

Okeechobee County School District

North Elementary School



2019-20 School Improvement Plan

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North Elementary School

3000 NW 10TH TER, Okeechobee, FL 34972

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

Demographics

Principal: Tuuli Robinson

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: C 2016-17: C 2015-16: B 2014-15: B 2013-14: B
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Okeechobee County School Board on 10/8/2019.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

North 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	Job Duties and Responsibilities
Shirley, Alyson	Assistant Principal	School leadership - all levels
Thomas, Lynn	Instructional Coach	
Robinson, Tuuli	Principal	Instructional leadership
Leach, Patti	Guidance Counselor	Students' Support

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	105	110	111	103	103	115	0	0	0	0	0	0	0	647
Attendance below 90 percent	0	0	1	0	0	0	0	0	0	0	0	0	0	1
One or more suspensions	2	0	1	0	0	2	0	0	0	0	0	0	0	5
Course failure in ELA or Math	2	14	6	14	8	14	0	0	0	0	0	0	0	58
Level 1 on statewide assessment	0	0	0	6	16	25	0	0	0	0	0	0	0	47

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

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

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	12	10	1	3	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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

45

Date this data was collected or last updated

Wednesday 10/2/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	65%	52%	57%	59%	47%	56%
ELA Learning Gains	56%	54%	58%	43%	47%	55%
ELA Lowest 25th Percentile	57%	55%	53%	33%	46%	48%
Math Achievement	71%	62%	63%	64%	59%	62%
Math Learning Gains	68%	57%	62%	41%	54%	59%
Math Lowest 25th Percentile	56%	42%	51%	23%	41%	47%
Science Achievement	49%	44%	53%	61%	54%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	105 (0)	110 (0)	111 (0)	103 (0)	103 (0)	115 (0)	647 (0)
Attendance below 90 percent	0 (17)	0 (9)	1 (5)	0 (11)	0 (8)	0 (13)	1 (63)
One or more suspensions	2 (0)	0 (0)	1 (1)	0 (0)	0 (6)	2 (8)	5 (15)
Course failure in ELA or Math	2 (21)	14 (9)	6 (8)	14 (1)	8 (5)	14 (3)	58 (47)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	6 (9)	16 (36)	25 (34)	47 (79)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	77%	59%	18%	58%	19%
	2018	69%	53%	16%	57%	12%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	50%	46%	4%	58%	-8%
	2018	51%	41%	10%	56%	-5%
Same Grade Comparison		-1%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-19%				
05	2019	61%	50%	11%	56%	5%
	2018	50%	44%	6%	55%	-5%
Same Grade Comparison		11%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	70%	66%	4%	62%	8%
	2018	76%	62%	14%	62%	14%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	73%	60%	13%	64%	9%
	2018	57%	56%	1%	62%	-5%
Same Grade Comparison		16%				
Cohort Comparison		-3%				
05	2019	57%	56%	1%	60%	-3%
	2018	50%	56%	-6%	61%	-11%
Same Grade Comparison		7%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	46%	44%	2%	53%	-7%
	2018	56%	52%	4%	55%	1%
Same Grade Comparison		-10%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	49	45	56	50	49	33	28				
ELL	49	43	57	67	69	56	28				
BLK	47	61		42	61						
HSP	54	47	54	66	69	54	34				
WHT	76	62	60	77	70	60	65				
FRL	56	54	63	63	60	47	39				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	47	41	36	45	27	19	42				
ELL	50	42	32	57	36	24	65				
BLK	62	33		52	15						
HSP	50	43	36	56	41	25	63				
WHT	66	46	31	72	44	22	61				
FRL	54	42	33	60	37	24	54				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	481
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities

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

English Language Learners

Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

The following data components indicate the lowest performance overall:

5th grade Science achievement (49%; 4% below state))

ELA Learning Gains (56%; 2% below state)

By grade level, the following data components indicate the lowest performance:

5th grade Science (49%; 13% decline from 2018)

4th grade ELA (50%; 1% decline from 2018)

Even though there were no subgroups in 2018 identified by ESSA Federal Index that performed below 41%, the following subgroup data was at 50% or below:

SWD, ELL, and Black ELA achievement

SWD, ELL, and Hispanic ELA learning gains

Black and Hispanic Math Achievement

SWD Math learning gains

SWC Math learning gains in BQ

SWD, ELL, and Hispanic Science achievement

Even though some areas of performance were lower than others, to the most part, NES outperformed the district as well as the state with the exception of 4th grade ELA learning gains and 5th grade Science achievement where we outperformed the district, but underperformed when compared to the state.

