

Columbia County School District

# Niblack Elementary School



2016-17 School Improvement Plan

## Niblack Elementary School

837 NE BROADWAY AVE, Lake City, FL 32055

<http://nes.columbiak12.com/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 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>2017-18 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

### School Grades History

<b>Year</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>
<b>Grade</b>	B	C*	C	C

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Columbia County School Board on 10/25/2016.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Niblack Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Wallace Selph</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

Our mission at Niblack Elementary School is to provide a learning experience that will allow our students to excel in all areas of life. We aim for an atmosphere of cooperation, with respect for individual differences that is conducive to success. We strive for active engagement from our parents, teachers, staff and community members.

The school's mission and vision statement is communicated with parents through monthly newsletters, the website, and also it is shared at the Open House visit for the school year. This information is posted in every classroom, as well as in the front office.

##### b. Provide the school's vision statement

At Niblack Elementary School, we are committed to the academic, physical and social development of our students.

We are a community school that strives to create a union among staff, students, parents, community members, and business partners that will ensure quality education for the students we serve.

We expect all of our students to achieve and maintain high educational standards.

#### 2. School Environment

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

At the beginning of every school year, each teacher is required to make parent contact with each of their students within the first two weeks of school. This call is for teachers to introduce themselves to the parents as well as learn personal things about their students from their parents.

Also within the first month of school we have Open House this allows parent, teachers, and students to meet and get to know one another.

Teachers also have nine week conferences with students one-on-one to discuss their achievements and help them to set goals for themselves. These conferences help build trust between teacher and student. This is a mandatory conference, at which time the first report cards are given to parents and discussed.

To aide in building positive relationships between students and teachers we have compacts. Teacher, students and parents all sign off on the contracts at the beginning of the school year. The roles and responsibilities of all individuals are clearly defined helping build a better understanding between all parties. The school also utilizes Student Information records and parent/student surveys to help build relationships.

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

In order to provide a safe and secure learning environment we are in full implementation of the CHAMPS behavior model. Clear expectations of appropriate behavior are set for all students. The CHAMPS model has helped with the safety of our school. All faculty and staff members have been trained in this model.

Also in conjunction with the CHAMP Model we have guidelines for success. These guidelines are for all students, faculty, and staff. These are positives that all stakeholders will implement and follow to maintain a positive learning environment.

Niblack is moving towards a School-Wide Positive Behavior Support System. This system includes the Eagle Tickets, MONSTA tickets, and Motivational Days. All these programs emphasizes the benefits of exhibiting positive behaviors.

We also have safety patrol on duty every morning and afternoon to assist with students safety on the sidewalks. Students in grades four and five serve as safety patrols. Procedures have been set in place for the patrols to report students who are not following the school rules.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

At Niblack Elementary we have a school wide discipline plan. The plan consist of minor offenses in which classroom teacher handle themselves. Several minor offenses could lead to a student receiving a discipline referral. Through the FOCUS computer system teachers submit referrals to the principal or behavioral resource teacher. The plan also include automatic major disciplinary referrals. These are more severe incidents in which students are automatically sent to the office. Through the CHAMPS behavior model clear rules and expectations are displayed for the school, cafeteria, bus, classroom, hallways, bathroom, etc. All faculty and staff members have been trained in the CHAMPS model. All staff members are to implement the model with fidelity to maintain it's effectiveness.

This year we have implemented the concept of "Catch Them Doing Good. Within this behavior system students earn what we call Eagle Tickets each day. Every student on campus receives an eagle sheet in which 10 behavior expectations are listed. If a students satisfies nine of the 10 of the daily requirements, they earn an eagle ticket for that day. At the end of each nine weeks all students earn the right to go shopping with their tickets at the Eagle Store. Only classroom teachers have the privilege to disseminate Eagle Tickets.

We also have MONSTA tickets in which all faculty and staff members are allowed to give students for displaying appropriate behaviors and good character traits. Students earn tickets in which they put their names on the back side and place into the MONSTA ticket barrel housed in the cafeteria. Each Friday five names are drawn from the barrel in which students earn MONSTA gear (a locally owned clothing company).

This year we will also implement the Motivational Days. Students with no discipline referrals within a given nine weeks will be allowed 60 minutes of free play time. Students will be rewarded with popcorn and snow cones for their excellent behaviors.

