School Improvement Plan 2017-18

North Shore Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal: Cooper Dawson	SAC Chair: Scott Peterson

School Vision	100% Student Success

School Mission	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.

Total School Enrollment	% Ethnic Breakdown:					
	Asian 2.6%	Black 27.2%	Hispanic 13.5%	Multi-Racial 5.2%	White 51.0%	Other .6%
349	9	95	47	18	178	2

School Grade	2017: C	2016: C	2015: D	Title 1 School?	☒ Yes ☐ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	49%	50%	48%	56%	60%	40%						
Learning Gains All	52%	51%	48%	56%								
Learning Gains L25%	13%	52%	17%	39%								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Cooper	Dawson	FT	4-10 years
Assistant Principal	Donna	Hall	FT	1-3 years
Teacher	Casey	Maker	FT	1-3 years
Teacher	Amy	Kohnle	FT	4-10 years
School Social Worker	Caroline	Centner-Conlon	PT	Less than 1 year
School Psychologist	Kim	Kirchoffer	PT	1-3 years
Behavior Specialist	Jill	Jeffers	FT	4-10 years
Teacher	Debbie	McAfee	FT	20+ years
Teacher	Kim	Miccichi	FT	Less than 1 year

Total Instructional Staff:	4	Total Support Staff:	4

School Culture for Learning

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Our school expectations are embedded in our Guidelines for Success that form the acronym KNIGHTS. Our Guidelines for Success help teachers align their classroom rules with the School-Wide Behavior Plan (SWBP) and expectations. The Guidelines for Success are reviewed daily on our morning news show, Knightly News, and are posted throughout all common areas in the school.

KNIGHTS:
Keep Trying
Nurture our environment
Inspire Cooperation
Give our best effort
Have Respect
Take Responsibility
Support fellow Knights

Our school utilizes a school-wide Positive Behavior System (PBS) classroom management plan consistent with our core values, guiding principles, and CHAMPs. These management plans make optimum use of expected behaviors, consequences, and positive reinforcements for use in the classroom. Teachers incorporate restorative practices in the classroom through weekly circle meetings, as well as other informal classroom circles. Additionally, restorative practices are exercised when addressing student discipline issues. The PBIS Team, which is a subcommittee within SBLT, monitors and reviews applicable data.

At North Shore, students participate in a variety of before and after school programs that help keep students safe, offer extended 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 readiness. 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, Soccer Club, Drama Club, Maker Space, Yoga Club, Science Club, iClass, and Spanish Club.

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.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

Teachers receive professional development in pre-school and work together to ensure that all consequences and rewards align to the school wide expectations.

On the first day of school, a school-wide assembly is held to review the school-wide behavior plan, as well as our Guidelines for Success. The common area expectations are presented for hallway rules and cafeteria rules. The school-wide behavior plan is reinforced during the year through lesson plans, classroom guidance lessons, staff and student interviews, and PLC learning opportunities to help teachers reinforce school expectations and manage behaviors in the classroom.

The classroom management plans are created by staff and are monitored by Administration/Behavior Specialist for accountability/monitoring. All teachers will develop their own classroom management systems aligned with the guiding principles and values of CHAMPs. Each plan clearly outlines the expected behaviors, consequences, and positive reinforcements to be used in the classroom. Proactive intervention strategies are used to deescalate behaviors before becoming extreme. Students should be given time 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 one to a level three. The classroom management plans are posted so students are fully aware of the expectations. It also serves as a reminder to follow the system with fidelity.

School-wide and sub-group data are regularly shared with staff and SAC regarding attendance and behaviors.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

SBLT:
The SBLT meets weekly to engage in the following activities: review methods of screening which guide instructional and behavioral decisions; review grade level and school progress monitoring data to identify patterns and trends that are preventing benchmarks from being met; collaborate regularly to problem solve, share effective practices, evaluate implementation and make decisions. The team communicates with teachers routinely to monitor the progress of students at Tiers 1, 2, and 3.

The SBLT team is responsible for managing and coordinating MTSS efforts between all school teams as well as reviewing and revising the School Improvement Plan. Effectiveness of our efforts is determined through achieved goals and analysis of a variety of data sources throughout the year (i.e. Benchmarks of Quality, Positive Behavior Support Implementation Checklist, SIP academic goals, etc.).
• Meeting time: Tuesdays, 3 – 4 p.m.

Professional development to support the implementation of MTSS for both behavior and academics occurs as needed throughout the year in grade level PLC's and school-wide PLC's. The Learning Specialist shares information from trainings to help build capacity. The MTSS/RtI Coach, Guidance Counselor, Psychologist, and Social Worker also provide support in MTSS. Handouts regarding processes and expectations are shared for instructional staff members to reference.

