

Pinellas County Schools

North Shore Elementary School



2019-20 School Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	7
Planning for Improvement	12
Title I Requirements	0
Budget to Support Goals	27

North Shore Elementary School

200 35TH AVE NE, St Petersburg, FL 33704

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

Demographics

Principal: Wilhemina Dawson

Start Date for this Principal: 7/1/2013

2018-19 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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	65%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: B 2016-17: C 2015-16: C 2014-15: B 2013-14: D
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	N
Year	A
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

It is the mission of North Shore Elementary to be learning community for ALL children to feel known and heard by nurturing adults who model empathy and spark a lifelong love of learning. ` Pending SAC approval

Provide the school's vision statement

100% Student Success

School Leadership Team

Membership

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

Name	Title
Dawson, Cooper	Principal
Principal	
Dumaine, Kim	Guidance Counselor
Guidance Counselor	
Stewart, Amy	Assistant Principal
Assistant Principal	
Walker, Tiffany	Teacher, K-12
Teacher, K-12	
Gramlich, Tamara	Instructional Technology
Instructional Technology	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	44	73	87	62	47	52	0	0	0	0	0	0	0	365
Attendance below 90 percent	0	14	14	11	6	9	0	0	0	0	0	0	0	54
One or more suspensions	0	2	0	5	2	5	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	5	16	14	0	0	0	0	0	0	0	35
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	1	2	4	5	0	0	0	0	0	0	0	14

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	2	6	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

34

Date this data was collected or last updated

Tuesday 6/4/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	18	17	18	19	14	13	0	0	0	0	0	0	0	99
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	24	17	16	0	0	0	0	0	0	0	57

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	2	0	1	5	4	8	0	0	0	0	0	0	0	20

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

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

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	44 (0)	73 (0)	87 (0)	62 (0)	47 (0)	52 (0)	365 (0)
Attendance below 90 percent	0 ()	14 ()	14 ()	11 ()	6 ()	9 ()	54 (0)
One or more suspensions	0 ()	2 (0)	0 (0)	5 (0)	2 (0)	5 (0)	14 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	1 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	5 (0)	16 (0)	14 (0)	35 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
03	2019	45%	56%	-11%	58%	-13%
	2018	58%	53%	5%	57%	1%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2019	47%	56%	-9%	58%	-11%
	2018	50%	51%	-1%	56%	-6%
Same Grade Comparison		-3%				
Cohort Comparison		-11%				
05	2019	53%	54%	-1%	56%	-3%
	2018	54%	50%	4%	55%	-1%
Same Grade Comparison		-1%				
Cohort Comparison		3%				

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	51%	54%	-3%	53%	-2%
	2018	63%	57%	6%	55%	8%
Same Grade Comparison		-12%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	34	48		41	58						
ELL	36			27							
BLK	22	38	40	22	47	46	24				
HSP	67	67		50	55						
WHT	65	74		64	63		74				
FRL	36	51	57	36	48	50	39				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	51	70	80	37	48	70					
BLK	42	57	75	30	29	36	45				
HSP	44			39							
WHT	71	59		63	51		78				
FRL	55	59	76	46	44	39	76				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	406
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	36
---	----

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Our lowest performance areas were in ELA and Mathematics. We also experience a significant decrease in Science achievement. The greatest contributing factor was the instability in instructional personnel related to leaves, relocation and other human resource factors. It is also important to note that our ESSA subgroups of ELL and Black students fall below 40%.

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

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

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

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

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

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

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our greatest area of concern is in the area of attendance particularly in our primary grades. Our data indicates that our attendance rate is only at 82%. 30% (99) of our

students are absent 10% or more. Only 12 students have perfect attendance for the year.