**d. 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**

In order to ensure that the school is meeting the social-emotional needs of our students, we have a Meridian Counselor, as well as a Cares counselor on campus that meet with students individually on a day to day basis. The students that are seen by either the Meridian or Cares counselor must have parent consent to do so. We also have a guidance counselor that meets with individual students. Classroom teachers complete a guidance referral sheet and meet with the counselor to discuss the concerns presented by the teacher.

Our Cares counselor also does classroom guidance that emphasizes character education.

### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

An automated phone call is made to all parents each day for students who are absent. This lets parents know that their child was absent from school and a note is needed with their child's return. The truancy team meets to monitor student tardies and absences. Guidelines are set in place with the necessary steps to take when a student becomes truant. This process begins when a student has five tardies and/or three unexcused absences.

During the summer of each school year members of the leadership team meet to analyze standardized assessment scores to determine which students are in the bottom quartile in Reading and Math. These students are targeted for intense intervention for the upcoming school year. This group consists of all level 1's and low level 2's.

At the end of each school year, data meetings are held to identify those students who are failing any of the major subject areas, Math, Reading and Science. As a team we look at all the data available and determine what is in the best interest of each individual student.

#### b. Provide the following data related to the school's early warning system

##### 1. 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	1	1	1	1	1	1	0	0	0	0	0	0	0	6
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	8	12	7	0	0	0	0	0	0	0	27

##### 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

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



Students that are identified by the early warning system. They receive small group instruction with the SAI tutor or the Special Area teacher in the subject in which they are deficient in. The guidance counselor monitors attendance daily and make contacts with parents on a need be basis. Our Behavior Educational Support Teacher check in each morning with those repeated discipline offenders.

Any student that is identified receiving a Level 1 or 2 on FSA assessment are labeled iii. These students are required to receive 30 minutes of additional reading instruction daily. This intervention is provided by a highly qualified teacher in small group. The intervention is differentiated and based on the need of each individual student.

## B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

### 1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

#### a. Will the school use its PIP to satisfy this question?

Yes

##### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/318576>.

##### 2. Description

A PIP has been uploaded for this school or district - see the link above.

### 2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

This is an going process throughout the school year with PTO and SAC. SAC and PTO members reach out to local community businesses to partner with Niblack. This year we will continue with the "Friends of Niblack" program . This program is for any member or business partner of the community that would like to assist in any manner to help with the advancement of the school. We also reach out to local churches in the community for their support of the school. We are continuing to partner with the local police department as they mentor those students who would benefit.

## C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Ivery, Nakitha	Principal
Bicknell, Terri	Guidance Counselor
Soto, Tess	Teacher, K-12
Symonette, Violet	Instructional Coach
Paphides, Mike	Other

## b. Duties

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

As the school administrator, my role is to oversee all curriculum and instructional areas. My role entails maintaining a safe and secure learning environment for all students. I make sure that faculty and staff members adhere to all district policies and working conditions are equitable. As school administrator, I oversee that the home-school communication is effective. I monitor lesson plans and make sure the Florida Standards are being taught. Through classroom walk-throughs, I monitor student engagement and teacher instruction and delivery. I supervise grade level meetings every Monday for communication, disseminating information, and decision-making purposes. Teacher input is always welcomed and encouraged. Building and sustaining capacity to increase student achievement is our shared responsibility. To stay abreast of current teaching strategies it is my responsibility to attend ongoing professional development. As the instructional leader, I model the importance of continuous learning by attending professional development and disseminating the information to my teachers.

As the guidance counselor, I work with students on a myriad of issues. I am in charge of MTSS. I oversee the process from start to finish. I oversee all ESE, from making sure all IEP's are up to date, students are seen regularly and accommodations are being used. As guidance counselor I am responsible for all state testing.

As curriculum resource teacher, I place all Niblack orders that are spent with Title I funds and maintain all documentation for purchases. Responsible for maintaining and monitoring of Niblack's Title I budget and correct account coding. Responsible for Title I inventory. I also assist with curriculum materials for teachers and certain online academic programs. Responsible for the monitoring of all Parent Involvement Title I documentation for Niblack, correctly identify, code, stamp and upload to the district. I am also responsible for the monthly school newsletter and compile the Parent Involvement Plan with input received from parents, community and school staff. I am also the Volunteer Coordinator and Parent Resource teacher. I also assist our Guidance Counselor with RtI/ MTSS.