BEHAVIOR MTSS:

The Early Warning Signs SIP Team tracks behavior and attendance data using School Profiles and FOCUS. The Child Study Team closely monitors attendance data at bi-weekly meetings with communication provided to the applicable teachers shortly afterward.

Tier 1
Teachers implement the school-wide behavior plan by using classroom management plans, school-wide PBS strategies (Principal's 100). Classroom teachers are implementing weekly circle meetings to support student social emotional learning. Informal circle meetings are also implemented with academics, and as needed to address student needs.

Tier 2
When a teacher identifies a student who is in need of additional support other than Tier 1, they complete a Tier 2 MTSS behavior form. The MTSS behavior form is reviewed by the Student Services Team (Guidance Counselor, School Psychologist and Social Worker) to determine next steps. A Tier 1 observation is completed to analyze the student's behavior and classroom environment. If resources are needed to support Tier 1 within the classroom, the team assists the teacher in seeking out those supports. If it is determined a student needs Tier 2 interventions, a variety of resources are used when selecting the appropriate intervention. Regular monitoring the interventions and data help determine a need to continue with more interventions.

Tier 3
If Tier 2 is not successful with supporting the student's behavior, the School Psychologist or Social Worker collects data to implement a PBIP or FBA for the student.

ACADEMIC MTSS:
Grade Level RtI meetings are held every 6 weeks to review Tier 2 and 3 data and make decisions for next step interventions. Impromptu observations are conducted during intervention times, Tier 2 data is entered by the MTSS/RtI Coach.

Data-Based Problem Solving
4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

A comprehensive counseling plan is created and implemented based on the results of the needs assessment survey given to the students, parents, and staff. SBLT meetings are held weekly to address school-wide needs.   The student services team collaborates with school-wide staff to provide social and emotional supports to our students. Currently our SIP's goal is to be a National Healthy Schools Award recipient at the Silver Level. To meet the physical needs of our students, our Master schedule embeds health education for all grade levels.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

MTSS/RtI meetings are every conducted every six weeks by grade levels to assess and address MTSS interventions for all students. Additionally, the school counselor meets with each grade level to identify any students of concern or promise that need to move on the RtI continuum. Unify is used to regularly monitor grade level data and individual teacher/student data related to common assessments. Specific monitoring instruments are used for students receiving Tier 2/3 interventions to measure growth and validity of interventions. Also, SBLT monitors school-wide learning gains and discusses school-wide concerns. The

team engages in data-based problem-solving regarding responses to intervention to ensure all students' needs are met and to implement changes as needed.

Our Child Study Team tracks behavior and attendance data using School Profiles and FOCUS. The Wellness Committee will continue to collect data and to work towards Silver Level recognition with the Alliance for a Healthier Generation.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

North Shore Elementary ensures all staff members have high expectations for the success of all students by providing rigorous and equitable learning opportunities through core instructional programs and materials, as well as enrichment activities and clubs with extended learning opportunities. Instructional programs are aligned to Florida Standards and teachers implement the District's modules for Math, Science and ELA. Administrators conduct walk-throughs and review lesson plans to ensure the Florida Standards are embedded in all core instructional programs that follow the district's pacing guide. New teachers are paired with mentors based on who is Mentor or Clinical Education trained. Pairings are also determined to optimize accessibility of schedules and levels of support. Pairs are encouraged to meet weekly (at a minimum) and more often, as needed.

All instructional staff complete a Deliberate Practice Plan to set goals, identify focused practice and professional development, and how their progress will be monitored. Teachers work with Just-In-Time Instructional Coaches to obtain on-the-job professional development in research-based strategies and to support district curriculum and initiatives. Instructional staff will also engage in ongoing professional development through school-based curriculum meetings focused around the Instructional Elements of the Marzano Framework.

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
Goal: By the end of the school year, our desired outcome is to improve the school culture and climate by increasing the participation of administration, faculty, staff, students and their families in school-wide initiatives as measured by sign-in sheets, Advance-Ed survey, and other activity-specific paperwork.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will continue to offer a variety of age appropriate opportunities that involve administration, faculty, staff, students, and their families in partnership for continuous growth which will include: -Lunch Bunch -Friendship Garden where each grade level will have lunch with their parents -Buddy Bench -Weekly class meetings -Thanksgiving Turkey Trot -Collaboration with PTA for parent-driven activities (family dinners) -Popsicles in the Park -First Friday Celebration	Cooper Dawson, Donna Hall, Guidance

-A community outreach effort will be initiated for North Shore families residing in the James Park housing complex with a focus on building relationships and encouraging family involvement in school, as well as promoting homework completion and reading at home.