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

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

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Conditions for Learning
Rationale	While our current level of performance in school-wide behavior is satisfactory as it relates to referrals. We want to improve our performance level through a reduction of discipline referrals and suspensions. The problem/gap in behavior performance is occurring because of implementation of the SWBP with a committed restorative approach. There is a greater need to monitor school wide implementation. Our hypothesis is, fidelity of the implementation of the SWBP and restorative practices would occur, the problem would be reduced.
State the measurable outcome the school plans to achieve	The number of all students receiving discipline referrals will decrease from a total of 99 referrals to less than 38 referrals, as measured by Focus and School Profiles Reports.
Person responsible for monitoring outcome	Barbie Paetzold (paetzoldb@pcsb.org)
Evidence-based Strategy	Strengthen the ability of all staff to establish and maintain positive relationships with all students by continuing our school PBIS strategies. Strengthen the implementation of research-based practices such as restorative practices to ensure that expectations are communicated and reinforced in class meetings.
Rationale for Evidence-based Strategy	Our referrals this year increased from 88 to 99 this year, while in 2016/2017 we only had 25 referrals. This increase is concerning as the majority of our referrals are with students with disabilities and black students. The fidelity of implementation of effective interventions is needed to see a reduction in these numbers.
Action Step	
Description	<ol style="list-style-type: none"> 1. Certified Trainer of Reciprocal Practices and Behavior Specialist will lead a staff training and modeling of the lessons provided in the Restorative Practices Implementation Guide and Toolkit 2. School-wide CPI Level 1 training 3. Written Cafeteria Plan with Processes and classroom collaboration 4. implementation of the Morning Minute an opportunity for students to breathe, reflect and focus before beginning the day. 5. Staff book study (Wild Card/Troublemakers)
Person Responsible	Barbie Paetzold (paetzoldb@pcsb.org)

#2	
Title	Attendance
Rationale	Our average daily attendance is 94%. We want to increase it to 96%. There is also an indication that some parents are still not aware of the link between attendance and academic achievement. We hypothesize that if parent education would occur, the rate could be increased by 2%.
State the measureable outcome the school plans to achieve	The percent of all students missing 10% or more of enrolled school days will decrease from 24% to 16%, as measured by School Profiles and Focus Attendance Reports.
Person responsible for monitoring outcome	Kim Dumaine (dumaine@pcsb.org)
Evidence-based Strategy	Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis. Strengthen the implementation of Tier 3 interventions to address and support the needs of students.
Rationale for Evidence-based Strategy	<p>Research on student absences and exam results in primary and secondary schools has revealed a link between attendance and achievement. It also shows that even short breaks from schools can reduce performance.</p> <p>The link shows that 44% of secondary students with no absences achieve higher on state exams, falling to 32% for pupils who miss 14 days of lessons and to 16% for those who miss up to 28 days over the two-year period.</p> <p>This pattern is also seen at elementary school, where pupils missing up to just 14 days of school are less likely to achieve level 3 or above in reading, writing or math tests than those with no absences.</p> <p>Students with no absences from school were 3 times more likely to achieve level 3 or higher.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify the returning students who had problematic attendance issues and reach out to set attendance goals for this year. 2. Begin supporting returning attendance challenges after the first absence. 3. Review attendance taking process and school-wide strategies for positive attendance with all staff. 4. Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier. 5. Continue the monthly attendance incentive competition and perfect attendance recognition. 6. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.

7. Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.
8. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.
9. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).
10. Provide parent education on attendance for families of primary students.

**Person
Responsible**

Kim Dumaine (dumaine@pcsb.org)