My role as an instructional coach is to:

Find and share research-based practices, emerge trends, provide supplemental materials, games, and activities that will enhance the curriculum and increase student achievement. I increase teacher's effectiveness by intentionally giving ongoing support to staff at the school level and class level. This year I have developed quality Learning Communities where continuous improvement is the norm. I provide ongoing modeling of lessons to provide opportunities for teachers to watch and learn new strategies or instructional practices.

I facilitate data dialogue with teams of teachers or administration consisting of, but not limited to, identifying an opportunity and plan for change, implementing the change on a small scale, using data to analyze the results of the change and determine whether it made a difference and if is successful. Also as instructional coach, I observe lessons and provide feedback to teachers to improve and refine

their practice. I oversee the scheduling and facilitate progress monitoring for grades K-5 and serve as the Chair of Literacy Leadership Team. Along with my principal I develop the professional development plan for the school year. This professional development serves the principal, teachers, and paraprofessionals. Through teacher/para surveys, classroom walkthroughs, and observations, I address the need for professional development on an as needed basis. Some professional development is passed down from the district.

As the Behavioral Resource Teacher (BRT) my job is to assist the teacher with any discipline problems they may be having with individual students. I am a strong believer that education cannot occur without a disciplined classroom to teach. I create Behavioral Incentive Plans with individuals that demonstrate behaviors which are not conducive to the classroom environment. I then meet with those individual students on a weekly or biweekly basis to assess how they are behaving. When students demonstrate the appropriate positive behaviors, rewards are given. I also help to maintain the many Positive Behavioral Support Systems (PBSS) that we have here at Niblack, such as Motivational Days, The Eagle Store and the MONSTA Program. I also conduct classroom walk-throughs to make sure that students are actively engaged and behaving appropriately. As the BRT, I also serve on the Leadership Team where ideas are discussed, and decided on, that pertain to all school functions and activities.

**2. 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**

During our Common Plan weekly we use this time to analyze multiple data sources to address success in the classroom. In studying the data we identified achievement gaps and determined the students who required Intervention services. According appropriate personnel was put in place. Niblack currently has no Migrant Children, however, when/if we do have Migrant Children, they would be identified under the MTSS system and would receive appropriate services through MTSS at our school.

Title I Part A is being used to fund highly qualified teaching positions as well as paraprofessionals. This money is also used to purchase research based materials for the classroom, updated technology, and other materials needed to facilitate the use of the technology.

At this time Niblack does not have any migrant students

Title X - Homeless: The district receives funds to provide resources such as transportation, free breakfast and lunch, school supplies and funds for certain activities for students identified as homeless under the McKinney-Vento Act.

Title VI funds will be used for tutors during the school day to work one-on-one or in small group settings with identified low performing students.

Title VI monies will be used to hire extra needed tutors to work during the school day with struggling students. This money will be used during the summer to fund after hours program.

School Improvement Funds (often called SAC funds) will be used to provide incentives for the students in areas pertaining to academic when such expenditures are not allowed by other projects, such as Title I.

Title II funds will be coordinated at the district level using school based instructional coaches working

in conjunction with other schools to collaborate on needed professional development so that schools are not duplicating needed training within our district.

Niblack will continue participating in the National School Lunch and School Breakfast Programs called the Community Eligibility Option (CEO) for the 2016-17 school year. This means that all students at Niblack will be served a healthy breakfast and lunch without having to complete a meal application. Niblack also participates in the Fruit and Vegetables program which offers a snack of various veggies and fruits in the afternoon for students, which exposes some of them to previously unfamiliar food items.

Each month we focus on a positive character trait and a counselor teaches a lesson on that trait in every classroom. The program "Child Safety Matters" is also taught in every classroom as well as information on bullying. Students are taught how to recognize bullying, ways to diffuse, and what to do if bullying occurs. The District has implemented a district wide bullying policy. Resources officers are available on call.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Linard Johnson	Business/Community
Nakitha Ivery	Principal
Nancy Jones	Teacher
Mildred Pinkston	Business/Community
Joyce Tunsil	Business/Community
Betty Williams	Parent
Tess Soto	Teacher
Tyrone Mullins	Parent
Adarryl Jones	Parent
Clydett Warren	Parent
Saporina Church	Parent

### b. Duties

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*a. Evaluation of last year's school improvement plan*

The School Advisory Council met eight times during the 2015-16 school year. We discussed barriers, resources and strategies as we worked on our School Improvement Plan and Parent Involvement Plan. Throughout the year, the principal presented the students (grade level) scores after each assessment. The SAC asked questions and made suggestions SAC members also discussed matters regarding the implementation of the school improvement plan, provided ideas and suggestions for increasing parent involvement and the school's continuous improvement.

