

North Shore Elementary School



2015-16 School Improvement Plan

North Shore Elementary School

200 35TH AVE NE, St Petersburg, FL 33704

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
45%

Alternative/ESE Center
No

Charter School
No

Minority
39%

School Grades History

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

School Board Approval

This plan is pending approval by the Pinellas 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of North Shore Elementary is to help students in all subgroups attain their highest achievement in a safe learning environment staffed by highly qualified teachers who will use district expectations and resources to accomplish this mission.

Provide the school's vision statement

100% Student Success

School Environment

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

Family and community involvement are highly valued at North Shore Elementary. Through family involvement in SAC and PTA, the school is aware of the student make up and culture. We host a Meet & Greet annually, prior to school starting, where students and families get to meet the teachers and staff. This meeting is also used to communicate goals and solicit support for school initiatives. Our goal is to reinforce confidence in parents that together we can meet the needs of our students. It is an expectation that staff will:

- know school guidelines
- be fair, positive, and, consistent
- keep classrooms orderly
- build positive relationships and get to know student needs and motivators
- treat students with the same respect that is expected from them.

Our staff understands that one out of every 4 children attending school has been exposed to a traumatic event that can affect learning and/or behavior. Trauma can impact school performance. (Lower GPA, higher absence rate, decreased reading ability, increased behavior problems). Trauma can impair learning. (Chronic exposure can adversely affect attention, memory, and cognition; interfere with problem solving attention, memory, and cognition, result in overwhelming feelings of frustration and anxiety). Traumatized children may experience physical and emotional distress.

Teachers are expected to:

- Connect with students and build relationships with the student and their family.
- Establish a safe environment to decrease the opportunity for the student to be traumatized further.
- Implement an effective Classroom Management Plan.
- Implement Stress Management and Relaxation techniques.
- Connect with Social Services Support (Guidance, Social Worker, etc.) in the event of concerns
- Exercise Patience with students who show signs of stress.
- Manage Personal and Professional Stress so that individual don't take students' misbehavior personally.

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

At North Shore, students participate in a variety of before and after school programs that help to keep students safe, offer extend learning opportunities, and support the feeling of respect for students. The YMCA partners with North Shore to provide a quality before and after school program in which students are engaged in STEM related activities that promote college and career rediness. Through

this partnership, students also participate in PROMISE Time. PROMISE Time is an extended learning opportunity which offers tutoring services in the content areas as well as enrichment opportunities to develop the whole child.

North Shore also offers a variety of before and after school clubs to build character, confidence, and citizenship in our students. We offer Chess Club, STEM Academy, Walking Club, Lego/Robotics Club, and Student Council. According to research, test scores improved by 17.3% for students regularly engaged in chess classes, compared with only 4.6% for children participating in other forms of enrichment activities. When students play chess they must call upon higher-order thinking skills, analyze actions and consequences, and visualize future possibilities.

The goal of our STEM Academy is to increase Science Technology Engineering and Mathematics opportunities for students. The STEM Academy offers student's opportunities to conduct hands-on STEM investigations, explore careers in STEM related fields, improve teambuilding and leadership skills, learn about business planning, and interact with community partners.

New to North Shore this year, the 21st Century Community Learning Center will offer students additional extended learning opportunities. The overarching focus of the 21st Century Community Learning Center is on improving the academic performance of those students with the greatest need through a holistic community-based approach. The program provides students with supplemental project-based activities in reading, math, and science, as well as personal enrichment activities to support character development, health/wellness, and life skills. Additionally, family engagement activities focus on mobilizing parents as problem-solvers and empowering them to become successful advocates for their children. Finally, in the true

spirit of community-wide collaboration, the project leaders aim to engage multiple community organizations to ensure that students and families receive holistic care at school and at home.

North Shore also offers a Bully Prevention initiative where we strive to establish and maintain a school culture of acceptance, tolerance and respect. We use staff meetings, assemblies, class and parent meetings, newsletters to families, the school website, and the student handbook to establish a positive climate at school. We reinforce positive social interactions and inclusiveness.

