

The School District of Desoto

# Nocatee Elementary School



2018-19 School Improvement Plan

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## Nocatee Elementary School

4846 SW SHORES AVE, Nocatee, FL 34268

<http://nes.desotoschools.com/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	D	D	F*

### School Board Approval

This plan is pending approval by the Desoto 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

The mission of NES is to prepare all students to be successful citizens and productive workers.

#### Provide the school's vision statement

The vision of NES is that all students will be confident learners and respected leaders.

### School Leadership Team

#### Membership

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

Name	Title
Andrews, Jermaine	Principal
Burnworth, Jonathon	Guidance Counselor
Giusti, Rebecca	Administrative Support
Meredith, Nikki	Assistant Principal
Baker, Stephen	Other
Polk, Erin	Teacher, K-12
Mays, Kaycee	Teacher, ESE

#### Duties

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

Jermaine Andrews, Principal  
Victoria Meredith, Assistant Principal  
Jonathan Burnworth, School Counselor  
Rebecca Giusti, Staffing Specialist  
Kaycee Mays, Behavior Specialist  
Erin Polk, ESE Curriculum Leader/Gifted Teacher  
Dr. Stephen Baker, External Operator/MGT Consulting Group

### 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	34	35	37	26	16	13	0	0	0	0	0	0	0	161
One or more suspensions	0	1	4	3	2	4	0	0	0	0	0	0	0	14
Course failure in ELA or Math	10	12	20	13	14	19	0	0	0	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	52	43	36	0	0	0	0	0	0	0	131
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	11	23	33	39	31	27	0	0	0	0	0	0	0	164

**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	1	4	8	26	5	0	0	0	0	0	0	0	0	44
Retained Students: Previous Year(s)	5	3	0	29	0	0	0	0	0	0	0	0	0	37

**Date this data was collected**

Tuesday 9/4/2018

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	0	0	0	0	0	0	0	0	0	

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	0	0	0	0	0

## 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?**

ELA Achievement was the lowest data component in 2018. When compared to the state, there was a -31% difference. When compared to the district, there was a -9% difference. It was the lowest data component in 2017 as well.

**Which data component showed the greatest decline from prior year?**

Math learning gains showed the greatest decline. When comparing 2017 to 2018, there was a 8% decline. This is most likely attributed to the fourth grade scores in 2018. There was a 15% decline when comparing 2017-2018.

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

Third grade had the biggest gap at -37% in ELA when compared to the state average.

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

The lowest 25th percentile in math was the data component that showed the most improvement. When compared to the state, there was a -2% difference in 2018 and -16% difference in 2017. When compared to the district, there was a 0% difference in 2018 and -4% difference in 2017.

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

The Eureka Math program was piloted in all grade levels. Teachers met weekly to plan high-quality instruction and to discuss individual students' progress towards mastery of grade-level curriculum. The needs of students were also discussed and interventions/instructional strategies were implemented. Teachers were also responsible for conducting ongoing progress monitoring of students' performance data. This effort was supported by and in collaboration with district instructional coaches, ensuring accuracy and fidelity.

**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	25%	34%	56%	29%	31%	55%
ELA Learning Gains	42%	48%	55%	37%	38%	57%
ELA Lowest 25th Percentile	42%	49%	48%	37%	39%	52%
Math Achievement	35%	41%	62%	39%	43%	61%
Math Learning Gains	46%	49%	59%	54%	49%	61%
Math Lowest 25th Percentile	45%	45%	47%	35%	39%	51%
Science Achievement	29%	33%	55%	29%	21%	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	34 (0)	35 (0)	37 (0)	26 (0)	16 (0)	13 (0)	161 (0)
One or more suspensions	0 (0)	1 (0)	4 (0)	3 (0)	2 (0)	4 (0)	14 (0)
Course failure in ELA or Math	10 (0)	12 (0)	20 (0)	13 (0)	14 (0)	19 (0)	88 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	52 (0)	43 (0)	36 (0)	131 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

**Grade Level Data**

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

**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	28	43	36	33	47	43	39				
BLK	23			21	50						
HSP	22	41	48	38	43	53	20				
SWD	5	30	31	11	40	50	9				
FRL	24	42	44	34	45	44	28				
ELL	16	37	50	31	44	50					

**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	32	40	48	40	56	41	27				
BLK	36			27	40						
HSP	24	28	20	40	54	31	33				

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
SWD	5	32	35	12	31	31	8				
FRL	27	35	37	37	52	35	27				
ELL	11	28	22	29	52	33	14				