Additional initiatives for all grade levels will include: Principal's List and Honor Roll awards, Reading Celebrations, Holiday Challenges, events that engage families inside and outside of school, Reading under the Stars, Fall Festival, One School One Book, Chorus Concerts, Curriculum Night, Student-led conferences, Principal's 100, Field Day, and school-wide traditions.

Provide culturally responsive professional development for all staff members. -Several instructional members will attend a restorative practice training pre-school and the training will be a focus in the faculty training prior to the commencement of school. -Culturally Competency Professional Development	Cooper Dawson, Donna Hall

Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.

Goal: We will reduce the learning gap in 2017-18 between Black and non-Black students by 5% as measured between the 2016-17 ELA FSA and the 2017-18 ELA FSA. During the 2017-18 school year, we will reduce discipline referrals for our Black student population by 10%.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
All teachers will implement the school-wide PBS. Teachers participate in Collaborative Planning sessions with grade level teams and administration that allows for teachers to review weekly performance data and develop instruction to meet the needs of learners. -Black students will be invited to participate in all ELP activities. -Bus transportation will be offered for Promise Time ELP.	Cooper Dawson, Donna Hall

Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Standards-Based Instruction for Learning

Connections: **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 1,2,3,4**

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What <u>successes</u> have you seen to date? What data did you review to measure your success?

North Shore ensures its core instructional programs and materials are aligned to Florida standards by following the District modules provided to all teachers for ELA, Writing, Math and Science. During

collaborative planning time, teachers develop goals and scales utilizing Marzano's Instructional Framework to meet instructional needs for student mastery of the Florida Standards. Lesson plans are evidence that the Florida Standards are the foundation of instruction and are available in all classrooms. Observations and walkthroughs also support the alignment of instruction and rigor to the Florida's Standards.

Our District Modules are supplemented in ELA, Math, and Science with the following resources:
-Journeys Common Core, GO Math! K–8, Science Fusion

Successes to date include student growth in District Assessment data, especially in ELA data from Module B to Module D. Unify data in all content areas is tracked and trends are identified and compared to corresponding Florida Standards, as well as lesson plans to problem solve and make instructional decisions.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

The key areas for instructional improvement include the alignment of lesson plans and teacher instructional to the Florida Standards and the Marzano Framework with a focus of increased teacher and student use of goals and scales. The data used in reaching these conclusions include walkthroughs, observations, and district assessments.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers measure student growth in meeting state standards through the collection and analysis of formative assessments, district assessments (MAP, Common Assessments), and monthly OPM (Running Records, ISIP). Teachers use Unify to look at class and grade level data by standards and trends. This data is used to drive the direction of weekly collaborative planning efforts of grade level teams. Teachers also discuss data trends of L25 students to identify best interventions and strategies for growth. This data is shared with administration at monthly data chats and in PLC meetings to review, analyze, and compare ongoing progress monitoring efforts to measure learning, to inform instruction, and to set goals.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Kindergarten teachers conduct an orientation meeting for incoming families called the Kindergarten Round-Up to communicate what to expect in kindergarten and how to ease the transition at home. 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.

Additionally, parents are provided with information regarding lunch procedures, supplies, dress code, and how they can help to prepare for the upcoming year during the summer. Parents and students are also invited to "Meet the Teacher" day where families can tour the classroom and meet the teachers. This afternoon event helps to easy any first day anxiety on the part of the students and/or parents. Tours are also available upon request throughout the school year.

Area middle schools meet with our students and teachers to provide articulation for 5th grade students transitioning to 6th grade.

🔵 **Standards-Based Instruction / Key Goals and Strategies**

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
A Master Schedule has been created to optimize grade level collaborative planning.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Administration will attend weekly collaborative planning sessions, conduct walkthroughs and observations, and review lesson plans to ensure rigor is occurring across all content areas. Collaborative planning also includes analysis and discussion of L25 students and their response to Walk-to-Intervention. Monthly data chats will occur in collaborative planning to review effectiveness of interventions/lessons and adapt accordingly.	Cooper Dawson, Donna Hall
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Goals and scales will be evident across all content areas.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Administration will attend weekly collaborative planning sessions, conduct walkthroughs and observations, and review lesson plans.	Cooper Dawson, Donna Hall
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Project-based Learning (PBL) strategies will be embedded in ELA and Science across all grade levels.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected during observations, walkthroughs, and lesson plan review.	Cooper Dawson, Donna Hall

Collaboration for Professional Growth

Connections: > **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 2, 4**

11. Describe your school's efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference underline specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Professional and team development occurs throughout the year through curriculum meetings, team and grade-level PLC's, staff meetings, and team-building activities. Staff members also recognize peers by completing a "Knights in Shining Armor" to recognize one's good deed(s). The "Knights in Shining Armor" acknowledgement is posted in the teacher lounge. Additional recognition include sharing positive correspondence received from staff, family, and community members that recognize staff members' exceptional efforts. Awards and other positive news supporting our SIP goas are shared on the morning "Knightly News".