KNIGHTS:

Keep Trying

Nurture our environment

Inspire Cooperation

Give our best effort

Have Respect

Take Responsibility

Support fellow Knights

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

Our school utilizes a Positive Behavior System (PBS) where teachers develop their own classroom management plans consistent with our core values, guiding principles, and CHAMPs. These individual management plans make optimum use of expected behaviors, consequences, and positive reinforcements for use in the classroom. We use proactive intervention strategies to deescalate behaviors before they get out of hand. Every effort is made to allow students to correct their own behavior. Students should have 15 minutes, for example, to correct their behavior on their own before the staff determines that disruptive behavior has gone from a level 1 to a level 3.

The classroom management plans are submitted to Administration/ Behavior Specialist for accountability/monitoring. Plans are also reviewed for alignment to our school-wide behavior plan. Teachers receive feedback to assist them in developing a plan that is written for success. Classroom management plans must be posted and include the reward system and consequences so that students are fully aware of the expectations. It also serves as a reminder to follow the system with

fidelity. STOIC walkthroughs are conducted to ensure fidelity of implementation of the school-wide discipline plan..

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

North Shore Elementary maintains a school based leadership team (SBLT) that monitors and problem solves around data related to the academic and behavioral needs of students. A early warning system is used to monitor referrals, attendance, tardies, substantially deficient achievement, mobility and retentions).

Referrals to social service staff are made as data indicates.

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

The SBLT convenes on Wednesdays weekly to discuss student achievement, particularly tiered progress in all subject areas. Each week focuses on a different subject and the team discusses the data and determines the next steps.

Indicators include but are not limited to:

- Academic Performance: Level 1 FCAT/FSA scores
- Grade Retention
- Classroom performance
- Educational Engagement: Gifted or Talented indicators
- Behavior Data including suspensions, referrals.
- Number of school/community supports
- Performance in ELP and other programs (chess club, STEM, Good News Club, Mad Science, etc.)

The Child Study Team convenes weekly to discuss student attendance. Each week focuses on determining student indicators and how to support families and improve attendance and tardies.

Indicators include but are not limited to:

- Absenteeism or tardies below 90%
- Parental involvement
- mobility

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
	1	2	3	4	5	
Attendance below 90 percent	14	15	4	13	11	57
One or more suspensions	1	5	0	4	5	15
Course failure in ELA or Math	0	0	1	9	9	19
Level 1 on statewide assessment	0	0	1	5	12	18

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	2	4	2	20	22	50

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

The guidance counselor coordinates a Check and Connect program linking families with mentors to support student success and family involvement. Students are encouraged to participate in after school activities which include clubs and extended learning opportunities that support student learning. Family engagement opportunities are provided to support family members to be an active participant in their child's learning. The School Based Leadership Team (SBLT) facilitates quarterly data chats in which teachers and grade level teams review student performance data to identify those students that need extra supports. Teachers present their data to the team and discuss instructional supports that are in place or needed for each student to be successful. Differentiated instruction is used by the classroom teacher to meet the child's specific needs in order to motivate the student and adapt curriculum to their specific learning style. The guidance counselor and social worker work with the students to enhance social attitudes and interpersonal skills that may influence learning and/or behaviors. School-wide attendance data is displayed and highlighted each month, showcasing the classroom at each grade level that had the best attendance rate. That classroom receives the attendance trophy for the month to display in their classroom. This motivates and encourages the students to attend regularly.

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 available at the school site.

Description

Increase the number of parents participating in Parent Workshops related to Common Core implementation and other school initiatives.

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

We found that regular and on-going communication, through newsletters and our school website, was effective in garnering the support of our families and the community. Participation in the St. Petersburg Women's Club, North Shore Community Association, fostering the partnerships with University of South Florida and St. Petersburg College were important to this endeavor.

With the assistance of our Family Community Liason, we will continue to build and foster business

relationships, inviting the business partners to events such as student performances, academic achievement night, science fair, etc. We will communicate events and positive news in our newsletters and other media. We will work with our business partners to host family engagement activities that allows the school and business communities to come together and further develop those relationships within the school and community.

We have enlisted the support of the community to participate in our Check and Connect Mentoring program to both support our struggling learners and encourage our gifted students to engage their full potential.