#3	
Title	Healthy Schools
Rationale	Our current level of performance is Bronze, as evidenced in Alliance for a Healthier Generation's Healthy Schools Program. We expect our performance level to be Silver by 2019. If elimination of ALL non SMART Snack approved celebrations would occur.
State the measureable outcome the school plans to achieve	The percent of all staff and students engaging in wellness efforts Program will increase from Silver level to gold, as measured by Alliance for a Healthier Generation's Healthy Schools Program .
Person responsible for monitoring outcome	Tiffany Walker (walkerti@pcsb.org)
Evidence-based Strategy	Increase the diversity and fidelity of wellness initiatives and increase the variety of wellness activities/efforts.
Rationale for Evidence-based Strategy	Evidence shows that the health of students is linked to their academic achievement, so by working together, we can ensure that young people are healthy and ready to learn. As an additional benefit, healthy staff report fewer absences and greater stamina and performance for instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Walking Club – Teachers, parents, and students will track their walking across the country. 2. Complete the application for Gold Level Recognition, this needs to be monitored from day one. So by the end of the year it's easy to complete. 3. Healthy Snack days in the staff lounge 4. Healthy snack promoted on the morning news. 5. Evaluate snacks in the snack machine and see where we can be healthier. 6. Healthy options for celebrations. Have them posted on website for parents and teachers. 7. PTA-sponsored Turkey Trot to support our healthy school initiative. 8. Boosterthon "Fun Run" for students to help raise money for the school. 9. Schoolwide monthly Health and Fitness trait presented on Knightly Morning News. (Similar to Citizen of the Month with character traits.)
Person Responsible	Tiffany Walker (walkerti@pcsb.org)

#4	
Title	Bridging the Gap
Rationale	The concern is that only 34% of our Black Students in grades 3-5 have the foundational skills required by the demands of the Florida Standards based on ESSA data, thus causing many to score in the L25 range. If daily small group interventions would occur with fidelity, the problem would be reduced by 8%.
State the measureable outcome the school plans to achieve	The ESSA proficiency score of Black students will increase to 60% proficiency, as measured by FSA.
Person responsible for monitoring outcome	Cooper Dawson (dawsonw@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies and practices and ensure strong implementation. 2. Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. 3. Ensure Black students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. 4. Implement Restorative Practices throughout the school. 5. Utilize supports from district office to ensure interventions are in place and being implemented for Black students who receive consent for evaluation. 6. Administration to monitor and provide feedback routinely.
Rationale for Evidence-based Strategy	If staff engages in ongoing professional development on culturally relevant strategies and Restorative Practices, more Black students will be engaged in learning which will have a positive impact on proficiency and in extended learning participation.
Action Step	
Description	<ol style="list-style-type: none"> 1. Monitor Black student data through Demographic Data Collection chart to track progress and ELP participation. 2. PD will include Equity for Excellence pre-school and throughout the school year, as well as Culturally Responsive Teaching/Strategies, and continued Restorative Practices/circles. 3. Ensure Black students are participating in extended learning opportunities before and after school and in the extended year program (Summer Bridge) through recruitment and targeted resources. 4. Girlfriends Club. Recruit for 5000 Role Models 5. Teachers will regularly assess (formally/informally), and utilize data to modify and adjust instruction and assist students with setting goals as well as tracking progress.

6. Teachers will plan for and implement culturally relevant strategies in the classroom.
7. Administration will provide feedback from walkthroughs/observations.

**Person
Responsible**

Amy Stewart (stewartam@pcsb.org)