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

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 planning with their teams and administration. This time will be structured and used for teachers/administrators to work together collaboratively to unpack content standards, review formative assessment data, set goals, develop Marzano scales to support the alignment of teaching and learning to the Florida State Standards. This is further supported through data chats and Professional Learning Communities.

Professional Learning Communities have been established so that teachers meet for approximately 40 minutes weekly. Teachers will be reviewing multiple data sources, including student performance data with a focus on L25 students, which will include their response to Walk-to-Intervention.

Teams will take part in TDE's for collaborative planning, as well as classroom observations both in-house and at other schools to further our growth with Project Based Learning (PBL).

🛑 Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

This past year included professional development for across all content areas.

In Mathematics, the focus was on the Before-During-After instructional strategy and effective planning. Teams participated in collaborative planning with a Just-in-Time Math Coach, as well as one-on modeling and coaching.

This past year also included professional development for ELA in Jan Richardson in Guided Reading, and modeling of the Architecture of the Mini-Lesson. Additional professional development was provided on Istation and analyzing various reports.

Teachers also received professional development in Science focusing on effective planning with the SLAG's, the 10-70-20 instructional model, and data analysis.

All grade levels participated in professional development with administration on providing rigorous instruction in the classroom as aligned to the Florida Standards and the Marzano Framework which also included participating in instructional walkthroughs.

Data indicates additional professional development is necessary in analyzing data and formative assessments to impact specific instructional needs. Next steps of professional development include further training of the Marzano Key Instructional Elements, with an initial focus on Goals and Scales, Project-Based Learning Strategies, Effective Planning for Project-Based Learning, Culturally Responsive Classrooms and Instruction, and content area professional development opportunities.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Poynter Institute	Summer	Grades 4 & 5 instructional staff	Increased knowledge and instructional practice in writing to support ELA
Project-Based Learning (PBL)	Summer	Instructional staff	Increased knowledge of incorporating Project-Based Learning into their schools' curricular
Confratute (PBL)	Summer	Selected instructional staff	Increased knowledge of incorporating Project Based Learning into their schools' curricular
Map Assessment Training	Ongoing	Teacher Leaders (K-5)	Greater understanding of how the Map Assessment provides student achievement as related to the standards and how to analyze data to make instructional decisions and set goals
Collaborative Planning	Ongoing	All grades	Effective team planning
Restorative Practices	Summer	Selected instructional staff	Further develop culturally responsive classrooms
Culturally Responsive Classrooms/Restorative Practices	Pre-school	Instructional staff	Further develop culturally responsive classrooms
Marzano Key Instructional Elements	Pre-school/ongoing	Instructional staff	Increased student engagement and collaboration
Collaboration of Scales/Formative Assessment	Ongoing	Instructional staff	Understanding of Standards
Parent Communication	Ongoing	Instructional staff	Increased and varied communication with families to stakeholders
SIP Training	Summer	SIP Goal Managers	SIP Writing/Planning
Renzulli Learning System	Pre-school	Instructional staff	Planning PBL
Book Study: "Better Than Carrots or Sticks, Restorative Practices for Positive Classroom Management"	Ongoing	Team Leaders	Culturally responsive classrooms

Family and Community Engagement

Connections: **District Strategic Plan ●Goals 1,3,6,7**
Marzano Leadership ●Domain 4, 5, 6

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

North Shore Elementary is committed to meeting the needs of families and stakeholders. The Advance Ed Survey indicates a need for increased communication to build the home-school connection further. We will continue to seek input from families and stakeholders, as well as work with teachers to increase our communication efforts to strengthen the home-school connections.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

A "Meet the Teacher" is conducted prior to the start of school each year to provide parents and students the opportunity to meet with teachers and staff. An Open House and Title 1 Annual Meeting is held during the first month of the school year. This allows teachers to communicate with families on classroom expectations, policies and procedures, and answer any questions. During parent-teacher conferences, student data (formal and informal) are shared. Teachers also communicate with parents on a daily basis through the agenda.

This year, we will host the following parent nights to help families support their students in all content areas: Technology Night, Reading Under the Stars, Science Night, and Math Night, FSA Night. We will also continue our One School, One Book program.

Family Engagement / Planning Inventory
Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	☐	☐	☒	☐
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☐	☒	☐	☐
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	☐	☒	☐	☐
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	☐	☒	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school.	☐	☐	☒	☐

*Note: Please use your own school data resources or best estimates in completing this inventory.