*b. Development of this school improvement plan*

SAC is the approving body for the school improvement plan. The committee oversees the development of the school improvement plan and make suggestions. The members of the SAC are

asked to give input on barriers, resources, and strategies for each goal of the SIP. Upon completion of the plan, SAC members are given the opportunity to review the SIP and recommend changes.

*c. Preparation of the school's annual budget and plan*

During the SAC meeting the administrator discusses the annual budget of the school and solicits input for ideas to make the best use of general funds for the improvement of student achievement.

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

At the beginning of the 2016-17 school year, the School Improvement budget was presented to SAC members. The SAC is the deciding body as to how these funds were utilized. These funds were used for incentives for student's achievement for reaching AR goals, honor roll, and science fair. There were no school improvements funds allocated from the state this year. Therefore, we are operating on carry forward funds from the 2015-16 school year.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Ivery, Nakitha	Principal
Symonette, Violet	Instructional Coach
Soto, Tess	SAC Member
Fuimaono, Yvette	Teacher, K-12
Lopes, Allison	Teacher, K-12
Morgan, Elaine	Teacher, ESE
Nix, Kathy	Teacher, K-12
Paphides, Mike	Administrative Support

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

The LLT brainstorms and implement strategies to motivate students in reading through many mediums. The school Literacy Leadership Team is responsible for planning creative activities during Literacy Week for students to partake in. The Literacy team meets monthly to discuss literacy ideas, strategies, and concerns. The literacy team is responsible for making sure the school is in compliance with the district's reading plan.

**D. Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Grade Level meeting are held every Tuesday during the teacher's planning time. Members from the leadership team meet with each grade level to discuss various topics and issues at hand. Mini Professional Developments are held with team members. During this time teacher share best practices and resources with one another. Every Wednesday is designated for Collaborative Planning Day. Grade levels work collaboratively on unpacking standards, creating lesson plans, gathering resources, and sharing effective teaching strategies.

Other strategies used to encourage positive relationships between teachers include:

- Monthly Team Leaders Meeting
- Book Studies
- Lesson Studies
- Professional Learning Communities
- Teacher input
- Teachers as committee chairs
- Collaborative Planning Days (1 per semester)

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

The Principal is the one responsible for recruitment/retention strategies. We recruit through the UF Florida Teacher Fair and through Applitrack. We also partner with Florida Gateway College and St. Leo to place interns and recommendations for excellent candidates.

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

Teacher mentors are paired with new teachers and those who are deemed needing additional help. Mentoring is also done through the common plan with each grade level meeting every Tuesday to discuss issues in their respective classrooms and trouble-shooting. This allows new teachers to have time to listen and learn from their more experienced peers.

This year we developed a plan with a checklist of things we would like for our new teachers to experience. We have scheduled a PLC for beginning teachers. We meet once a moth to work on various topics. Also we answer any questions and clear up any misconceptions that they may have.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

In order to ensure that our core instructional programs are aligned with the Florida Standards textbooks are adopted from the state approved adopted textbook list. Other computer programs purchased by the district are research based and have been evaluated for their alignment to the standards.

The Leadership team monitors alignment through DIPG's, Focus Calendars, CIM's Assessments, lesson plans, and grade level meetings.

## b. Instructional Strategies

**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Analyzing data is an ongoing process throughout the school year. Each semester grade levels meet to analyze all assessment data. Each individual student's data is looked at and standards are identified as a weakness or a strength. This data is used to develop individualized student plans as well as small group instruction. If the majority of the class does not master the standard the teacher knows that is a standard that must be retaught. This data is also used by the intervention teachers to better differentiate instruction and strategies.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Summer Program

**Minutes added to school year:** 5,760

Team planning among grade level  
Research based Instruction  
Guided Reading Instruction  
Differentiated Instruction  
Enrichment include physical education and technology activities

### **Strategy Rationale**

These strategies has increased student growth over he past two years.

### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

### **Person(s) responsible for monitoring implementation of the strategy**

Ivery, Nakitha, iveryn@columbiak12.com

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

Pre and Post STAR Assessment are given to each student attending the summer program. The data is imported into a spreadsheet and analyzed for student growth.

**Strategy:** After School Program

**Minutes added to school year:** 720

Standards based  
Small groups  
Unravel

**Strategy Rationale**

Has shown to improved student growth in precious years.

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Soto, Tess, sotot@columbiak12.com

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

Standardized assessment scores will be analyzed by grade level teachers and leadership team to pinpoint areas of weakness.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Currently, Niblack Elementary School has one Pre-K handicapped classroom and one Voluntary Pre-K classroom. Our Pre-K teachers are State Certified and Highly Qualified. The classrooms have a full time assistant. Niblack offers a full day school readiness program which provides expanded programs in early literacy and basic math concepts as well as use of appropriate language, social and self help skills to eligible students. This program uses developmentally appropriate practices, teaching children through experience, exploration, and investigation.

Assistance is offered to local daycare centers to provide information on the expectations of incoming Kindergarten students. Kindergarten orientation is held in May of each year to inform parents of expectations and to answer any questions.

For our fifth graders that are transitioning to middle school, we send their cumulative records to their zoned middle school. For those students who have had discipline issues our behavior resource teacher and guidance counselor provide discipline information to the middle schools.

**b. College and Career Readiness**

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

N/A

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**



N/A

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

N/A

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

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

Strengths: Student Growth and Bottom Quartile Gains

Needs: Proficiency Levels

### B. Problem Analysis Summary

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

### C. Strategic Goals

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we increase family involvement at Niblack through providing opportunities for active engagement then student achievement will increase.
  
- G2.** If all teachers provide high quality, rigorous, instruction aligned with subject area standards then student achievement will increase.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** If we increase family involvement at Niblack through providing opportunities for active engagement then student achievement will increase. 1a

G088355

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	35.0
District Parent Survey	10.0
FCAT 2.0 Science Proficiency	37.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of successful positive communication and experiences

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Parent Night with Light Refreshments/Finger Food
- Science Fair with Light Refreshments/Finger Food
- PTO
- Parent Resource Room
- Family Reading Night with Light Refreshments/Finger Food
- Standards Night
- SAC meetings
- K oreintation
- Open House
- Title 1 meetings
- Title 1 funds
- Volunteers
- Mentors
- Monthly News Letters
- Student planner
- Website
- School Messenger
- Focus
- Parent Conferences
- Compacts
- AAA incentives
- PLC "Teachers Involving Parents"
- Radio Station/ Community Newspaper

**Plan to Monitor Progress Toward G1. 8**

FSA, Performance Matters, STAR, and STAR Early Literacy

**Person Responsible**

Violet Symonette

**Schedule**

Monthly, from 1/5/2016 to 5/26/2017

***Evidence of Completion***

Collected data will show increased student achievement

**G2.** If all teachers provide high quality, rigorous, instruction aligned with subject area standards then student achievement will increase. 1a

G088356

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	57.0
FSA ELA Achievement	35.0
FCAT 2.0 Science Proficiency	37.0

**Targeted Barriers to Achieving the Goal** 3

- Misaligned academic standards to instruction/assessment
- Inconsistent implementation of standards based instruction

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Science Lab
- Technology Lab
- Study Island
- Instructional resources
- Instructional Coach/CRT
- Science Support Colleague
- Intervention teacher
- Paraprofessional
- Computer Labs
- Targeted professional development
- Tutors
- Supplemental Instructional Materials
- Planning days
- Common planning days
- Communication mechanism-ex. morning announcements
- Socialization skills program
- CHAMPs
- Knowledgeable SBLT (standards, instructional strategies, knows staff)
- Mentoring program
- Volunteers
- SAC Committee
- Strong relationships

**Plan to Monitor Progress Toward G2.** 8

FSA, Performance Matters, STAR and STAR Early Literacy

**Person Responsible**

Violet Symonette

**Schedule**

Monthly, from 1/5/2017 to 5/26/2017

**Evidence of Completion**

number of students showing proficiency and growth will increase.