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:

Name	Title
Dawson, Cooper	Principal
Dixon, Nikishia	Assistant Principal
Maker, Casey	Other
Gramlich, Tamara	Instructional Media
	Guidance Counselor
Dawson, Cooper	Guidance Counselor

Duties

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

Casey Maker - Facilitator - generates agenda and leads team discussions

Cooper Dawson, Principal- co-facilitator – generates agenda and leads team discussions

Nikishia Dixon, Assistant Principal

Sara Hinojosa, School Psychologist - Data Manager(s)/Data Coach(es) – assist team in accessing and

interpreting (aggregating/disaggregating) the data

Kama Conrad, Social Worker

Dru Brooks, Diagnostician

Debbie Knapp, School Counselor -Technology Specialist – brokers technology necessary to manage and display data

Jill Jeffers, Behavior Coach-disseminates school-wide behavior data; assist the team in accessing/interpreting behavior data

Debbie McAfee -Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access

Amy Kohnle -Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda

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 school-based MTSS leadership team will focus meetings on the development and maintenance of a problem-solving system to bring out the best in our teachers, our students and our school community.

The MTSS leadership team meets once a week to collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills, based on current school data and observations. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

A member of the staff from primary and intermediate grade levels are members of the MTSS leadership team to collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills, based on current school data and observations.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
	Parent
Cooper Dawson	Principal
Maria Mercurio	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

Development of this school improvement plan

Progress toward school goals were shared at the end of the school term. Input was gathered regarding the need for continued goals. SAC and PTA members were convened during preschool to discuss the current school status, grades and goals. Parents shared that they would like information this year related to Florida State Standards and Assessments. Parents gave input on the school goals and will monitor progress throughout the school year.

Preparation of the school's annual budget and plan

SAC assists the principal in the school's annual budget . SAC also assists in the preparation and evaluation of the School Improvement Plan. (SIP). The plan is designed to achieve the state education goals and student performance standards. The plan also address issues relative to budget, training, instructional materials, technology, staffing, student support services, and other matters of resource allocation as determined by school board policy.

SAC approves of the expenditure of school improvement funds. SAC approves the final draft of the school improvement plan and conducts a public meeting for community suggestions for modifications and serves as an advocate in the community and the school for implementation and assists in public relations efforts related to the plan. They also support school improvement implementation. They collect and analyze information about the community and the school and receives public input regarding needs (Needs Assessment) of the school.

SAC provides ongoing review of the progress being made toward implementation of the school improvement plan. They evaluate success by monitoring short-term and long-term outcomes.

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

\$ 1500 spent on Teacher professional development to support SI initiatives.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Dawson, Cooper	Principal
Dixon, Nikishia	Assistant Principal
Maker, Casey	Other
Gramlich, Tamara	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

- Support for text complexity
 - Support for instructional skills to improve reading comprehension
 - Support for implementation of Florida State Standards for Literacy in Social Studies, Science, and Mathematics
 - Support for instructional skills focused on how to improve reading comprehension by utilizing close reading strategies and finding text evidence.
 - Support for the new reading modules in K-5.
 - Developing and asking text dependent questions from a range of question types.
 - Emphasizing students supporting their answers based upon evidence from text.
 - Develop strategies gained from the Leading the Learning Cadre (LLC) in order to work with high achieving students, and differentiated instruction through conferring.
- Major initiatives:
Fidelity of guided reading in grades K-5
Formative assessments and data analysis

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

North Shore Elementary has a master schedule that allows for 50 minutes of planning for all grade levels. We have created a collaborative planning calendar in which teachers will be planing with their teams and adminstraation. This time will be structured and used for teachers/adminstrators to work together collaboratively to unpack content standards, review formative assessment data, and plan out standards based lessons that are aligned to Florida State Standards.

Professional Learning Communities have been established so that teachers meet for approximately 40 minutes weekly. Teachers will be reviewing multiple data sources, incuding student performance data and observation data to further develop their teaching practice and make instructional decisions.

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

North Shore Elementary enjoys a very stable staff. We foster a healthy culture by promoting a Wellness Committee. This team of teachers are responsible for providing activities that encourage staff engage in healthy living activities such as exercise and healthy eating practices. Our Hospitality Committee works to support the social emotional aspects of a healthy employee.

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

North Shore has a mentoring team that is lead by a Lead-Teacher that meets and greets all staff new to North Shore. Prior to teachers returning, the lead mentor meets new employees at the school, facilitates a school tour, and shares pertinent information about the North Shore School Community. This is to get new employees acclimated to their new environment and help them to feel supported.

