time intervention teacher and intervention paraprofessional provide additional service to students needing remediation through the MTSS process. ESE/ELL students' receive push-in and pull-out services to supplement their instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,600

Computerized tutorial in reading and math utilizing the Success Maker 7 program is utilized both before and after school.

Strategy Rationale

Success Maker 7 is a computer based program, that targets each students individual academic needs. SM7 has a proven track record of filling reading and math skill gaps to boost achievement for K-8 students with diverse needs.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Ensminger, Katrina , ensmika@bay.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

SM7 computer generated reports to track individual student progress.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

At Northside Elementary School, support is provided to the preschooler from Pre-K to Kindergarten. Beginning early in the year, the Preschool teachers stress the importance of learning Pre-K skills to ensure learning in kindergarten. The students are exposed to kindergarten through books and activities which are similar to what will occur the following year. Mid-year, the Preschool teachers structure centers and workstations similar to the kindergarten classrooms. At the end of the school year, the PreK students will tour the kindergarten classrooms and meet the teachers.
Northside Elementary School participates in a staggered start for kindergarteners. A welcome letter is sent to all parents of incoming kindergarten students with notification of the date for orientation (first day of school) and whether their child will attend class on the second or third day of the new school year. The staggered start allows for each student to get acclimated to the new teacher and classroom on a smaller adult/student ratio. On the fourth day of school, all kindergarten students will attend.
On the first day of the new school year, a kindergarten orientation is held for the parents and students. During the orientation, parents are informed of policies and procedures while the students are given a tour of the school familiarizing themselves with the playground/gym, cafeteria, and library. The key components, parent involvement and open communication are stressed to ensure a successful kindergarten year.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Develop and implement common assessments across grade levels in mathematics to increase student levels of proficiency

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Develop and implement common assessments across grade levels in mathematics to increase student levels of proficiency `1a`

🔍 G043477

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	77.0

Resources Available to Support the Goal `2`

- Supportive Administration, Strong Tier I Instruction, Intervention Teacher, MTSS team and practices, Common Planning Time, Professional Development, Classroom Paraprofessionals, Classroom Technology, Computer Labs, District Coaches, Staff Training Specialist, Supplemental Instructional Curriculum, Flexible Instructional Grouping

Targeted Barriers to Achieving the Goal `3`

- Lack of faculty buy-in and understanding of the rigor and relevance of state standards required to develop quality common assessments

Plan to Monitor Progress Toward G1. `8`

Increased student proficiency in mathematics

Person Responsible

Amy Harvey

Schedule

Daily, from 8/19/2014 to 6/5/2015

Evidence of Completion

Student Achievement Data (DEA, SM7, Classroom Assessments, Common Assessments, Quarterly Grades, FSA)

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Develop and implement common assessments across grade levels in mathematics to increase student levels of proficiency 1

🔑 G043477

G1.B1 Lack of faculty buy-in and understanding of the rigor and relevance of state standards required to develop quality common assessments 2

🔑 B110429

G1.B1.S1 Build Professional Learning Communities (PLC) at each grade level to develop common assessments and analyze the common assessment data. 4

🔑 S121878

Strategy Rationale

Allows for collaboration regarding instructional and assessment practices across the grade level resulting in a guaranteed and viable curriculum for all students.

Action Step 1 5

All teachers will participate in grade level PLCs in order to develop common assessments and analyze common assessment data.

Person Responsible

Amy Harvey

Schedule

Weekly, from 8/4/2014 to 6/5/2015

Evidence of Completion

Common Assessments, PLC Meeting Notes, Lesson Plans, Gradebooks

Action Step 2 `5`

PLC Data Analysis and Common Assessment Planning Days with Math Coach

Person Responsible

Amy Harvey

Schedule

Semiannually, from 10/14/2014 to 6/5/2015

Evidence of Completion

Common Assessment Samples

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Review Lesson Plans (Instruction based on Standards and Pacing)

Person Responsible

Phillip Mullins

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Lesson Plan Feedack

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Review of Common Assessment and Gradebook Data

