North Shore Elementary School

2022-23 Schoolwide Improvement Plan

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North Shore Elementary School

200 35TH AVE NE, St Petersburg, FL 33704

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

Demographics

Principal: Heidi Bockover Goldstein

Start Date for this Principal: 5/12/2021

2019-20 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2021-22: C (53%) 2020-21: (39%) 2018-19: C (52%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
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.

North Shore Elementary is a family-oriented community that provides a safe and positive environment to spark a lifelong love of learning.

Provide the school's vision statement.

The Vision of North Shore Elementary is 100% Student Success.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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

Demographic Information

Principal start date

Wednesday 5/12/2021, Heidi Bockover Goldstein

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

450

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

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	47	69	72	86	56	71	0	0	0	0	0	0	0	401
Attendance below 90 percent	1	22	21	20	17	22	22	0	0	0	0	0	0	125
One or more suspensions	0	0	0	1	0	3	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	3	0	1	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	19	19	0	0	0	0	0	0	0	57
Level 1 on 2022 statewide FSA Math assessment	0	0	0	22	19	21	0	0	0	0	0	0	0	62
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	0	4	4	3	0	0	0	0	0	0	0	12

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Wednesday 6/29/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	77	71	73	78	59	40	0	0	0	0	0	0	0	398
Attendance below 90 percent	27	19	19	33	17	14	0	0	0	0	0	0	0	129
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	19	12	21	19	13	12	0	0	0	0	0	0	0	96

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

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

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	77	71	73	78	59	40	0	0	0	0	0	0	0	398
Attendance below 90 percent	27	19	19	33	17	14	0	0	0	0	0	0	0	129
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	19	12	21	19	13	12	0	0	0	0	0	0	0	96

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	53%			46%			49%	54%	57%
ELA Learning Gains	58%			37%			58%	59%	58%
ELA Lowest 25th Percentile	54%			30%			55%	54%	53%
Math Achievement	48%			41%			46%	61%	63%
Math Learning Gains	64%			39%			55%	61%	62%
Math Lowest 25th Percentile	50%						47%	48%	51%
Science Achievement	43%			41%			51%	53%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	45%	56%	-11%	58%	-13%
Cohort Comparison		0%				
04	2022					
	2019	47%	56%	-9%	58%	-11%
Cohort Comparison		-45%				
05	2022					
	2019	53%	54%	-1%	56%	-3%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	62%	-19%	62%	-19%
Cohort Comparison		0%				
04	2022					
	2019	44%	64%	-20%	64%	-20%
Cohort Comparison		-43%				
05	2022					
	2019	47%	60%	-13%	60%	-13%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	51%	54%	-3%	53%	-2%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21

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

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
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	64
Total Points Earned for the Federal Index	434
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	50
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	43
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	69
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

Part III: Planning for Improvement

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

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

14% of our Black student scored a Level 3+ in both Math and ELA; 29% made Learning gains in Math and 19% made learning gains in ELA.
1 of our ELL students was proficient at ELA and 17% made learning gains in ELA and 58% made learning gains in Math.
We saw a decrease in students in 5th grade science from 46% in 2021 to 41% proficiency in 2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

5th grade Science and our ESSA Subgroup Student proficiency and learning gains for both ELA and Math are our greatest areas in need of improvement.

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

The problem is occurring because of inconsistency of grade level teachers at 5th grade. Inconsistency of rigorous instructional strategies aligned to the Florida Standards at the appropriate taxonomy in grades 3-5.
If the level of rigor and frequency of cognitively complex tasks using BEST Standards would be increased students would reach a higher level of proficiency as demonstrated by State Progress Monitoring.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Students in grade 3-5 Math increased their learning gains from 39% to 51%. In addition, our 5th grade ELA gained 18 points from 2021.

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

Instructional Staff Developer worked with teachers in grades 3-5 on modeling rigorous lessons and focused planning. In addition, we put targeted math extended learning in place for identified students in 5th grade.

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

BEST Standards implementation with fidelity in all grade levels and on-going professional development. Provide Title I targeted support for students in our ESSA Subgroups (ELL and Black) in grades 3-5.