#5	
Title	Math
Rationale	Our overall academic achievement took a decline this year and while there were some areas of improvement there is a great need to close the gaps both between the state and district and within our Black and EL subgroups.
State the measureable outcome the school plans to achieve	The percent of all students achieving Math proficiency will increase to 70%, as measured by FSA.
Person responsible for monitoring outcome	Cooper Dawson (dawsonw@pcsb.org)
Evidence-based Strategy	Teachers will collaboratively plan and align instruction to meet the Florida Standards for all mathematics. Teachers will use district curriculum guidelines, and student data to provide learning opportunities in math.
Rationale for Evidence-based Strategy	Purposeful planning for core instruction, intervention and vertical planning will help ensure that we not only meet our targets this year but increase the probability that students moving up the grade levels will enter with the requisite skills.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will collaboratively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to the Mathematics Florida Standards (MAFS). 2. Teachers will attend professional development aligned to new mathematics curriculum in order to properly plan and implement within lessons 3. Teachers intentionally plan instruction aligned with a high level of rigor by using Marzano's Taxonomy. 4. Teachers utilize resources provided on the Elementary Mathematics Gateway site (Curriculum Guides, Effective Planning Documents, Content Guides, Games Documents, Rich Mathematical Tasks, Learning Goals & Scales/Learning Boards). 5. District math staff developers, teacher leaders, and administrators support teachers in effective unit planning during professional development and PLCs. 6. Administrators conduct walkthroughs (with and without math coaches) for evidence of manipulative use, quality strategy-based anchor charts, and rigorous task selection. 7. Administrators and teacher leaders observe mathematics lessons and provide non-evaluative feedback for growth. 8. Teachers will provide meaningful feedback to students that encourages growth mindset 9. Mathematics teachers utilize data to differentiate and scaffold instruction in order to meet the needs of every student. 10. Teachers will analyze summative data (MAP, FSA) by individual class

and across each grade level, breaking down results by standard and/or domain.

11. Teachers administer unit assessments in Unify and analyze the data by standard for their class and across the grade level.

12. Teachers utilize ongoing formative assessment (ex: MFAS tasks, exit tickets from each sessions, weekly lesson quizzes) and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.

13. Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.

14. Teachers will provide students with additional "7th Hour" activities such as: Mathletes, STEM, Crazy Eights, Challenge Island, tutoring, etc.

15. Small committee of teachers will organize a family involvement Math Night during the second semester

Teachers will provide opportunities for expanded use of technology both in and out of the classroom to enhance curriculum.

16. Plickers, Dreambox, Moby Max, academic applications (tablets), and other district supplemental programs

17. Implement Family Math Night (Spring)

**Person
Responsible**

Amy Stewart (stewartam@pcsb.org)

#6**Title**

ELA

Rationale

Our current level of performance is 49%, which is a decline from the previous year. While we did experience learning gains there is a great need to close the gaps both between the state and district and within our Black and ELL subgroups.

State the measureable outcome the school plans to achieve

The percent of all students achieving ELA will increase to 70%, as measured by FSA.

Person responsible for monitoring outcome

Cooper Dawson (dawsonw@pcsb.org)

Evidence-based Strategy

Teachers will collaboratively plan and align instruction to meet the Florida Standards for all academic areas, district curriculum guidelines, and student needs by providing multiple opportunities across the literacy block for reading, writing, speaking, and listening.

Rationale for Evidence-based Strategy

Purposeful planning for core instruction, intervention and vertical planning will help ensure that we not only meet our targets this year but increase the probability that students moving up the grade levels will enter with the requisite skills.

Action Step

1. Teachers will collaboratively plan and align instruction to meet the Florida Standards for ELA, district curriculum guidelines, and student needs by providing multiple opportunities across the literacy block for reading, writing, speaking, and listening.
2. Teachers intentionally plan instruction aligned with a high level of rigor by using Marzano's Taxonomy and adjust instruction through the use of talk, task, text, and student needs.
3. Teachers develop rigorous learning goals/scales and Learning Boards based on identified key standards.

Description

4. Teachers employ instructional methods (ex: shared reading, read-aloud, explicit instruction, multi-media analysis) to introduce new content, review, practice, and deepen knowledge.
5. Teachers utilize the gradual release model including explicit and modeled instruction, guided practice with teacher support and feedback, and opportunities for independent practice.
6. Teachers strengthen core instruction by increasing the amount of time students are engaged in reading and closely rereading complex text, writing, speaking, and listening scaffolding as needed for students with diverse needs.