New teachers are paired, based on grade level placement, with a teacher on the mentoring team, who has been trained in Clinical Education to support new staff. Mentors provide support by observing mentee's instruction, providing feedback, planning lessons, and connecting lesson activities to content standards. Mentors also support new teachers in discussing student progress and analyzing student work with parents. Modeling and/or co-teaching lessons is another support that is put in place for new teachers.

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

With leading-edge digital tools and results-driven instruction, Journeys Common Core is a K–5 reading program with rigorous Common Core instructional design and alignment to the Florida Standards. The remarkable vocabulary instruction builds better readers and writers while also providing intervention for struggling students. Easy organization, proven instruction and exceptional differentiation set Journeys Common Core apart as the Common Core reading curriculum of choice for educators across the nation. Common Core-based instruction is integrated into every unit and lesson. Digital learning tools, including mobile apps and interactive whiteboard lessons are provided. Scaffolding and differentiation is included in every lesson.

GO Math! K–8 offers an engaging and interactive approach to covering the Common Core State Standards. Its seamless digital path and Write-in Student Edition ensure that students can access content at appropriate levels of depth and rigor. GO Math! Instructional support provides teachers with the opportunity to focus on depth of learning in the classroom.

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

Teachers in grades K-5 are using FCAT data, ELA Module, and Common Assessment data to begin differentiating their instruction and lesson planning. Jan Richardson's Guided Reading lesson plans are used in all grade levels to meet the needs of the individual learner. If students are having difficulty attaining the proficient level on state assessments, the MTSS problem solving model is used to determine possible interventions to be provided by the classroom teacher.

The 4-step problem-solving model involves:

Step 1: Define, in objective and measurable terms, the goal(s) to be attained (what is it we want students/educators/systems to know and be able to do).

Step 2: Identify possible reasons why the desired goal(s) is not being attained.

Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2).

Step 4: Evaluate the effectiveness of the plan in relation to stated goals.

All students who are Tier 2 or 3 as identified in the MTSS problem solving model, receive interventions and are Ongoing Progress Monitored.

Extended Learning Program is offered to students who have been identified as having a deficiency in the area of Mathematics according to district and statewide assessments. Small group intervention using Scholastic Math Reads is utilized..

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: 4,140

Through our community partnerships and use of extended learning funds we will extend the school day to instruct and enrich in the core academics of math and science (\$26,693 for personnel and materials for "Do the Math", "Math Reads"). We also plan to use extended funds to support our gifted and talented program. Additionally, we will provide opportunities for activities that foster character development which will impact school behavior.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

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

FCAT data was used to determine need for science and mathematics intervention. Students in the program will be progress monitored to determine if the interventions are effective. Cumulative task data collected at the end of each lesson.

Data is shared with teachers and reviewed with leadership team. Behavior data are collected monthly. We will monitor the behavior of students attending the after school club.

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

Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Increase the number of students participating in health conscious activities.
- G2.** Implement early interventions for black students to reduce the number of referrals and suspensions by 20%.
- G3.** Increase student achievement in ELA, Math, and Science to 70% of students in each subgroup achieving proficiency.
- G4.** Close the achievement gap between Black and non-black students to our AMO 2015 targets;

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. Increase the number of students participating in health conscious activities. 1a

G065021

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Physical Fitness assessment, Walking Club, Wellness Champion, Walk to School, Cafe Manager, Field Day.

Targeted Barriers to Achieving the Goal 3

- Activites being offered that promote wellness; limited number of oportunites to offer health conscious activities

Plan to Monitor Progress Toward G1. 8

The number off participants in health conscious atcivities; we will collect sign-in sheets and sales inventory of lunchroom snacks.

Person Responsible

Nikishia Dixon

Schedule

Monthly, from 9/21/2015 to 6/7/2016

Evidence of Completion

Wellness Committee Meeting Minutes, sign-in sheets, Sales inventory of lunchroom snacks

G2. Implement early interventions for black students to reduce the number of referrals and suspensions by 20%. 1a

G061451

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- PBS, Commitment to Character, Principal's Proclamation, Lunch Bunch, Too Good for Violence, Behavior Specialist, Social Worker, Psuchologist, Guidance Counselor, and Family Community Liason

Targeted Barriers to Achieving the Goal 3

- implementation of school-wide behavior plan, late intervention

Plan to Monitor Progress Toward G2. 8

We will review referral and walkthrough data monthly at SBLT to determine if the number of referral and suspensions are decreasing; on target for reaching the goal.