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If we increase family involvement at Niblack through providing opportunities for active engagement then student achievement will increase. 1

G088355

**G1.B11** Lack of successful positive communication and experiences 2

B234969

**G1.B11.S1** Create opportunities for successful family experiences 4

S247729

### Strategy Rationale

A large populations of our families have a negative impression of schools based on their past experiences.

### Action Step 1 5

Create a calendar for family involvement events.

#### Person Responsible

Tess Soto

#### Schedule

On 10/28/2016

#### Evidence of Completion

A completed event flyer to send home with each student.

### Action Step 2 5

Assign events to individuals.

#### Person Responsible

Nakitha Ivery

#### Schedule

On 11/10/2016

#### Evidence of Completion

List of events with individuals who are responsible



**Action Step 3** 5

Plan and implement the event that has been assigned

**Person Responsible**

Tess Soto

**Schedule**

Biweekly, from 11/10/2016 to 6/2/2017

***Evidence of Completion***

Agenda/minutes from committee and sign in sheets from event

**Plan to Monitor Fidelity of Implementation of G1.B11.S1** 6

Meeting

**Person Responsible**

Nakitha Ivery

**Schedule**

On 10/24/2016

***Evidence of Completion***

Minutes and Flyer

**Plan to Monitor Fidelity of Implementation of G1.B11.S1** 6

Email reminder

**Person Responsible**

Tess Soto

**Schedule**

On 10/17/2016

***Evidence of Completion***

Email

**Plan to Monitor Fidelity of Implementation of G1.B11.S1** 6

Date on calendar

**Person Responsible**

Nakitha Ivery

**Schedule**

On 10/13/2016

***Evidence of Completion***

Date on Calendar

**Plan to Monitor Effectiveness of Implementation of G1.B11.S1** 7

Compare previous and current year attendance

**Person Responsible**

Tess Soto

**Schedule**

Monthly, from 11/1/2016 to 6/2/2017

***Evidence of Completion***

Monthly summary

**G1.B11.S2 Professional Learning Community on Interacting with Parents** 4

S247730

**Strategy Rationale**

Teachers need the necessary strategies and tools to provide a positive working relationships with families.

**Action Step 1** 5

PLC on Research Based Program- Teachers Involving Parents

**Person Responsible**

Tess Soto

**Schedule**

Monthly, from 1/5/2017 to 4/21/2017

**Evidence of Completion**

Sign In Sheets

**Action Step 2** 5

Participants will complete a survey following the PLC

**Person Responsible**

**Schedule**

On 4/21/2017

**Evidence of Completion**

Surveys collected by facilitator.

**Plan to Monitor Fidelity of Implementation of G1.B11.S2** 6

Teachers will complete sign in sheets

**Person Responsible**

Tess Soto

**Schedule**

Monthly, from 1/2/2017 to 4/21/2017

**Evidence of Completion**

Sign in Sheets

**Plan to Monitor Effectiveness of Implementation of G1.B11.S2 7**

Monitoring of the Survey

**Person Responsible**

Nakitha Ivery

**Schedule**

On 4/21/2017

**Evidence of Completion**

Results from Surveys

**G2.** If all teachers provide high quality, rigorous, instruction aligned with subject area standards then student achievement will increase. 1

G088356

**G2.B1** Misaligned academic standards to instruction/assessment 2

B234970

**G2.B1.S1** Professional Development on Collaboration and Effective Common Planning aligned to standards 4

S247731

**Strategy Rationale**

Effective planning and collaboration among teams increase student achievement

**Action Step 1 5**

PD on Collaboration and Common Planning aligned to standards

**Person Responsible**

Violet Symonette

**Schedule**

Semiannually, from 10/13/2016 to 4/30/2017

**Evidence of Completion**

Sign in sheets; follow-up

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

Monitoring of common planning each Wednesday or Thursday

**Person Responsible**

Violet Symonette

**Schedule**

Monthly, from 11/1/2016 to 5/15/2017

***Evidence of Completion***

Checklist

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

Checking of Grade Level Lesson Plans

**Person Responsible**

Nakitha Ivery

**Schedule**

Weekly, from 11/1/2016 to 5/15/2017


***Evidence of Completion***

Lesson Plans

**G2.B15** Inconsistent implementation of standards based instruction 2

 B234984

**G2.B15.S1** Develop and utilize a tiered coaching system of support for teachers 4

 S247732

**Strategy Rationale**

Research shows that the use of the coaching cycle with teachers will increase student achievement