🟠 **Family Engagement / Key Goals and Strategies**

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Increased parent engagement in school hosted events.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Families will have the opportunity to connect with the school through the following: Meet the Teacher, Open House, Title 1 Annual Meeting, Technology Night, Science Night, Reading Under the Stars, Math Night, FSA Night, logging into Focus, parent-teacher conference, volunteering, and other programs the school hosts.	Cooper Dawson
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: To increase the school's involvement and partnerships with the community.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
North Shore will continue to build partnerships with area businesses via the efforts of our Family/Community Liaison. NSE will continue to participate in the Lawyers for Literacy Program, annual canned food drive, Pennies for Pasta, Clothes for Kids, Volunteer Lunch Recess Program, as well as build our student-mentor opportunities.	Cooper Dawson
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

⬡ {Section 2}– Targeted School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.
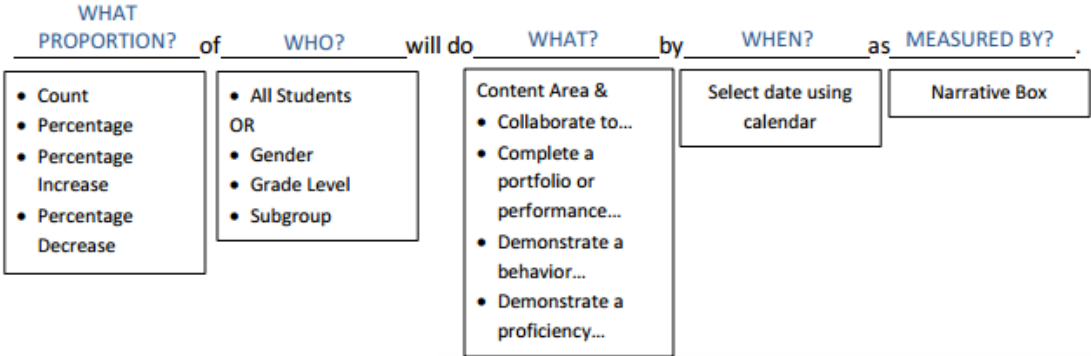
SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal 1	**Goal Manager:** Karen Pirone/Michelle Brommelsick
Increase student achievement in ELA to 70% of students in each subgroup achieving proficiency as measured by the FSA.	

Actions / Activities in Support of ELA Goal	**Evidence to Measure Success**
Teachers will collaboratively plan and align instruction to meet the Florida Standards for ELA, district curriculum guidelines, and student needs by proving multiple opportunities across the literacy block for reading, writing, speaking, and listening. -Teachers employ instructional methods (ex: shared reading, read-aloud, explicit instruction, multi-media analysis) to introduce new content, review, practice, and deepen knowledge. -Teachers utilize the gradual release model including explicit and modeled instruction, guided practice with teacher support and feedback, and opportunities for independent practice. -Teachers strengthen core instruction by increasing the amount of time students are engaged in reading and closely rereading complex text, writing, speaking, and listening. -Teachers develop rigorous learning goals and performance scales based on identified key standards. -Teachers will incorporate PBL into ELA with an inclusion of other content areas. -Effective team planning of 'Project Based Learning' units -Teachers provide daily opportunities for students to write over extended time frames (time for research/planning, drafting, reflection, and revision). -Ensure students have ample time every day to practice independently what was taught in reading and writing, allowing for strategic practice as well as building stamina for longer and longer reading and writing projects (PBL) across the grade levels as well as the calendar year. -Teacher/administrators seek out a literacy coach to support content and/or study effective teaching methods for identified areas of need.	-Walkthroughs with specific feedback -Collaborative planning notes -Lesson plans -Scales -Progress Monitoring Data -Student Journals
Teachers regularly assess (formally/informally), and utilize data to modify and adjust instruction. and assist students with setting goals as well as tracking progress -Actively participate in PLCs and conduct data chats regularly to review student responses to task and plan for instruction based on data. -Teachers use state assessments, district-provided assessments, observational data, anecdotal record-keeping,	-Formative Assessments & Data Collection (Progress Monitoring: running records, iStation, conferring notes/teacher anecdotals, unify performance assessments) -Review of teacher Lesson Plans -Walkthroughs with feedback

FACs, and teacher-created informal assessments to monitor student progress.
-Teachers intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find out what students know and then adapt instruction to meet student needs.
-Implement feedback from walkthroughs/observations

ELA/Reading Goal 2	Goal Manager: Hall / Dawson

Increase ELA Learning Gains for the Lowest 25% of students in Grades 3-5 from 13% to 50% as measured by the FSA.