### 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	
<b>Title</b>	Math/Reading/Science
<b>Rationale</b>	Through a quarterly review of data including, but not limited to, classroom assessments, benchmark assessment data (science only), teacher collected data, and STAR results, specific areas of need can be identified and teachers can focus on one intervention at a time and implement rigorous instruction to accelerate and scaffold student learning.
<b>Intended Outcome</b>	By the year 2019, there will be a minimum ten-percentage point increase in reading/math/science, as appropriate, for all students when less than 50% are currently demonstrating proficiency.
<b>Point Person</b>	Jermaine Andrews (jermaine.andrews@desotoschools.com)
Action Step	
<b>Description</b>	<p>In cooperation with the External Operator, MGT Consulting Group:</p> <ol style="list-style-type: none"> <li>1. Teacher and student schedules will include an intensive intervention period.</li> <li>2. Provide ongoing progress monitoring of student achievement to determine the effectiveness of interventions.</li> <li>3. Review lesson plans during classroom visits to determine evidence of differentiated instruction. Ensure assignments and lessons address multiple learning styles/modalities and levels of the students and the complexity of the standards.</li> <li>4. MGT Consulting, External Operator, will conduct a comprehensive academic review to determine: strengths and opportunity to increase quality in programs, the degree of systemic coherence in program implementation, and systemic ways of ensuring student success in meeting rigorous expectations by identifying and removing systemic barriers.</li> </ol>
<b>Person Responsible</b>	Jermaine Andrews (jermaine.andrews@desotoschools.com)
Plan to Monitor Effectiveness	
<b>Description</b>	MGT Consulting Group, External Operator, in cooperation with NES leadership will provide: Appropriate documentation of teacher/student schedules, lessons and interventions demonstrating student growth (curriculum assessments, STAR, MTSS), Marzano observations and evaluations, PD participation, CPT and LLT minutes, and quarterly school administration/teacher data chats. External Operator will provide development of more fully aligned progress monitoring assessment tools - ones that match the rigor of the state summative assessments.
<b>Person Responsible</b>	Stephen Baker (stephen.baker@desotoschools.com)

Activity #2	
<b>Title</b>	SWD
<b>Rationale</b>	Providing inclusive instructional practices (BPIE) will enable all students, including our ESE students, to access the grade level standards with the scaffolding and support necessary for their success.
<b>Intended Outcome</b>	By the year 2019, there will be a minimum ten-percentage point increase in SWD achievement levels.
<b>Point Person</b>	Nikki Meredith (victoria.meredith@desotoschools.com)

Action Step	
<b>Description</b>	1. Create a Best Practices for Inclusive Education (BPIE) Plan for instruction of SWD. 2. Increase full-time participation of ESE/EBD students in the general education setting in a minimum of two grade levels.
<b>Person Responsible</b>	Nikki Meredith (victoria.meredith@desotoschools.com)

Plan to Monitor Effectiveness	
<b>Description</b>	A master schedule with teacher schedules will be included in the completed BPIE plan to facilitate inclusive instruction. Lesson plans, classroom visits, and student achievement results will indicate the level of successful implementation.
<b>Person Responsible</b>	Stephen Baker (stephen.baker@desotoschools.com)

Activity #3	
<b>Title</b>	Attendance
<b>Rationale</b>	Identifying those students who are chronically absent and developing plans to address those absences will increase attendance rates, thereby increase exposure to the grade level curriculum and the opportunity to experience school success.
<b>Intended Outcome</b>	By the year 2019, there will be a minimum of 25 percent reduction in the number of chronically absent students. Chronically absent students are those who are absent 10% or more of a school year.
<b>Point Person</b>	Jonathon Burnworth (jonathon.burnworth@desotoschools.com)

Action Step	
<b>Description</b>	1. Review monthly attendance reports (by teacher, student, and Attendance Clerk) to identify chronically absent students. 2. Develop individual plans to assist chronically absent children and families.
<b>Person Responsible</b>	Jonathon Burnworth (jonathon.burnworth@desotoschools.com)

Plan to Monitor Effectiveness	
<b>Description</b>	Daily absence reports will be provided and monthly administrative team reviews of student attendance data will be completed to identify children as chronically absent and in need of individual attendance contracts.
<b>Person Responsible</b>	Stephen Baker (stephen.baker@desotoschools.com)

<b>Activity #4</b>	
<b>Title</b>	Parent & Community Involvement
<b>Rationale</b>	Research states that parent and community involvement has been found to have a positive effect on student achievement. We will implement several initiatives that encourage parent and community involvement.
<b>Intended Outcome</b>	By the year 2019, there will be a minimum a ten percent increase in the current level of parent and community involvement.
<b>Point Person</b>	Jermaine Andrews (jermaine.andrews@desotoschools.com)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Develop activities that engage students, parents, and school personnel in joint activities.</li> <li>2. Increase awareness of education through parent nights, school website, Facebook page, Skylert, and print.</li> <li>3. Develop community relations that includes volunteers, businesses, parents and other agencies to increase the capacity of engaging our families and community members.</li> <li>4. MGT Consulting Group, External Operator, will develop four community engagement sessions for the school year to include: stakeholders/families, caregivers, teachers, district personnel, board members, and business partners.</li> </ol>
<b>Person Responsible</b>	Jermaine Andrews (jermaine.andrews@desotoschools.com)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Completed surveys, questionnaires, sign-in forms, parent/student contracts and evaluations, parent/teacher contact logs, SAC membership and participation, and parent/volunteer registrations. MGT Consulting Group, External Operator, will regularly collaborate with school administration to discuss academic progress of students.
<b>Person Responsible</b>	Stephen Baker (stephen.baker@desotoschools.com)

