North Elementary School

2018-19 School Improvement Plan

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North Elementary School

3000 NW 10TH TER, Okeechobee, FL 34972

http://northelementaryschool.sites.thedigitalbell.com/

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School KG-5	Yes	82%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	B	B*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

North Elementary School will create a learning environment in which teachers and parents work together to enable each student to realize his/her potential. The school and its faculty will provide students with the best resources and instruction possible in order for them to be successful both in school, and later in life as thriving members of our society.

Provide the school's vision statement

Achieving excellence - putting students first!

School Leadership Team

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

Name	Title
Robinson, Tuuli	Principal
Willis, Erin	Assistant Principal
Thomas, Lynn	Instructional Coach
Leach, Patti	Guidance Counselor
Smith , Colleen	Teacher, K-12

Duties

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

Principal - maximizes the organizational and instructional leadership to support student achievement.
Assistant Principal - works closely with the principal to support with school improvement initiatives; provides support to students and staff through the PBS structures so that uninterrupted instruction can take place in classrooms.
Reading Coach - provides support to classroom teachers in selecting and utilizing instructional materials and strategies to support student achievement.
Guidance Counselor - helps students in the areas of academic achievement, and social/emotional development, and facilitates collaboration with parents.
Mentor teachers - support new teachers so that they can become successful members of the NES family.
The school leadership team meets bi-weekly to discuss and review school status. PLC structure is used for grade level meetings to ensure the instructional focus.
The principal and the reading coach meet with each teacher during the month of September to review their current status and establish their deliberate practice plan (DPP) as part of the Annual Planning Conference. The professional development needs of each teacher are identified as part of this process.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	9	5	11	8	13	0	0	0	0	0	0	0	63
One or more suspensions	0	0	1	0	6	8	0	0	0	0	0	0	0	15
Course failure in ELA or Math	21	9	8	1	5	3	0	0	0	0	0	0	0	47
Level 1 on statewide assessment	0	0	0	9	36	34	0	0	0	0	0	0	0	79

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	8	6	3	7	8	0	0	0	0	0	0	0	32

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	21	8	3	1	0	1	0	0	0	0	0	0	0	34
Retained Students: Previous Year(s)	0	7	4	2	7	5	0	0	0	0	0	0	0	25

Date this data was collected

Wednesday 9/12/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	4	3	3	1	3	0	0	0	0	0	0	0	16
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	2	5	6	8	7	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	2	9	26	0	0	0	0	0	0	0	37

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	5	11	0	0	0	0	0	0	0	16

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	4	3	3	1	3	0	0	0	0	0	0	0	16
One or more suspensions	2	2	0	1	1	0	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	2	5	6	8	7	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	8	34	26	0	0	0	0	0	0	0	68

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	5	11	0	0	0	0	0	0	0	16

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest data component area for NES was the learning gains for the bottom quartile students in both ELA and math This trend has been present in NES state assessment data for the past two years.

Which data component showed the greatest decline from prior year?

The greatest decline was in the area of bottom quartile students making learning gains in ELA - from 59% to 33%. Bottom quartile students making learning gains in Math also declined from 38% to 23%.

Which data component had the biggest gap when compared to the state average?

The component with the largest gap as compared to the state average was the bottom quartile students making learning gains in Math, followed by the bottom quartile students making learning gain in ELA.

Which data component showed the most improvement? Is this a trend?

Science Achievement Scores showed the greatest improvement from 2016-2017 to 2017-2018. Increasing from 47% of students being proficient in 2016-2017 to 61% of students being proficient in 2017-2018. Our ELA proficiency scores have consistently increased over the last three years from 56% to 59% proficient.

Describe the actions or changes that led to the improvement in this area

NES implemented departmentalized Math and Science instruction which increased teachers' planning time for Math and Science, allowed more time on task for Science compared to the prior years. Teachers had more opportunities to plan and implement instruction that meets the depth and rigor of the standards.