Actions / Activities in Support of Goal	Evidence to Measure Success
-Teachers use state assessments, district-provided assessments, Formative Assessment Checks, and teacher-created informal assessments to monitor L25 student progress and make instructional decisions based on data. -Teachers meet in PLC's/Collaborative Planning and conduct monthly data chats to review L25 student data. -Teachers utilize Jan Richardson's Guided Reading Routine (as well as other small group methods) to meet the unique needs of students. -Teachers utilize Istation (web-based program, reports, recommended minutes) as a way to differentiate instruction and monitor student progress. -Teachers meet frequently with students in one-to-one conferences to support students' individual needs. -Regardless of the differentiation or intervention, teachers ensure engagement is a top priority, instruction is responsive, and the child has considerable time to apply what is being taught.	-L25 Data Spreadsheet/MTSS, Collaborative Planning/PLC Minutes, Lesson Plans, Running Records, ISIP Data, MAP Data, Observations/Walkthroughs

Mathematics Goal	Goal Manager: Jessica Drouin

Increase student achievement in Mathematics to 70% of students in each subgroup achieving proficiency as measured by the FSA.

Actions / Activities in Support of Math Goal	Evidence to Measure Success
Teachers will collaboratively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to the Mathematics Florida Standards (MAFS). -Teachers utilize resources provided on the Elementary Mathematics e-Learn site (Curriculum Guides, Effective	-Collaborative planning notes -Review of teacher Lesson Plans -Walkthroughs/Observations

Planning Documents, Content Guides, Games Documents, Rich Mathematical Tasks, Learning Goals & Scales). -Mathematics coaches, teacher leaders, and administrators support teachers in effective unit planning during professional development and PLCs. -Administrators conduct walkthroughs (with and without math coaches) for evidence of manipulative use, quality strategy-based anchor charts, and rigorous task selection. -Administrators observe mathematics lessons and provide feedback. -Teachers will provide meaningful feedback that encourages growth mindset -Teachers will allow for students to give presentations as well as feedback to peers	
Mathematics teachers utilize data to differentiate and scaffold instruction in order to meet the needs of every student. -Teachers will analyze summative data (MAP, FSA) by individual class and across each grade level, breaking down results by standard and/or domain. -Teachers administer unit assessments in Unify and analyze the data by standard for their class and across the grade level. -Teachers utilize ongoing formative assessment (ex: MFAS tasks) and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions. -Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.	-OPM Data (Unify Reports) -Formative Assessments & Data Collection
Teachers will provide opportunities for expanded use of technology both in and out of the classroom to enhance curriculum. -Plickers, Frontrowed, iReady, academic applications (tablets), SMART technology interactive software, Connect for Success -utilize a variety of technology experience beyond district requirements both individually to students and in a group setting. -use ST Math with consistency, as well as provide appropriate teacher supervision and interaction. -provide opportunity for students to check out a laptop through Connect for Success initiative so technology can be accessed at home for students -attend on-site or district lead trainings about incorporating technology	-Review of teacher Lesson Plans -Walkthroughs -ST Math data reports -Connect for Success checkout

Mathematics Goal 2	Goal Manager: Hall / Dawson
Increase Mathematics Learning Gains for the Lowest 25% of students in Grades 3-5 from 17% to 50% as measured by the FSA.	

Actions / Activities in Support of Goal	Evidence to Measure Success
-Teachers use state assessments, district-provided assessments, Formative Assessment Checks, and teacher-created informal assessments to monitor L25 student progress and make instructional decisions based on data. -Teachers meet in PLC's/Collaborative Planning and conduct monthly data chats to review L25 student data. -Teachers will analyze summative data (MAP, FSA) by individual class and across each grade level, breaking down results by standard and/or domain. -Teachers administer unit assessments in Unify and analyze the data by standard for their class and across the grade level. -Teachers utilize ongoing formative assessment (ex: MFAS tasks) and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions. -Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.	-L25 Data Spreadsheet/MTSS, Collaborative Planning/PLC Minutes, Lesson Plans, Observations/Walkthroughs, MAP Data

Science Goal	Goal Manager: Casey Maker
Increase student achievement in Science to 70% of students in each subgroup achieving proficiency as measured by the SSA.	

Actions / Activities in Support of Science Goal	Evidence to Measure Success
Establish routine practice of the 10-70-20 instructional model for students. This model consists of Setting the Purpose (10%), Core Science Instruction (70%), and Confirming the Learning (20%) -Develop support plans for teachers not exhibiting routine practice of the 10-70-20 instructional model and provide support from school-based mentors or request district science coach support. -Utilize Just in Time Coach for effective planning. -Administrators monitor for consistent routine of instructional model including teacher referring back to Learning Target throughout lesson to connect understanding to learning target. -Monitor the consistent use of the 5E lessons/Student Learning Activity Guides (SLAGS) and provide on-going formative assessments.	-Lesson plans -Walkthroughs -PLC notes -Review of SLAGs/Science Journals with Success criteria