## 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**

The success of our students is built upon the establishment of trusting relationships between parents, families, and other community stakeholders. As part of our commitment to supporting the needs of students, Nocatee Elementary (NES) will host parent involvement nights designed to inform and engage parents in the learning process. These meetings will include: literacy, math, and science nights with parent friendly activities that can be used at home to practice learned skills. Training will also be provided to parents on the use of Skyward to monitor their child's progress, attendance, and discipline. Course descriptions and curriculum will be discussed, and parent feedback is encouraged. The "Leading Forward" philosophy (listening, learning, and leading) has been implemented through school-wide

initiatives involving students, teachers, and parents. We will also host a Cultural Night where families representing the diversity of our school population share their rich heritage and customs.

### **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 ensures the social-emotional needs of all students are being met through a variety of services. The services chosen for individual students are based upon collaborative conversations with colleagues, parents/guardians, and outside agencies, with a heightened emphasis upon data. Dependent upon the student's needs and services rendered, a timeline to discuss progress is put into place. Services currently available include:

- Small group social skills instruction
- School counselor/social worker
- Student mentoring and peer mediation
- Charlotte Behavioral Health Care (mental health care services)
- Rtl to provide assistance in social-emotional and academic development

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

The transition plan for our incoming Kindergarten students contains many components. In the spring we will host a Kindergarten Orientation where we provide our incoming families with topics to begin discussing and working on with their children. This orientation gives families a brief overview of Kindergarten and helps them become familiar with the academic rigor and expectations of our program. At this time, we will also provide our families with instructional tools and materials (magnet letters, writing books, letter flashcards, etc.) so they can begin to build a resource library at home as well. We will also have a new student orientation during the summer that allows the students to take a tour of the school and for parents to have their questions answered. Finally, to aid in the instructional program of our incoming Kindergartners, every Kindergarten student participates in the Florida Kindergarten Readiness Screening (FLKRS) assessment. The analysis of this data helps us determine the initial program of our students.

### **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**

Principal and/or AP (in cooperation with MGT Consulting Group, External Operator): Provide a common vision for use of data-based decision making; ensures that the team is implementing the district Rtl plan and documentation, ensures adequate professional development to support Rtl implementation, and communicates with stakeholders about school-based Rtl activities.

School Counselor: Participates in collection and analysis of data, assessment coordinator, student counseling.

Rtl Coaches: Provide guidance on K-12 reading plan and district curriculum maps, facilitates and supports data collection and analysis in all content areas, and provides professional development regarding data-based instructional planning; model research based instructional strategies for individual

classrooms as needed.

ESE Teacher: Participates in data collection, integrates core instruction into Tier 3 instruction, collaborates with general education teachers, and assists team with implementation of district RtI plan.

Migrant Coordinator, Staffing Specialist, School Psychologist: Meets regularly to facilitate and support implementation of the district RtI plan, including arranging for any needed professional development. When appropriate, they will support grade level teams in collecting and analyzing student data and planning appropriate classroom instruction and intervention. They will also review the effectiveness of Tier II and Tier III instruction for individual students and for the school.

21st Century Program: Kindergarten-5th grade students are receiving intensive remediation by highly qualified teachers 5 days a week for 120 minutes per day.

Backpack Program: 70 students across the school receive a backpack of assorted food and snacks for the children in the family for the weekends.

Fresh Fruit and Vegetable Program: Students receive a snack of a fresh fruit or vegetable, 3 days per week along with an informational announcement regarding the health benefits.

Free Breakfast and Lunch Grant: All students in the District of DeSoto County are receiving free breakfast and lunch this year.

Sanford Harmony: Allows for teaching and practice of social skills and student character.

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

NES believes strongly in developing students who are proficient with the tools necessary to be successful in a digitally demanding college and career setting. To achieve that goal, all students in grades K-5 learn about various careers and professions in their general curriculum. In the same way, every student in grades 2-5 have 1:1 access to a laptop in their classroom. We will also host a Career Day where students in grade 4 will learn about the careers present in and around our community.

**Part V: Budget**

<b>Total:</b>	<b>\$314,517.00</b>
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