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	59%	47%	56%	57%	47%	55%
ELA Learning Gains	43%	47%	55%	53%	51%	57%
ELA Lowest 25th Percentile	33%	46%	48%	59%	57%	52%
Math Achievement	64%	59%	62%	64%	61%	61%
Math Learning Gains	41%	54%	59%	45%	53%	61%
Math Lowest 25th Percentile	23%	41%	47%	38%	50%	51%
Science Achievement	61%	54%	55%	47%	42%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	17 (2)	9 (4)	5 (3)	11 (3)	8 (1)	13 (3)	63 (16)
One or more suspensions	0 (0)	0 (0)	1 (0)	0 (0)	6 (0)	8 (0)	15 (0)
Course failure in ELA or Math	21 (0)	9 (2)	8 (5)	1 (6)	5 (8)	3 (7)	47 (28)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	9 (2)	36 (9)	34 (26)	79 (37)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	69%	53%	16%	57%	12%
	2017	69%	50%	19%	58%	11%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	51%	41%	10%	56%	-5%
	2017	48%	44%	4%	56%	-8%
Same Grade Comparison		3%				
Cohort Comparison		-18%				
05	2018	50%	44%	6%	55%	-5%
	2017	53%	41%	12%	53%	0%
Same Grade Comparison		-3%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	76%	62%	14%	62%	14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	85%	67%	18%	62%	23%
Same Grade Comparison	-9%					
Cohort Comparison						
04	2018	57%	56%	1%	62%	-5%
	2017	52%	56%	-4%	64%	-12%
Same Grade Comparison	5%					
Cohort Comparison	-28%					
05	2018	50%	56%	-6%	61%	-11%
	2017	56%	53%	3%	57%	-1%
Same Grade Comparison	-6%					
Cohort Comparison	-2%					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	66	46	31	72	44	22	61				
BLK	62	33		52	15						
HSP	50	43	36	56	41	25	63				
SWD	47	41	36	45	27	19	42				
FRL	54	42	33	60	37	24	54				
ELL	50	42	32	57	36	24	65				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	66	54	58	66	36	30	60				
BLK	57			67	60						
HSP	45	50	58	61	53	41	33				
SWD	32	47	62	46	45	47	33				
FRL	50	51	59	60	42	39	38				
ELL	43	55	69	61	52	43	28				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Increase Learning Gains in Math for Students in the Bottom Quartile
Rationale	According to state assessment data there is a downward trend in learning gains among the lowest twenty-five percent in mathematics. There is a significant decrease of bottom quartile students who made learning gains from 2017 to 2018 and a significant gap between bottom quartile student learning gains and the state average for bottom quartile learning gains on the state math assessment.
Intended Outcome	Math learning gains among our bottom quartile students will increase from 23% of students making a learning gain to 50% of students making a learning gain in the 2018-2019 school year.
Point Person	Tuuli Robinson (tuuli.robinson@okee.k12.fl.us)

Action Step	
Description	Teachers and Administration will identify current levels of student achievement in math using previous FSA Assessment, and progress monitor frequently using iReady diagnostics and benchmark data and Acaletics quarterly assessment data.The leadership team will assist teachers with establish targeted intervention groups focused on closing the achievement gap in grades three through five. Teachers will implement routine progress monitoring in class and review data during PLCs. Student data chats are used to keep track of progress and set goals. Teachers will collaboratively plan for differentiated instruction that meets the rigor of the standard, and allows additional time on task for the lowest performing students.
Person Responsible	Tuuli Robinson (tuuli.robinson@okee.k12.fl.us)

Plan to Monitor Effectiveness	
Description	The leadership team will implement a visual Individual Student Data tracking system for bottom quartile students that is used during PLCs. Student level data is tracked to identify those who are falling behind in iReady diagnostics, standards mastery, or Acaletics assessments. Administration will conduct classroom observation to monitor the implementation of standards based instruction, and provides support in improving practice as needed. The leadership team will conduct data chats with teachers following iReady Diagnositic assessments on progress toward established goals.Lesson plans will reflect differentiated instruction to meet the learning needs of the students. Monthly S-Bit meetings will monitor the effectiveness of targeted intervention groups.
Person Responsible	Tuuli Robinson (tuuli.robinson@okee.k12.fl.us)

Activity #2	
Title	Increase Learning Gains in ELA for Students in the Bottom Quartile
Rationale	According to state assessment data there is a downward trend in learning gains among the lowest twenty-five percent in English Language Arts. There is a decrease of bottom quartile students who made learning gains from 2017 to 2018 and the learning gains of the bottom quartile students is on a downward trend.
Intended Outcome	ELA learning gains among our bottom quartile students will increase from 33% of student making a learning gain to 50% of students making a learning gain in the 2018-2019 school year.
Point Person	Tuuli Robinson (tuuli.robinson@okee.k12.fl.us)
Action Step	
Description	Teachers and Administration will identify current levels of student achievement in ELA using previous FSA Assessment and most recent iReady data. Teachers will follow the established reading block outline to allow time for differentiated instruction as needed. Teachers will implement frequent progress monitoring using iReady diagnostics as well as standards mastery assessment results, and review data during PLCs and individual data chats. School leadership team will offer support and professional development as needed to ensure that standards based differentiated instruction is going on in the classrooms.
Person Responsible	Tuuli Robinson (tuuli.robinson@okee.k12.fl.us)
Plan to Monitor Effectiveness	
Description	The leadership team will implement a visual Individual Student Data tracking system for bottom quartile students tracking progress on iReady diagnostics as well as standards mastery assessments. Administration will conduct Data chats with teachers following iReady Diagnositic assessments to establish goals, and track progress toward established goals. Administration will conduct classroom observations and walkthroughs to identify trends and to monitor for effective instruction. During PLCs grade level teachers will discuss progress monitoring results and modify instruction to meet student needs. Lesson plans will reflect differentiated instruction to meet the needs of the lowest achieving students.
Person Responsible	Tuuli Robinson (tuuli.robinson@okee.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