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

The only reported areas that showed decline from 2017 were 5th grade Science and 4th grade ELA

it is difficult to make any inferences from the drop in the Science achievement as a large group of students was not included in the 2017 science achievement calculations due to a testing error.

We did not anticipate the drop in 4th grade ELA scores as based on diagnostic assessments, standards assessments, and student grades, students were outperforming the like schools in the district, and demonstrated anticipated gains as outlined by the iReady FSA crosswalk.

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

The gap analysis with the state indicates that we underperformed in the following areas:

4th grade ELA (gap -8%)

4th grade LEA learning gains

5th grade Math (gap -3%)
5th grade science (gap -7%).

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

Our performance improved the most in the following areas:
ELA achievement, ELA learning gains, and ELA learning gains in the BQ
Math achievement, Math learning gain, and Math learning gains in the BQ

We believe that stability in staffing has a positive impact on improvement in student learning. Teachers are more comfortable with the content, and they are able to engage in meaningful discourse related to the content.

Additionally, we used a new method in tracking student data. Students had individual data sheets in their AVID binders, and each teacher had individual students performance cards in Reading Coaches room that we used during PLCs to track students' learning after diagnostic assessments. A new writing curriculum in ELA (Top Score Writing) has helped us to produce more solid writing scores even though we are still lacking in top writing performance. We used ReadyGEN materials in ELA which introduced a more complex text and higher level questions that can also positively impact student learning.

We also implemented targeted after school tutoring for students in the BQ.

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

NES did not have any areas of concern based on the ESSA data (all subgroups performed above 41%).

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

1. 5th grade Science achievement
2. 4th grade ELA achievement
3. 4th grade ELA learning gains
4. Continuous focus on students' achievement who fall into the BQ in Math and/or ELA

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase proficiency in 5th grade Science
Rationale	NES demonstrated a 49% proficiency compared to 53% state level proficiency on 2018 FCAT which is also a 12% drop compared to 2017.
State the measurable outcome the school plans to achieve	Meet the state proficiency in Science in 2020 (a gain of 4%).
Person responsible for monitoring outcome	Tuuli Robinson (robinsont@okee.k12.fl.us)
Evidence-based Strategy	Closer alignment of tested standards and classroom instruction
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Follow the new Science curriculum maps with fidelity. 2. Utilize the 5th grade Science Benchmark Emphasis Guide from NEFEC to guide instruction https://public.tableau.com/profile/jacob.massey#!/vizhome/ContentFocusAnalysis/Selection 3. Continue to incorporate hands on experiences and labs into science lessons to assist with content area comprehension and retention. 4. A deeper focus on science standards in 3rd and 4th grade that are tested in 5th grade (these standards are also indicated on the new Science maps).
Person Responsible	Tuuli Robinson (robinsont@okee.k12.fl.us)

#2	
Title	Increase ELA proficiency in 4th grade
Rationale	4th grade ELA was one of the two areas on the 2018 state assessments where we did not demonstrate growth as compared to our achievement in 2017.
State the measureable outcome the school plans to achieve	Meet state level proficiency in 4th grade ELA (a gain of 8%).
Person responsible for monitoring outcome	Tuuli Robinson (robinsont@okee.k12.fl.us)
Evidence-based Strategy	Standards based instruction, utilize classroom level interventions appropriately, provide accommodations to students as outlined in the IEPs, provide tutoring to BQ students.
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Utilize district ELA roadmaps for instructional planning and delivery 2. PLCs with grade level teachers to plan for instruction 3. identify and utilize appropriate classroom level interventions as needed 4. Utilize accommodations as outlined in the IEPs 5. After school tutoring, using Measuring Up resources
Person Responsible	Tuuli Robinson (robinsont@okee.k12.fl.us)

#3	
Title	Continue to make learning gains, and increase learning gains specifically for students in the BQ in ELA and Math
Rationale	BQ students have the highest need for improvement to reduce gaps in achievement as compared to grade level peers; BQ students weigh the heaviest in the school grade formula
State the measureable outcome the school plans to achieve	NES maintains the learning gains for students in the BQ in ELA (57%) and Math (56%).
Person responsible for monitoring outcome	Tuuli Robinson (robinsont@okee.k12.fl.us)
Evidence-based Strategy	<p>Use district approved curriculum and curriculum maps in ELA and Math, focus on the depth of the standard in instructional delivery. Strategic Plan:</p> <ul style="list-style-type: none"> - Improve engagement in standards-based instruction from bell to bell. - Track bottom-quartile students and provide necessary interventions as needed. - Use sub-group data from state and interim assessments to differentiate instruction. (HE, II, HC)
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Utilize district approved curriculum in planning and delivery of the lessons <ul style="list-style-type: none"> - Implement ReadyGEN in K-5 (RM) - Implement ReadyMATH in K-5 2. Utilize the district curriculum maps to plan and deliver instruction every day <ul style="list-style-type: none"> - Focus PLCs on standards based instruction and instructional shifts. (HE, II, RM, IC) - Use identified sources of authentic and rigorous text for instruction with increased opportunities for professional development. (RM) - Communicate a vertical progression of standards in [ESE] core subject areas with the emphasis on K-8 science and K-12 math. (CD) 3. Increase opportunities for students to engage with the standards based content. <ul style="list-style-type: none"> - Develop conceptual understanding and application. (EE) - Provide more opportunities for students to talk about their mathematical thinking. (EE) - Support teachers through PLCs that follow the PLC protocols. - Support teachers through the development and use of common flipcharts.