-Confirm the learning through use of Success Criteria and teacher/student conferencing -Embed Nature of Science activities/investigations throughout workshops/labs. -Implementing BOAST (Bring On Any Science Test) vocabulary academic gaming strategies.	
Develop and implement a 5th grade standards review plan based on data from the 3rd/4th grade Review Diagnostic Assessment. -Students take Beginning and Mid-Year Diagnostic Assessment. -Teachers use item analysis strategies to review diagnostic data. -Teachers identify lowest performing 3rd and 4sth grade standards for Life, Physical, Earth, and Nature of Science. -Teachers develop a plan of differentiation for students prioritizing "bubble" students (students scoring in the high red/low yellow zone on Unify). Teachers will use "Differentiated Resources" section of the curriculum guides to identify instructional support for struggling students and students in need of enrichment. Some supports will include use of the "What's the Evidence Booklets", incorporating Science into ELA to support PBL, guided reading groups, Think-Central Digital Lessons and 3rd and 4th grade Fusion lessons for homework. -Implementation of 5th grade science club (2nd semester). -Preview/Review science standards weekly with "Science Question of the Week" on Knightly News morning show. -Invite teachers to create class presentations of culminating PBL tasks and present at "Science Night/ Science Spotlight / Science Explorations. -Embed science vocabulary across all content areas.	-Lesson Plans -Walkthroughs/Observations -Monday morning news broadcast -What's the Evidence booklets - Beginning and midyear diagnostic test data
Monitor for consistent implementation of instruction, and processes which support the effectiveness of the Science Lab. -Teachers will adhere to a Science Lab schedule (grades 2-5). -Students will complete the identified progress monitoring assessments, science lab investigations and Citizen Science research and data collection. -Administration will monitor that students are provided the opportunity to complete the full science lab. -Administration will monitor for both pre and post data for each of the five science labs (grades 3-5).	-Review of Lesson of teacher lesson plans -Walkthroughs -Science Lab Assessment data -Science Lab fidelity checks.

⬡ Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: Healthy Schools	**Goal Manager:** Jennie Donahay

By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Silver Level Recognition becoming eligible in 6 out of 6 Assessment Modules.

Actions / Activities in Support of Goal	**Evidence to Measure Success**
1. Walking Club – Teachers, parents, and students will track their walking across the country.	1. Walking sign in sheets and map
2. Complete the application for Bronze Level Recognition, this needs to be monitored from day one. So by the end of the year it's easy to complete.	2. Application
3. Competitions with the teachers and the students with their fit bits. Tracking the teacher miles and the student miles	3. Fitbit tracker result sheets. Post on Weekly/Monthly news announcement.
4. Healthy Snack days in the staff lounge	4. Monthly sign up for healthy snack treats in lounge
	5. Wellness team will do a clip in the morning news monthly on a healthy tip
5. Healthy snack promoted on the morning news.	6. Research healthier snacks for vending machines
6. Evaluate snacks in the snack machine and see where we can be healthier.	7. Survey monkey to teachers and parents for healthier treats for celebrations.
7. Healthy options for celebrations. Have them posted on website for parents and teachers.	
	8. Sign-in sheets
8. Parents will sign the form that lets them know the snack they brought in is not healthy, or put out a list of approved "celebration foods"	9. PTA Attendance Sheets
9. PTA-sponsored Turkey Trot to support our healthy school initiative.	

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Kelly Bockholt
In 2016-2017 41% of Black students were proficient in the area of ELA as measured by FSA. Overall 53% of non-Black students were proficient in ELA, thus demonstrating an achievement gap of 12%. In 2017-18,	

we will reduce the learning gap between Black and non-Black students by 5% as measured between the 2016-17 ELA FSA and the 2017-18 ELA FSA.

Actions / Activities in Support of Black Goal	Evidence to Measure Success
-Track Black student data through Demographic Data Collection Chart. -North Shore will reinstate its STEP Club for Black students scoring at a level 3+ in grades 4 and 5. -Bus transportation from Promise Time will be offered. -Mentor/lunch buddy program	-Monthly progress monitoring -Lesson plans -Observations with feedback -Map Assessment Data -Formative Assessment Data

Subgroup Goal (ELL)	Goal Manager: Kelly Bockholt

In 2016-2017 25% of ELL students were proficient in the area of ELA as measured by FSA. Overall 49% of all non-ELL NSE students were proficient in ELA.   In 2017-2018 we will increase our percentage of ELL students' proficiency in ELA by 5% to reach the NSE proficiency level.