NES will include parents in our school business by inviting all parents to attend at school events and participate in school committees. Parental input is gathered via surveys to ensure that the needs of parents are met.

SAC meetings are held five times a year to inform stakeholders (principal, teachers, classified staff, parents, and community members) of school business.

Stakeholders are notified of school business via Weekly Parent Memos and via Monthly Newsletters that are disseminated via e-mail, Facebook, and school website. Text messages are sent to parents who have opted to receive text messages.

Community members who support our school are recognized on social media, and more formally, at our School Board meetings.

Kiwanis Club attends our school awards ceremonies to recognize one outstanding student from each of the 5th grade classrooms. The local newspaper is used to advertise the successes and achievements within the school.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

The social-emotional needs of our students are met through our ESE services, private counseling agencies, and through teachers, and administrators when appropriate. A Multi Tiered System of Supports (MTSS) is a primary process used to determine the specific need and the level of support needed.

A new system of support - Universal Social-Emotional Screening is used at the classroom level to identify students in need of additional support.

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

NES conducts kindergarten roundups to screen the incoming kindergarteners, and to prepare families with a transition to a public K-5 school environment.

The families of new students receive a welcoming package that includes information pertaining to the school business (school newsletters are included in this package to ensure that families can learn more about our school if they would like). The reading coach ensures the appropriate placement of each student after meeting with the students upon their enrollment. The principal will meet with new students in their classrooms to ensure that they feel welcomed to NES.

5th grade students exiting NES have an opportunity to visit middle school and ask question about their program. As part of the 5th grade graduation, and Q&A session is held with a representative from the middle school level who is invited to talk to parents about the transition to middle school.

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

Tuuli Robinson - Principal
School leadership team meetings, team leader meetings, data chats, professional development planning, teacher support;
Erin Willis - Assistant Principal
MTSS-B (behavior) meetings, PBS, professional development planning, teacher support;
Lynn Thomas - Reading Coach
PLC meetings, professional development planning and implementation, teacher support;
Patti Leach - Guidance Counselor
IEP and MTSS-A (academics) meetings; Check-In-Check-Out

Above members serve on the school leadership team and are collaboratively responsible for school improvement. The team meets bi-weekly to discuss school related matters and to make decisions in order to improve school. The topics that are discussed include (but are not limited to) how to maximize the federal, state, and local funds, services and programs, professional development needs, school operations, personnel needs, fundraising efforts, budgetary concerns, etc. All meetings start with a review of the notes from the previous meeting to assure that previous concerns have been adequately addressed, and so that adjustments can be made as needed.

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

In the summer of 2018, teachers and staff members participated in a three day AVID Summer Institute in Orlando to learn more about AVID (Advancement via Individualized Determination). The AVID program is in its second year of implementation at NES in 2018-19 to prepare students for success beyond their elementary school years. Specific organizational strategies in grades 4-5 are used in an attempt to close the achievement gap by preparing our students for college readiness and success in a global society. Students across campus use AVID binders to promote organizational skills and strategies that will help our students the be successful beyond their elementary school years. Student iReady data sheets are used within the AVID binders to promote students' self-awareness of their progress in learning, and set individual goals for the upcoming assessments.

NES also advances college awareness by promoting college going culture. All teachers post their educational credentials in their classrooms as well as their Alma mater logo with their degree program in the hallway. As part of our AVID implementation, every last Friday of the month is dedicated to college awareness and students and staff are encouraged to wear their favorite college T-shirt.

To promote career awareness, a Career Fair is held for grades 4-5. NES gifted students help with career fair planning and execution to provide additional learning opportunities outside the general education curriculum.

OHS seniors are invited to NES for a Senior Walk in spring to promote goal setting and high school graduation. To promote student success, our year culminates with a 5th grade graduation that mimics that of a Senior Walk.

Part V: Budget

Total:	$0.00