7. Teachers provide daily opportunities for students to write over extended time frames (time for research/planning, drafting, reflection, and revision).
8. Teachers provide multiple opportunities for students to grapple with vocabulary words across the literacy block, in reading, writing, speaking, and listening.
9. Teacher/administrators seek out a literacy coach to support content and/or study effective teaching methods for identified areas of need.
10. Teachers on the ELA committee will collaboratively plan a literacy night and One School One Book parent/child activity after school to promote literacy.
11. Teachers will start to implement 20-30 mins of daily independent reading and teacher conferring to increase stamina.
12. Teachers utilize an adaptive, computer-based program (web-based programming, reports, recommended minutes) as one was to differentiate instruction and monitor student progress
13. Teachers provide opportunities for both explicit vocabulary instruction as well as opportunities for students to determine the meanings of words using the context of the text
14. Teachers will engage students in the reading and writing process by creating a sense of agency and amplifying student voice, ensuring students read and write with curiosity, not only asking “What does this text say?” but also “What does this text say to me? How does this change who I am? How might it change what I do in the world?”
15. Teachers regularly assess (formally/informally), and utilize data to modify and adjust instruction and assist students with setting goals as well as tracking progress
16. Actively participate in PLCs and conduct data chats regularly to review student responses to task and plan for instruction based on data.
17. Teachers use state assessments, district-provided assessments, observational data, anecdotal record-keeping, FACs, and teacher-created informal assessments to monitor student progress.
18. Teachers intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find out what students know and then adapt instruction to meet student needs.
19. Implement feedback from walkthroughs/observations
20. Implement Family Literacy Night

**Person
Responsible**

Amy Stewart (stewartam@pcsb.org)

#7	
Title	Family and Community Involvement
Rationale	Family involvement is integral to the success of North Shore Elementary. Family involvement is embedded in all goal areas.
State the measureable outcome the school plans to achieve	Parent involvement as measured by PTA membership will match the number of students enrolled at North Shore Elementary. Currently, we have 163 memberships and 367 students..
Person responsible for monitoring outcome	Tamara Gramlich (gramlicht@pcsb.org)
Evidence-based Strategy	PTA is actively involed in all areas of school improvement, Along with SAC, our PTA are adocates for our students.
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Effectively communicate with families about their students' progress and school processes/practices. 2. Provide academic tools to families in support of their students' achievement at home. 3. Purposefully involve families with opportunities for them to advocate for their students. 4. Intentionally build positive relationships with families and community partners.
Action Step	
Description	<ol style="list-style-type: none"> 1. Parent conferences to instruct families on how to use the new Personal Learning Pathways Program to individualize instruction and fill in academic gaps. Weekly Messages, and Monthly Newsletters. 2. Provide parents/families opportunity to attend workshops and trainings, join organizations (PTA) that promote parent advocacy. Utilize student services to provide families/parents, and students with resources, tools, support, and outside agencies referrals. 4. Utilize social media to increase communication with parents; PCS Family Engagement APP; Class DOJO, Facebook, School's web-site. Utilize focus groups to gather parents and family input for development of school improvement plan. Implement family social gatherings to build relations with families and among families as a school community.
Person Responsible	Tamara Gramlich (gramlicht@pcsb.org)

#8	
Title	EL Students
Rationale	The problem/gap is occurring because our EL students in grades 3-5 are lacking foundational skills required by the demands of the Florida Standards at their current level, thus causing many to score in the L25 range. If daily small group interventions would occur with fidelity, the problem would be increased by 10%
State the measureable outcome the school plans to achieve	The ESSA proficiency score of Black students will increase to 60% proficiency, as measured by FSA.
Person responsible for monitoring outcome	Amy Stewart (stewartam@pcsb.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies and practices and ensure strong implementation. 2. Implement effective intervention strategies based on the close monitoring of students with personalized learning plans. 3. Ensure EL students are participating in extended learning opportunities before and after school and in extended school year programs through recruitment and targeted resources. 4. Utilize supports from district office to ensure interventions are in place and being implemented for EL students who receive consent for evaluation. 6. Administration to monitor and provide feedback routinely.
Rationale for Evidence-based Strategy	If staff engages in ongoing professional development on culturally relevant strategies more EL students will be engaged in learning which will have a positive impact on proficiency and in extended learning participation.