Identify students to participate in extended learning opportunities before and after school.
Identify students in grades K-3 to participate in Project 23 small group instruction.
Formative Assessments following lesson to be analyzed to determine next steps in instruction
Walk-throughs and fidelity checks with feedback
School Wide Data Room with individualized celebrations

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

BEST Standards
McGraw-Hill professional development to become more familiar with the new Math Adoption
Instructional Staff Developers to help design and roll out rigorous grade level lessons for ELA, MATH and Science.
Collaborative Planning on a weekly basis
Walk-throughs and fidelity checks with feedback
Gifted Micro-credential training for all those not currently micro-credentialed

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

Promise Time
Extended Learning Opportunities (before, during and afterschool)
Title I Hourly Support for ELA and Math
Project 23 interventions will take place for both ELA and Math in grades K-3
Mentoring for ESSA Subgroups
Instructional Staff Developers will support Project 23 interventionist for ELA and Math in grades K-3
JRGR/Literacy Footprints training for all those instructional staff not currently trained or needing a refresher course
ELA Champions professional development each month to be delivered during grade level PLCs
Gifted and Talented Support in classrooms

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Standards-based data (FSA, common assessment) collected from the 2021-22 school year showed students performing below grade level in Math, ELA, and Science with a lack of consistency in task aligned to grade-level appropriate standards. Students are not provided consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning. Our current level of performance: 53% proficiency in ELA 58% made learning gains in ELA 54% of our L25 made learning gains in ELA 48% proficiency in Math 64% made learning gains in Math 50% of our L25 made learning gains in Math Our 5th grade Science saw a decrease from 46% in 2021 to 43% proficient in 2022.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Proficiency in ELA will increase 7% from 53% to 60%, as measured by State Progress Monitoring Assessment. Proficiency in Math will increase 8% from 48% to 56%, as measured by State Progress Monitoring Assessment. Proficiency in Science will increase 17% from 43% to 60%, as measured by State Progress Monitoring Assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Formative Assessments for each subject area Benchmark and Diagnostic Assessments for ELA, Math and Science ISIP DreamBox Targeted Data Chats ELFAC Running Records MAP, if applicable State Progress Monitoring Assessment Walk-through data
Person responsible for monitoring outcome:	Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Gain a deep understanding of the B.E.S.T. Standards/NGSSS as a non-negotiable for improving student outcomes and utilize curricular materials to create a common foundation of standard-aligned, rigorous instruction for all students.
Rationale for Evidence-based Strategy:	If we have a deep understanding and effectively implement B.E.S.T. Standards/NGSSS in all grade levels, then the percent of students proficient and making learning gains will increase in all subject areas.

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

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

Become familiar with the design in order to understand what students are expected to master at each grade level.

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

Synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weigh of the standards.

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

Purposefully combine/stack standards and benchmarks to support learning so that benchmark is spotlighted and supporting benchmarks that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted benchmark.

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

Implement the instructional materials, understand how the materials connect to evidence-based practices and B.E.S.T Standards/NGSSS.

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

Provide all students with consistent opportunities to engage in complex, grade-level content and activities aligned to the rigor of the standard/benchmark.

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

Articulate and advance high expectations for all students consistent with the shared vision and learning.

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

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

Person Responsible   Amy Stewart (stewartam@pcsb.org)

Implement student-led conferences to allow students to share their academic goals and their progress with family members.