4. Track bottom-quartile students and provide necessary interventions as needed.
 - Use sub-group data from state and interim assessments to differentiate instruction. (HE, II, HC)
 - Ensure Level 1s and 2s are receiving targeted intervention to reach proficiency. (II, HC, HE)

5. Establish after school tutoring program for the students in the BQ, using Measuring Up curriculum

Person Responsible Tuuli Robinson (robinsont@okee.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

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

Students' high academic achievement does not exist in isolation, and it is important that other factors that contribute to academic success are also addressed in our School Improvement Plan.

Focus Area 1- Objective 2

- Continue to identify students eligible for Gifted.
- Continue to implement AVID strategies to support academic initiatives.

Focus Area 1 - Objective 3: Increase promotion rates.

2018-2019 retentions: retained 12 K, retained 11 in 1st, APed 3, retained 3 in 3rd, and APed 12.

- Maintain low retention rates in K.
- Look closer at retention needs in 1st grade.
- Identify and include grade level promotion criteria or related actions in teachers' DPPs.
- Use reading coach to pull groups of students not proficient with fluency with 3rd grade, for additional instruction.
- Use EWS in Skyward to identify struggling students
- Use a formal structure to ensure that Tier 3 students develop positive relationships with adults and peers.
 - Intervention groups with Thomas
 - AVID
 - Student Success groups based on students who have been identified (mental health, academics, etc.)
 - Campus beautification.

Focus Area 2 - Objective 1: Decrease the number of students with 21+ absences.

- Target and mentor students through Student Success groups.
- Consider alternatives to suspension when not considered a safety infraction.
- Examine quarterly suspension data through PBIS.
- Implement the attendance policies with fidelity, timely, and accurately.

Focus Area 2 - Objective 2- Create a safe and nurturing environment.

- Create a positive environment through campus beautification
- Implement district adopted SEL program Second Step
- Continue improvement of PBIS program by developing school-wide committees and

providing training.

- Continue to educate all stakeholders in bullying and harassment.
- 5th Grade Specials: Student Success (1 day support/week)
 - Behavioral
 - Social-Emotional
 - Academic
 - 21+ day absences

Focus Area 2 - Objective 3 - Students will demonstrate engagement

- Establish a plan on conducting data chats with students on academic progress throughout the year (iReady data sheets in AVID binder).
- Monitoring student engagement through classroom walkthroughs
 - Use verbiage from eval tool (highly effective) from evaluation Indicators: 3, 4, 5
- Implement AVID strategies

Focus Area 2 - Objective 4- Increase recognition of students

- Continue to provide recognition for academic and behavioral success through grade-level awards. Information about grade level awards is shared with parents via grade level Syllabus files.
- Continue to communicate success through social media
- Recognize students at the district level for academic success.

Focus Area 2 - Objective 5: Provide targeted interventions, enrichments, success

- Implement and monitor EWS
- Identify students with academic, behavioral, and social-emotional needs as a part of MTSS
 - Provide support groups through guidance counselor.

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 welcomes every opportunity to enhance relationships with parents, families and other community stakeholders to fulfill the school mission and support the needs of students. Open House is an annual activity where students and families are invited on campus to meet their child's teachers, administration, and many of the support staff that are in direct contact with students. In addition to Open House, parent nights are held throughout the year and focus around a school related topic, student activity, and/or content area.

Academic Parent Teacher Team (APTT) meetings are held three times per year. At these meetings, student data is shared on foundational reading and math skills. Parents are able to see where their child is performing compared to other students in the class. Teachers then teach an activity and provide materials for parents utilize at home with their child. These activities will enhance instruction and enrich skills needed to be successful in reading and math.

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

Parent Teacher Organization meets regularly to discuss and carry out school fundraisers. 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.