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
-Monthly cross-grade level PLC for reading and math small groups for intermediate ELL students who have not yet mastered the alphabet or basic reading skills. -ELL students will be invited to after-school tutoring programs (iClass, Promise Time). -The Culture Committee will begin a student-led Multicultural Club that meets monthly to explore cultures and share with the school. -Refugee advocates will be included in communication from school.	-Monthly progress monitoring -Lesson plans -Observations with feedback -ELP Attendance Data

Subgroup Goal (ESE)	Goal Manager: Kelly Bockholt
Actions / Activities in Support of ESE Goal	Evidence to Measure Success

In 2016-2017 9% of ESE students were proficient in the area of ELA as measured by FSA. Overall 58% of all non-ESE NSE students were proficient in ELA.   In 2017-2018 we will increase our percentage of ESE students' proficiency in ELA by 5% to reach the NSE proficiency level.

-ESE teachers and associates will share best practices in ESE inclusion strategies at monthly curriculum meetings for teachers to implement. -ESE students will be given priority to join extra-curricular activities offered both after school, as well as during (Chorus/Band).	-Monthly progress monitoring -Lesson plans -Observations with feedback -Map Assessment Data -Formative Assessment Data -ELP Attendance Data

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	School Totals #	School Totals %*
Students scoring at FSA Level 1 (ELA or Math)	0	0	19	17	11				
Students with excessive absences / below 90 %	14	7	14	15	5				
Students with excessive behavior / discipline**	0	0	0	1	1				
Students with excessive course failures**	4	8	16	11	15				
Students exhibiting two or more Early Warning indicators	2	1	3	0	1				

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for

high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
The percentage of students missing 10% or more of enrolled school days will be reduced from 18% to 15%.	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
Attendance will be closely monitored by the Child Study Team.	Child Study Team minutes
Attendance incentives are awarded to classes with the best attendance.	Focus / School Profiles

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
We will continue to maintain less than 10% of our student population receiving referrals during the 2017-18 school year.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
Implementation of our SWBP in conjunction with Commitment to Character, Principal's Proclamation, Principal's 100, Lunch Bunch, Mentor Program, and Guidance Lessons. -Implementation of restorative practices. -Discipline data is reviewed monthly during SBLT (PBIS Subcommittee) as a checkpoint toward goal. -SBLT/PBIS will review behavior calls, School Profiles data to measure success toward goals (including OSS, ISS).	Number of referrals issued.

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	
Place goal statement here (only if needed).	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

EWS – Academic Intervention

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Describe your academic intervention supports here.

Early Intervention / Extended Learning Goal   Please ensure that your goal is written as a SMART goal.
Goal: To increase the amount of students attending Extended Learning/Enrichment Programs

Actions / Activities in Support of Goal	Evidence to Measure Success
Increase the number of enrichment programs.	Student enrollment records and attendance.
Provide bus transportation for Promise Time.	Student enrollment records and attendance.

{Section 3} – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	28	% with advanced degrees	41.7
% receiving effective rating or higher	93	% first-year teachers	0
% highly qualified (HQT)*	100	% with 1-5 years of experience	15
% certified in-field**	93	% with 6-14 years of experience	66
% ESOL endorsed	93	% with 15 or more years of experience	19

*as defined in 20 U.S.C. 7801 (23). ******as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

North Shore Elementary enjoys a very stable staff. All instructional staff and administrators complete the Deliberate Practice Plan to identify training and support for professional growth. Formal and informal observations with administrative feedback are conducted. Teachers participate in school-based professional development, collaborative planning, and PLC's that focus on data analysis and best practices.   Teacher retention is addressed through multiple initiatives at the district level i.e. competitive salaries, open communication with district administrators and research-based professional development.   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.

⬡ **SAC Membership**

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Cooper	Dawson	Black	Principal
Donna	Hall	White	Principal
Debbie	McAfee	White	Teacher
Jaimie	Copeland	Black	Teacher
Sherry	Capobianco	White	Parent
Laura	Hine	White	Parent
Marci	Emerson	White	Business/Community
Renee	Macon	Black	Support Employee
Christy	Martin	Black	Parent
Stacey	Ramirez	Hispanic	Parent
Charlotte	Suarez	Hispanic	Teacher
Marianne	Hillyer	White	Parent
Andrea	Papagalos	Other	Parent
		Select	
		Select	
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		Select	

⬡ **SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☒ Yes	☐ No *(Describe the measures being taken to meet compliance below.)*

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☒ Yes ☐ No	Committee Approval Date: 4/5/2017

⬡ SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

☒ Yes ☐ No	Chairperson: Casey Maker and Kim Miccichi

Please state the days / intervals that your team meets below.
The School-Based Leadership Team (SBLT) 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 SBLT 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 SBLT.

⬡ Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan. Attached budget if preferred.

SIP Funds will used to support literacy by purchasing class sets of the Sunshine State Young Readers books to support classroom libraries. The amount allocations are to be determined upon the receipt of SIP Funds.