Person Responsible   Amy Stewart (stewartam@pcsb.org)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Standards-based data (FSA, common assessment) collected from the 2021-22 school year showed students performing below grade level in Math, ELA, and Science with a lack of consistency in task aligned to grade-level appropriate standards. Students are not provided consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning. Our current level of performance for our students in our Black ESSA Subgroups is: 20% of our Black ESSA Subgroup were proficient ELA 42% of our Black ESSA Subgroup made learning gains 42% of our Black L25 Subgroup made learning gains 18% of our Black ESSA Subgroup were proficient in Math 56% of our Black ESSA Subgroup made learning gains in Math 50% of ourL25 Black ESSA Subgroup made learning gains in Math 8% of our Black ESSA Subgroup were proficient in Science Our current level of performance for our students in our SWD ESSA Subgroup is: 40% of our SWD ESSA Subgroup was proficient in ELA. 50% of our SWD ESSA Subgroup made learning gains in ELA. 27% of our L25 of our SWD ESSA Subgroup made learning gains in ELA 30% of our SWD ESSA Subgroup were proficient in Math 44% of our of our SWD ESSA Subgroup made learning gains in math 38% of our L25 of our SWD ESSA Subgroup made learning gains in math 20% of our SWD ESSA Subgroup were proficient in Science
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Black Student Proficiency in ELA will increase from 20% to 42%, as measured by State Progress Monitoring Assessment. Black Student Proficiency in Math will increase from 18% to 42%, as measured by State Progress Monitoring Assessment. Black Student Proficiency in Science will increase from 8% proficient to 42%, as measured by State Progress Monitoring Assessment SWD Student Proficiency in ELA will increase from 40% to 42%, as measured by State Progress Monitoring Assessment. SWD Student Proficiency in Math will increase from 30% to 42%, as measured by State Progress Monitoring Assessment. SWD Student Proficiency in Science will increase from 20% proficient to 42%, as measured by State Progress Monitoring Assessment
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Formative Assessments for each subject area Benchmark and Diagnostic Assessments for ELA, Math and Science ISIP DreamBox Targeted Data Chats ELFAC

Running Records
MAP, if applicable
State Progress Monitoring Assessment
Walk-through data

Person responsible for monitoring outcome:	Heidi Bockover Goldstein (bockovergoldsteinh@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Standards-based data (FSA, common assessments, walk-through, etc.) collected from the 2021-22 school year showed that our ELL and Black Students performing below grade level in ELA, Math and Science with a lack of consistency in tasks aligned to grade-appropriate standards. Our Black and ELL students are not provided with consistent opportunities to be successful with standards-aligned tasks and teachers have limited effective teaching methods to support learning.

Action Steps to Implement

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

Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success; novel tasks or other approaches to stimulate curiosity; meaningful tasks related to student interests and cultural backgrounds; opportunities for students to ask their own questions, set their own goals and make their own choices.

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

Utilize administrator walkthrough tools to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

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

Employ instructional practices that result in students doing the work of the lesson (higher-ordered questioning, quick demonstrations followed by practice, limited teacher talk, high-quality feedback and opportunities to use that feedback).

Person Responsible	Amy Stewart (stewartam@pcsb.org)

Implement and monitor the use of routine writing in all content areas; including Learning Logs, Quick Writes, Annotating Text, Reflection prompts, DBQs and graphic organizers.

Person Responsible	Amy Stewart (stewartam@pcsb.org)

Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps in learning.

Person Responsible   Amy Stewart (stewartam@pcsb.org)

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

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

Pair ESSA Subgroup students with a staff mentor to help monitor, motivate and celebrate student progress toward individual goal setting.

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Gain a deep understanding of the B.E.S.T. Standards as a non-negotiable for improving student outcomes.
Kindergarten students that are not on track for the level 3 or above on the statewide, standardized ELA assessment is 41%.
First grade students that are not on track for the level 3 or above on the statewide, standardized ELA assessment is 41%.
Second grade students that are not on track for the level 3 or above on the statewide, standardized ELA assessment is 31%.

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

Gain a deep understanding of the B.E.S.T. Standards as a non-negotiable for improving student outcomes.
Third grade students that are below level 3 on the statewide, standardized ELA assessment is 54%.
Fourth grade students that are below level 3 on the statewide, standardized ELA assessment is 48%.
Fifth grade students that are below level 3 on the statewide, standardized ELA assessment is 48%.

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

During the 2021-22 school year, 38% of students in grades K-2 scored within the red, orange or yellow bands on Spring MAP. Our goals is for 60% or more of our students in grades K-2 be on track to pass the ELA FAST.