Action Step

Description	<ol style="list-style-type: none"> 1. Utilize Ellevation to obtain students' length of time in US schools and language proficiency levels; provide this data to teachers so they can plan effective instruction 2. Provide learning opportunities for teachers on the use of WIDA Ellevation reports and Can Do Approach to support differentiated planning and instruction, based on student language proficiency levels 3. Utilize the implementation of Can Do Descriptors and Model Performance Indicators in the planning and practice within all classrooms to ensure instruction matches the needs of ELs and scaffolding provides an appropriate entry-point for grade-level content with ongoing support. 4. Administrators will monitor the lesson planning and classroom implementation of effective lessons to engage ELs in rigorous, standards-based work rich in language development. They will utilize the Marzano Focus Model Go To Strategies for English Language Learners document to
--------------------	--

provide ongoing feedback to teachers to support development of their practice in supporting ELs.

5. Create an Imagine Learning account for students who are below level 3 of English language proficiency and a weekly schedule that students will follow to log in to work.

6. Reach out to the ESOL department to request iPads for EL students who are below level 3 of ELP.

7. Create a schedule for the Bilingual Assistant that directly supports standards-based instruction for ELs; provide appropriate PD first.

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

**Person
Responsible**

Amy Stewart (stewartam@pcsb.org)

#9	
Title	Science
Rationale	Our overall academic achievement took a decline this year and while there were some areas of improvement there is a great need to close the gaps both between the state and district and within our Black and ELL subgroups.
State the measureable outcome the school plans to achieve	The proficiency level for science in 5th grade will increase from 51% back to 78%.
Person responsible for monitoring outcome	Cooper Dawson (dawsonw@pcsb.org)
Evidence-based Strategy	Teachers will collaboratively plan and align instruction to meet the Florida Standards for science throughout all grade levels. Utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and include appropriate grade level utilization of science labs in alignment to the 1st - 5th grade standards.
Rationale for Evidence-based Strategy	Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th Grade Diagnostic Assessment.
Action Step	
Description	<ol style="list-style-type: none"> 1. Facilitate science professional development through monthly curriculum meetings and weekly PLCs. 2. Monitor for consistent effective instruction that promotes student centered with rigor for all science labs grades 1-5. 3. Support and utilize formal and informal assessment strategies that inform instruction. Identify proficiency levels and implement instructional strategies to increase conceptual development of key content. 4. Support the 5E instructional model through identification and understanding of each component [Engage, Explore, Explain, Elaborate, Evaluate] as identified in each elementary science unit grades 1- 5. 5. Implement and monitor science academic gaming based on data, with a priority focus on the 60 Power Words and other related vocabulary based on grade level standards. 6. Implementing BOAST (Bring On Any Science Test) vocabulary academic gaming strategies. 7. Teachers will adhere to a Science Lab schedule (grades 1-5).
Person Responsible	Amy Stewart (stewartam@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

All priorities have been addressed

Part V: Budget						
1	III.A	Areas of Focus: Conditions for Learning				\$150.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2691 - North Shore Elementary School			\$150.00
			<i>Notes: PBIS awards</i>			
2	III.A	Areas of Focus: Attendance				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2691 - North Shore Elementary School			\$200.00
			<i>Notes: Parent Education</i>			
3	III.A	Areas of Focus: Healthy Schools				\$533.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2691 - North Shore Elementary School			\$533.00
			<i>Notes: tracking tools; healthy snacks</i>			
4	III.A	Areas of Focus: Bridging the Gap				\$0.00
5	III.A	Areas of Focus: Math				\$0.00
6	III.A	Areas of Focus: ELA				\$0.00
7	III.A	Areas of Focus: Family and Community Involvement				\$0.00
8	III.A	Areas of Focus: EL Students				\$0.00
9	III.A	Areas of Focus: Science				\$0.00
					Total:	\$883.00