Person Responsible

Amy Harvey

Schedule

Quarterly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Common Assessments and Gradebook Reports

Plan to Monitor Fidelity of Implementation of G1.B1.S1 [6]

Monthly Leadership Team Meetings with Grade Chairs and SIP Team

Person Responsible

Amy Harvey

Schedule

Monthly, from 8/4/2014 to 6/5/2015

Evidence of Completion

Leadership Team Meeting Agenda and Minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 [7]

Grade Level Common Assessment Data

Person Responsible

Amy Harvey

Schedule

Every 6 Weeks, from 8/19/2014 to 6/5/2015

Evidence of Completion

Data Reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 [7]

Discovery Education Assessment Data

Person Responsible

Phillip Mullins

Schedule

Semiannually, from 8/19/2014 to 6/5/2015

Evidence of Completion

Data Reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Grade Book

Person Responsible

Amy Harvey

Schedule

Quarterly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Data Reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Florida Standards Assessment (FSA)

Person Responsible

Amy Harvey

Schedule

Annually, from 5/1/2015 to 7/31/2015

Evidence of Completion

Data Reports

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	All teachers will participate in grade level PLCs in order to develop common assessments and analyze common assessment data.	Harvey, Amy	8/4/2014	Common Assessments, PLC Meeting Notes, Lesson Plans, Gradebooks	6/5/2015 weekly
G1.B1.S1.A2	PLC Data Analysis and Common Assessment Planning Days with Math Coach	Harvey, Amy	10/14/2014	Common Assessment Samples	6/5/2015 semiannually
G1.MA1	Increased student proficiency in mathematics	Harvey, Amy	8/19/2014	Student Achievement Data (DEA, SM7, Classroom Assessments, Common Assessments, Quarterly Grades, FSA)	6/5/2015 daily
G1.B1.S1.MA1	Grade Level Common Assessment Data	Harvey, Amy	8/19/2014	Data Reports	6/5/2015 every-6-weeks
G1.B1.S1.MA2	Discovery Education Assessment Data	Mullins, Phillip	8/19/2014	Data Reports	6/5/2015 semiannually
G1.B1.S1.MA3	Grade Book	Harvey, Amy	8/19/2014	Data Reports	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA7	Florida Standards Assessment (FSA)	Harvey, Amy	5/1/2015	Data Reports	7/31/2015 annually
G1.B1.S1.MA1	Review Lesson Plans (Instruction based on Standards and Pacing)	Mullins, Phillip	8/19/2014	Lesson Plan Feedack	6/5/2015 monthly
G1.B1.S1.MA2	Review of Common Assessment and Gradebook Data	Harvey, Amy	8/19/2014	Common Assessments and Gradebook Reports	6/5/2015 quarterly
G1.B1.S1.MA3	Monthly Leadership Team Meetings with Grade Chairs and SIP Team	Harvey, Amy	8/4/2014	Leadership Team Meeting Agenda and Minutes	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Develop and implement common assessments across grade levels in mathematics to increase student levels of proficiency

G1.B1 Lack of faculty buy-in and understanding of the rigor and relevance of state standards required to develop quality common assessments

G1.B1.S1 Build Professional Learning Communities (PLC) at each grade level to develop common assessments and analyze the common assessment data.

PD Opportunity 1

All teachers will participate in grade level PLCs in order to develop common assessments and analyze common assessment data.

Facilitator

Administration, Instructional Coaches

Participants

All Teachers

Schedule

Weekly, from 8/4/2014 to 6/5/2015

PD Opportunity 2

PLC Data Analysis and Common Assessment Planning Days with Math Coach

Facilitator

Administration, Leadership Team, Instructional Coaches

Participants

All Teachers

Schedule

Semiannually, from 10/14/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 1: Develop and implement common assessments across grade levels in mathematics to increase student levels of proficiency	3,000
Grand Total	**3,000**

Goal 1: Develop and implement common assessments across grade levels in mathematics to increase student levels of proficiency		
Description	**Source**	**Total**
B1.S1.A2 - Funds to Pay Substitute Teachers (TDY)	Title I Part A	3,000
Total Goal 1		**3,000**