Grades 3-5: Measureable Outcome(s)

Proficiency in ELA will increase 13% from 47% to 60%, as measured by module assessments, district provided benchmarks assessments, formative and summative assessments.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The instructional leadership team will conduct walk throughs of the classrooms and provide timely feedback to the teachers.
Data chats will occur in a timely manner to coincide with module and benchmark assessments, and formative and summative assessment in order to make data driven decisions in the classroom.
Coaching cycles will occur based on teacher interest and for whom the data shows a need for additional support.
Data Room will be utilized to help monitor progress toward grade level, class and individual goals.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Bockover Goldstein, Heidi, bockovergoldsteinh@pcsb.org

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

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Data chats of school-wide, district and state assessments in a timely manner.
Data driven decision making, derived from data chats
Collaborative Planning by grade level with support from instructional staff developers
Instructional Staff Developers coaching cycles
Professional Development on the B.E.S.T. ELA Standards

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

Based on 2022 MAP and FSA data, a majority of students in grades K-5 are not demonstrating proficiency in ELA. These practices are researched based and proven to increase proficiency.

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

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Provide regular structures for Collaborative Planning, PLCs and Data Chats where teachers regularly engage in data/student work analysis as well as intellectual prep and lesson planning for upcoming lessons, including scaffolds that address gaps in student learning. Data analysis protocols will be implemented to analyze various assessments (iSIP, iReady, Early Literacy Formative Assessments and other progress monitoring tools).	Bockover Goldstein, Heidi, bockovergoldsteinh@pcsb.org
Utilize administrator walkthrough tools to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.	Bockover Goldstein, Heidi, bockovergoldsteinh@pcsb.org
Implement a plan for identifying students not meeting benchmark in the early grades including targeted instruction, and frequency monitoring progress to ameliorate gaps early.	Bockover Goldstein, Heidi, bockovergoldsteinh@pcsb.org
Engage teachers in ongoing professional development which highlights the following actions to build ELA capacity: -Sustained focus on foundational skills to support reading for understanding for all grade levels. -Provide professional development on the development of phonological awareness and explicit phonics instruction during core and small group. -Grades K-2 will use the ELFAC and grades 3-5 will use the CORE phonics screener. -Increase teacher knowledge of the science of reading and evidence based practices.	Bockover Goldstein, Heidi, bockovergoldsteinh@pcsb.org

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

We diligently work to build a positive home/school relationship through events such as our Popsicles in the Park for our new families, incoming Kindergarten Squire Session, Summer Onboarding Experience, Meet the Teacher Event, Grades PreK-5 Open House, Student Led Conferences, individualized Parent/Teacher Conferences, Title I Annual Meeting Night, and Fall Festival with Discovery Tour to name just a few.

Effectively communicating with families about their students' progress and happenings at the school helps to foster strong home/school relationships. We utilize student agendas, School Messenger with accompanying "News from the Castle", Online Newsletters, Social Media and Marquee to keep all stakeholders informed of what is going on at our Castle!

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

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

To promote positive staff and student morale, we will be incorporating a school-wide theme using the Energy Bus this year. This book was chosen to help us create and cultivate a positive energy force in everything we do at North Shore. Positive people/positive teams produce positive results and are the essential ingredient for success is positive energy. A committee of teachers will be planning and rolling out activities/events to support the 10 simple powerful rules outlined in the book. To compliment our school theme, we will continue to implement our school-wide positive behavior plan which focuses on highlighting and celebrating student and class accomplishments. Our students and staff will follow our "Guidelines for Success" which are embedded in all things North Shore! Daily "Dragon Fire" is shared on the announcements to spotlight students, teachers and classes.

North Shore is a family oriented school and we love to have parents on campus! We invite parents to join us for our Monthly Knights in the Courtyard where we celebrate students for academic and social accomplishments throughout each specific month. Students are also celebrated each month for having perfect attendance. They earn a brag tag, are announced on the morning news and in our "News from the Castle" Newsletter.

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

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

The following list encompasses a variety of stakeholders who will actively participate in promoting a positive culture and environment at North Shore Elementary:
Students - our PreK-5th grade students will support and follow our Guidelines for Success.
Parents/Guardians - will be actively participants in fostering a positive home to school relationship to help grow their child academically, socially and emotionally.
Staff - will define, implement and monitor the Guidelines for Success in order to foster the home to school relationship to help grow students academically, socially and emotionally.
School-Theme Committee - will facilitate the "Energy Bus" book student, develop activities and events to support creating a positive school culture filled with positive energy.
Community - will participate and provide essential feedback pertaining to on-going site-based initiatives through platforms such as PTA and SAC.
Business Partners - will support site-based initiatives that include mentoring of selected students and provide essential feedback through platforms such as PTA and SAC.