Person Responsible

Casey Maker

Schedule

Monthly, from 8/31/2015 to 6/7/2016

Evidence of Completion

Decreased suspension and referral data for black students; SBLT agenda/notes

G3. Increase student achievement in ELA, Math, and Science to 70% of students in each subgroup achieving proficiency. 1a

G060182

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	70.0

Resources Available to Support the Goal 2

- EDS, OPM, Running Record Data, I-Station, ST Math, Math Reads, Do the Math, Performance Matters, Extended Learning, and Just in Time Professional Development, TDE's

Targeted Barriers to Achieving the Goal 3

- Fidelity of implementation of core instruction; guided reading strategies, running record assessments, interventions;
- Fidelity of collaborative planning within grade level teams

Plan to Monitor Progress Toward G3. 8

Running record, progress monitoring, iStation, and ST Math data will be collected and reevaluated by the SBLT.

Person Responsible

Nikishia Dixon

Schedule

Monthly, from 9/7/2015 to 6/7/2016

Evidence of Completion

Increase in student performance data across all content areas

G4. Close the achievement gap between Black and non-black students to our AMO 2015 targets; 1a

G060184

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	70.0

Resources Available to Support the Goal 2

- MTSS Coach, SBLT, Professional Library

Targeted Barriers to Achieving the Goal 3

- Teacher proficiency in providing interventions at Tier 2.

Plan to Monitor Progress Toward G4. 8

Common assessment data, formative assessment data, and OPM data will be reviewed by the SBLT.

Person Responsible

Nikishia Dixon

Schedule

Monthly, from 9/21/2015 to 6/7/2016

Evidence of Completion

70% of students achieving proficiency of standards taught; student performance data

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. Increase the number of students participating in health conscious activities. **1**

 G065021

G1.B1 Activities being offered that promote wellness; limited number of opportunities to offer health conscious activities **2**

 B167736

G1.B1.S1 Increase the number of students participating in health conscious activities. **4**

 S179300

Strategy Rationale

Currently, we do not offer any wellness clubs for students to participate in. We would like to encourage students, staff, and parents to make health conscious decisions and improve their overall health.

Action Step 1 **5**

Implement walking club.

Person Responsible

Nikishia Dixon

Schedule

Weekly, from 9/9/2015 to 6/7/2016

Evidence of Completion

Invitation/brochure, sign-in sheets

Action Step 2 5

Offer healthier snack alternatives to students during lunch.

Person Responsible

Nikishia Dixon

Schedule

Weekly, from 9/7/2015 to 6/7/2016

Evidence of Completion

Sales inventory of lunch room snacks

Action Step 3 5

Implementation of Healthy Challenge for students and parents to participate in.

Person Responsible

Cooper Dawson

Schedule

Monthly, from 9/7/2015 to 6/7/2016

Evidence of Completion

Monthly school newsletter that is sent home with students.

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

The Wellness Committee will review Walking Club sign-in sheets and the sales inventory of lunchroom snacks.

Person Responsible

Schedule

Monthly, from 9/21/2015 to 6/7/2016

Evidence of Completion

Wellness Committee Meeting Minutes/Agenda

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

The Wellness Committee will review physical fitness assessments and walking club sign-in sheets for increased performance in the Physical Fitness Assessment and increased participation in health conscious activities.

Person Responsible

Nikishia Dixon

Schedule

Monthly, from 9/21/2015 to 6/7/2016

Evidence of Completion

Wellness Committee Meeting minutes/Agenda

G2. Implement early interventions for black students to reduce the number of referrals and suspensions by 20%. 1

G061451

G2.B1 implementation of school-wide behavior plan, late intervention 2

B157068

G2.B1.S1 Early Intervention 4

S168542

Strategy Rationale

School Based Leadership Team will implement early intervention strategies. We will meet weekly to identify students and discuss walk-through data. We will identify students that need additional supports in place. We will work with classroom teachers to monitor and track behaviors. We will review classroom behavior plans to ensure that they are aligned to the school-wide discipline plan. Behavior will conduct walkthroughs to monitor implementation of the SWBP. We will facilitate professional development for teachers on implementing the School-wide behavior plan and using a common language to describe behaviors.