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 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

NES utilizes Universal Social-Emotional Screening to identify students in need of additional support. Other initiatives (such as MTSS for example) are in place to identify barriers to learning and promote social emotional health while implementing programs that address mental health so that our students can be academically successful. The school guidance counselor is trained to identify students who may need student support services; then - with open communication with families, the counselor can provide the supports needed or direct families to other resources outside of school. In some cases Threat Assessments are conducted to determine if a student is in danger to themselves or others. This Threat Assessment is completed by a team that includes law enforcement and a trained crisis counselor. If a threat exists, counseling is recommended to the parents as well as parenting classes offered.

In addition to the services provided by school personnel, identified students have access to services provided through our Community Collaborative Council. The community council partners with organizations that can provide food for families, financial assistance for electric bills, financial assistance for medical services, school supplies, parenting classes, mental health counseling, and clothing.

All students at NES receive weekly instruction on Social Emotional Learning through Second Step curriculum.

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

Through vertical teaming meetings, teachers in the LEA meet and discuss the various characteristics of cohorts both entering and leaving the school. This discussion enables teachers to better-support the students in each cohort.

Additionally, 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 visit 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 questions about their program. As part of the 5th grade graduation, a 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

School-based leadership team meets regularly to review the needs of the students and school. The topics that are discussed include (but are not limited to) how to improve instruction, 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. The budgeting process is conducted carefully each year, following a review of school data. This results in the creation of a budget that coordinates internal, county, and federal funds in such a way as to maximize impact for student achievement. All meetings are led by the principal, but all members of the leadership team, as well as grade level leadership, are involved.

Specific responsibilities of the Leadership Team are outlined below:

Tuuli Robinson - Principal

School leadership team meetings, team leader meetings, data chats, professional development planning, teacher support through administrative PLCs (frequency outlined in the contract). Budgeting concerns.

Alyson Shirley - Assistant Principal

MTSS-B (behavior) meetings, PBIS, professional development planning, teacher support.

Lynn Thomas - Reading Coach

Instructional PLC meetings, professional development planning and implementation, teacher support.

Patti Leach - Guidance Counselor

IEP and MTSS-A (academics) meetings; Check-In-Check-Out; Social Emotional learning support (groups)

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.

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

NES continues to provide training to teachers to support AVID (third year of implementation). A group of teachers participated in the AVID Summer Institute (district), and one teacher attended the AVID Institute in Orlando. Mrs. Katrina Cook, a 4th grade teacher, is facilitating AVID PLCs.

Specific organizational strategies are now used school wide to promote individual responsibility of learning. One inch organizational binders are used in grades K-3, and two inch instructional binders are used in grades 4-5 in an attempt to promote individual responsibility and organizational skill; and allowing us to prepare students for college readiness and success in a global society. 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 are expected to 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

1	III.A	Areas of Focus: Increase proficiency in 5th grade Science				\$18,969.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	360-Rentals	0161 - North Elementary School	Title, I Part A		\$15,069.00
<i>Notes: AR, Reflex Math, Pebble Go, STEM Scopes, etc.</i>						
	5100	120-Classroom Teachers	0161 - North Elementary School	Title, I Part A		\$2,400.00
<i>Notes: After school programs (Math bowl, STEM)</i>						
	5100	510-Supplies	0161 - North Elementary School	Title, I Part A		\$1,500.00
<i>Notes: Supplies for tutoring (Math bowl, STEM)</i>						

2	III.A	Areas of Focus: Increase ELA proficiency in 4th grade				\$0.00
3	III.A	Areas of Focus: Continue to make learning gains, and increase learning gains specifically for students in the BQ in ELA and Math				\$10,451.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0161 - North Elementary School	Title, I Part A		\$5,301.00
			<i>Notes: Supplemental supplies (Acaletics), paper, iReady, etc.</i>			
	6400	510-Supplies	0161 - North Elementary School	Title, I Part A		\$1,650.00
			<i>Notes: APTT supplies and materials for family engagement</i>			
	5100	519-Technology-Related Supplies	0161 - North Elementary School	Title, I Part A		\$500.00
			<i>Notes: Additional ink to print supplemental resources (differentiation)</i>			
	5100	610-Library Books	0161 - North Elementary School	Title, I Part A		\$1,500.00
			<i>Notes: Library books</i>			
	5100	750-Other Personal Services	0161 - North Elementary School	Title, I Part A		\$1,000.00
			<i>Notes: Substitutes for individual APTT, PD</i>			
	5100	510-Supplies	0161 - North Elementary School	Title, I Part A		\$500.00
			<i>Notes: Reading Coach/PD supplies</i>			
			0161 - North Elementary School			\$0.00
					Total:	\$29,420.00