Action Step 1 5

The School-Wide Behavior Plan will be implemented in every classroom.

Person Responsible

Cooper Dawson

Schedule

Weekly, from 8/28/2015 to 6/7/2016

Evidence of Completion

Teachers will submit Individual classroom behavior plans that are aligned to the School-wide discipline plan.

Action Step 2 5

The School-Based Leadership Team will use Early Warning Systems data to identify students needing additional supports.

Person Responsible

Nikishia Dixon

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Early Warning Systems list, Tier 2/3 Intervention Plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The Behavior Specialist will conduct walkthroughs to ensure fidelity of implementation. School-based Leadership team will review walkthrough, referral, and intervention data that is collected.

Person Responsible

Cooper Dawson

Schedule

Monthly, from 8/31/2015 to 6/8/2016

Evidence of Completion

Walkthrough, referral, and intervention data, individual classroom behavior plans.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Reduction of referrals and calls for classroom assistance.

Person Responsible

Casey Maker

Schedule

Monthly, from 8/31/2015 to 6/7/2016


Evidence of Completion

Walkthrough and discipline referral data, classroom assistance log

G3. Increase student achievement in ELA, Math, and Science to 70% of students in each subgroup achieving proficiency. **1**

 G060182

G3.B1 Fidelity of implementation of core instruction; guided reading strategies, running record assessments, interventions; **2**

 B153402

G3.B1.S1 Implementation of Collaborative Planning across all content areas. **4**

 S165133

Strategy Rationale

Teachers will participate in weekly collaborative planning with grade level teams and administration.

Action Step 1 **5**

Collaborative Planning Calendar

Person Responsible

Cooper Dawson

Schedule

Weekly, from 8/19/2015 to 6/7/2016

Evidence of Completion

Sign in sheets; Effective Unit Planning Documents, Lesson Plans

Action Step 2 **5**

Implementation of Differentiated Instruction across all content areas.

Person Responsible

Nikishia Dixon

Schedule

Daily, from 9/8/2015 to 6/7/2016

Evidence of Completion

iObservation walkthrough data, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Implementing Walkthroughs during core instruction

Person Responsible

Cooper Dawson

Schedule

Daily, from 8/24/2015 to 6/7/2016

Evidence of Completion

Walkthrough data using iObservation

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Teacher survey and analysis of walkthrough data

Person Responsible

Cooper Dawson


Schedule

Quarterly, from 9/8/2015 to 6/7/2016


Evidence of Completion

Survey data and iObservation data

G3.B2 Fidelity of collaborative planning within grade level teams 2

 B157049

G3.B2.S1 Implementation of Collaborative Planning across all content areas. 4

 S168503

Strategy Rationale

Develop a Collaborative Planning calendar in which grade level teams will be planning rigorous lessons that are aligned to Florida State Standards, with their grade level team members and administration.

Action Step 1 5

Develop Collaborative Planning Calendar

Person Responsible

Cooper Dawson

Schedule

Weekly, from 8/19/2015 to 6/7/2016

Evidence of Completion

sign-in sheets, Effective Unit Planning Documents, Lesson Plans, teacher survey, Collaborative Planning Calendar

Action Step 2 5

Implementation of Differentiated Instruction across all content areas.

Person Responsible

Nikishia Dixon

Schedule

Daily, from 9/8/2015 to 6/7/2016

Evidence of Completion

Effective Unit Planning Documents, lesson plans, walk-through data

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Implementation of walkthroughs during core instruction, frequent lesson plan review, data chats, and SBLT data review.

Person Responsible

Cooper Dawson

Schedule

Daily, from 9/8/2015 to 6/7/2016

Evidence of Completion

lesson plans, walkthrough data, feedback in iObservation, Collaborative Planning sign-in sheets, SBLT Meeting Agenda/Minutes

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Teachers will be surveyed about Collaborative Planning, walkthrough data and progress monitoring data will be reviewed frequently by SBLT

Person Responsible

Cooper Dawson

Schedule

Monthly, from 9/7/2015 to 6/7/2016

Evidence of Completion

Survey and iObservation data, SBLT Meeting minutes/agenda, Collaborative Planning sign-in sheets, Effective Planning Documents

G4. Close the achievement gap between Black and non-black students to our AMO 2015 targets; 1

G060184

G4.B1 Teacher proficiency in providing interventions at Tier 2. 2

B153404

G4.B1.S1 Implementation of Collaborative Planning across all content areas 4

S165136

Strategy Rationale

Teachers will participate in Collaborative Planning sessions with grade level teams and administration. Teachers will work together to review weekly performance data with their grade level team and develop instruction to meet the needs of all learners.

Action Step 1 5

Implementation of Collaborative Planning Calendar

Person Responsible

Cooper Dawson

Schedule

Weekly, from 8/19/2015 to 6/7/2016

Evidence of Completion

Effective Unit Planning documents, sign-in sheets, and lesson plans

Action Step 2 5

Implementation of Differentiated Instruction across all content areas

Person Responsible

Nikishia Dixon

Schedule

Daily, from 9/7/2015 to 6/7/2016

Evidence of Completion

lesson plans, Effective Unit Planning documents, walkthrough data

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Implementation of walkthroughs during core instruction and frequent monitoring of lesson plans

Person Responsible

Nikishia Dixon

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

lesson plans, Effective Unit Planning documents, and walkthrough data in iObservation, SBLT Meeting Minutes and Agendas

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Running record, OPM, and Formative Assessment data, Teacher Survey Data

Person Responsible

Nikishia Dixon

Schedule

Monthly, from 9/21/2015 to 6/7/2016

Evidence of Completion

walkthrough data; increased student achievement

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
G3.B1.S1.A1	Collaborative Planning Calendar	Dawson, Cooper	8/19/2015	Sign in sheets; Effective Unit Planning Documents, Lesson Plans	6/7/2016 weekly
G4.B1.S1.A1	Implementation of Collaborative Planning Calendar	Dawson, Cooper	8/19/2015	Effective Unit Planning documents, sign-in sheets, and lesson plans	6/7/2016 weekly
G3.B2.S1.A1	Develop Collaborative Planning Calendar	Dawson, Cooper	8/19/2015	sign-in sheets, Effective Unit Planning Documents, Lesson Plans, teacher survey, Collaborative Planning Calendar	6/7/2016 weekly
G2.B1.S1.A1	The School-Wide Behavior Plan will be implemented in every classroom.	Dawson, Cooper	8/28/2015	Teachers will submit Individual classroom behavior plans that are aligned to the School-wide discipline plan.	6/7/2016 weekly
G1.B1.S1.A1	Implement walking club.	Dixon, Nikishia	9/9/2015	Invitation/brochure, sign-in sheets	6/7/2016 weekly
G3.B1.S1.A2	Implementation of Differentiated Instruction across all content areas.	Dixon, Nikishia	9/8/2015	iObservation walkthrough data, lesson plans	6/7/2016 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A2	Implementation of Differentiated Instruction across all content areas	Dixon, Nikishia	9/7/2015	lesson plans, Effective Unit Planning documents, walkthrough data	6/7/2016 daily
G3.B2.S1.A2	Implementation of Differentiated Instruction across all content areas.	Dixon, Nikishia	9/8/2015	Effective Unit Planning Documents, lesson plans, walk-through data	6/7/2016 daily
G2.B1.S1.A2	The School-Based Leadership Team will use Early Warning Systems data to identify students needing additional supports.	Dixon, Nikishia	8/24/2015	Early Warning Systems list, Tier 2/3 Intervention Plans	6/7/2016 weekly
G1.B1.S1.A2	Offer healthier snack alternatives to students during lunch.	Dixon, Nikishia	9/7/2015	Sales inventory of lunch room snacks	6/7/2016 weekly
G1.B1.S1.A3	Implementation of Healthy Challenge for students and parents to participate in.	Dawson, Cooper	9/7/2015	Monthly school newsletter that is sent home with students.	6/7/2016 monthly
G1.MA1	The number of participants in health conscious activities; we will collect sign-in sheets and sales inventory of lunchroom snacks.	Dixon, Nikishia	9/21/2015	Wellness Committee Meeting Minutes, sign-in sheets, Sales inventory of lunchroom snacks	6/7/2016 monthly
G1.B1.S1.MA1	The Wellness Committee will review physical fitness assessments and walking club sign-in sheets for increased performance in the Physical Fitness Assessment and increased participation in health conscious activities.	Dixon, Nikishia	9/21/2015	Wellness Committee Meeting minutes/ Agenda	6/7/2016 monthly
G1.B1.S1.MA1	The Wellness Committee will review Walking Club sign-in sheets and the sales inventory of lunchroom snacks.		9/21/2015	Wellness Committee Meeting Minutes/ Agenda	6/7/2016 monthly
G2.MA1	We will review referral and walkthrough data monthly at SBLT to determine if the number of referral and suspensions are decreasing; on target for reaching the goal.	Maker, Casey	8/31/2015	Decreased suspension and referral data for black students; SBLT agenda/notes	6/7/2016 monthly
G2.B1.S1.MA1	Reduction of referrals and calls for classroom assistance.	Maker, Casey	8/31/2015	Walkthrough and discipline referral data, classroom assistance log	6/7/2016 monthly
G2.B1.S1.MA1	The Behavior Specialist will conduct walkthroughs to ensure fidelity of implementation. School-based Leadership team will review walkthrough, referral, and intervention data that is collected.	Dawson, Cooper	8/31/2015	Walkthrough, referral, and intervention data, individual classroom behavior plans.	6/8/2016 monthly
G3.MA1	Running record, progress monitoring, iStation, and ST Math data will be collected and reviewed by the SBLT.	Dixon, Nikishia	9/7/2015	Increase in student performance data across all content areas	6/7/2016 monthly
G3.B1.S1.MA1	Teacher survey and analysis of walkthrough data	Dawson, Cooper	9/8/2015	Survey data and iObservation data	6/7/2016 quarterly
G3.B1.S1.MA1	Implementing Walkthroughs during core instruction	Dawson, Cooper	8/24/2015	Walkthrough data using iObservation	6/7/2016 daily
G3.B2.S1.MA1	Teachers will be surveyed about Collaborative Planning, walkthrough data and progress monitoring data will be reviewed frequently by SBLT	Dawson, Cooper	9/7/2015	Survey and iObservation data, SBLT Meeting minutes/agenda, Collaborative Planning sign-in sheets, Effective Planning Documents	6/7/2016 monthly
G3.B2.S1.MA1	Implementation of walkthroughs during core instruction, frequent lesson plan review, data chats, and SBLT data review.	Dawson, Cooper	9/8/2015	lesson plans, walkthrough data, feedback in iObservation, Collaborative Planning sign-in sheets, SBLT Meeting Agenda/Minutes	6/7/2016 daily
G4.MA1	Common assessment data, formative assessment data, and OPM data will be reviewed by the SBLT.	Dixon, Nikishia	9/21/2015	70% of students achieving proficiency of standards taught; student performance data	6/7/2016 monthly
G4.B1.S1.MA1	Running record, OPM, and Formative Assessment data, Teacher Survey Data	Dixon, Nikishia	9/21/2015	walkthrough data; increased student achievement	6/7/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	Implementation of walkthroughs during core instruction and frequent monitoring of lesson plans	Dixon, Nikishia	8/24/2015	lesson plans, Effective Unit Planning documents, and walkthrough data in iObservation, SBLT Meeting Minutes and Agendas	6/7/2016 weekly

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 Opportunities

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

G2. Implement early interventions for black students to reduce the number of referrals and suspensions by 20%.

G2.B1 implementation of school-wide behavior plan, late intervention

G2.B1.S1 Early Intervention

PD Opportunity 1

The School-Wide Behavior Plan will be implemented in every classroom.

Facilitator

School Based Leadership Team

Participants

Classroom Teachers,

Schedule

Weekly, from 8/28/2015 to 6/7/2016

G3. Increase student achievement in ELA, Math, and Science to 70% of students in each subgroup achieving proficiency.

G3.B2 Fidelity of collaborative planning within grade level teams

G3.B2.S1 Implementation of Collaborative Planning across all content areas.

PD Opportunity 1

Develop Collaborative Planning Calendar

Facilitator

Cooper Dawson/ Nikishia Dixon

Participants

Classroom Teachers and other instructional staff

Schedule

Weekly, from 8/19/2015 to 6/7/2016

Technical Assistance Items

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

Budget