**Action Step 1** 5

Identify tiers and teacher

**Person Responsible**

Nakitha Ivery

**Schedule**

On 11/8/2016

***Evidence of Completion***

tiered list and teacher support need

**Action Step 2** 5

Develop coaching plans for the tiers

**Person Responsible**

Violet Symonette

**Schedule**

Biweekly, from 11/8/2016 to 5/27/2017

***Evidence of Completion***

on going coaching plan and coaching logs

**Action Step 3** 5

Implement and evaluate the coaching plan

**Person Responsible**

Violet Symonette

**Schedule**

Weekly, from 11/15/2016 to 5/27/2017

**Evidence of Completion**

observation data and debrief form

**Plan to Monitor Fidelity of Implementation of G2.B15.S1** 6

Email reminder

**Person Responsible**

Tess Soto

**Schedule**

On 10/28/2016

**Evidence of Completion**

Email

**Plan to Monitor Fidelity of Implementation of G2.B15.S1** 6

SBLT weekly meeting

**Person Responsible**

Nakitha Ivery

**Schedule**

Weekly, from 11/1/2016 to 11/1/2016

**Evidence of Completion**

Meeting agenda/minutes

**Plan to Monitor Fidelity of Implementation of G2.B15.S1** 6

SBLT weekly meeting

**Person Responsible**

Nakitha Ivery

**Schedule**

Weekly, from 11/1/2016 to 11/1/2016

***Evidence of Completion***

Meeting agenda/minutes

**Plan to Monitor Effectiveness of Implementation of G2.B15.S1** 7

CIMS Assessment

**Person Responsible**

Violet Symonette

**Schedule**

Weekly, from 11/1/2016 to 5/28/2017

***Evidence of Completion***

Proficiency with each Standard




## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B11.S1.MA3 M336041	Date on calendar	Ivery, Nakitha	10/13/2016	Date on Calendar	10/13/2016 one-time
G1.B11.S1.MA2 M336040	Email reminder	Soto, Tess	10/17/2016	Email	10/17/2016 one-time
G1.B11.S1.MA1 M336039	Meeting	Ivery, Nakitha	10/24/2016	Minutes and Flyer	10/24/2016 one-time
G1.B11.S1.A1 A322714	Create a calendar for family involvement events.	Soto, Tess	10/17/2016	A completed event flyer to send home with each student.	10/28/2016 one-time
G2.B15.S1.MA1 M336048	Email reminder	Soto, Tess	10/28/2016	Email	10/28/2016 one-time
G2.B15.S1.MA3 M336049	SBLT weekly meeting	Ivery, Nakitha	11/1/2016	Meeting agenda/minutes	11/1/2016 weekly
G2.B15.S1.MA4 M336050	SBLT weekly meeting	Ivery, Nakitha	11/1/2016	Meeting agenda/minutes	11/1/2016 weekly
G2.B15.S1.A1 A322720	Identify tiers and teacher	Ivery, Nakitha	11/1/2016	tiered list and teacher support need	11/8/2016 one-time
G1.B11.S1.A2 A322715	Assign events to individuals.	Ivery, Nakitha	10/31/2016	List of events with individuals who are responsible	11/10/2016 one-time
G1.B11.S2.MA1 M336042	Monitoring of the Survey	Ivery, Nakitha	1/5/2017	Results from Surveys	4/21/2017 one-time
G1.B11.S2.MA1 M336043	Teachers will complete sign in sheets	Soto, Tess	1/2/2017	Sign in Sheets	4/21/2017 monthly
G1.B11.S2.A1 A322717	PLC on Research Based Program-Teachers Involving Parents	Soto, Tess	1/5/2017	Sign In Sheets	4/21/2017 monthly
G1.B11.S2.A2 A322718	Participants will complete a survey following the PLC		4/21/2017	Surveys collected by facilitator.	4/21/2017 one-time
G2.B1.S1.A1 A322719	PD on Collaboration and Common Planning aligned to standards	Symonette, Violet	10/13/2016	Sign in sheets; follow-up	4/30/2017 semiannually
G2.B1.S1.MA1 M336045	Checking of Grade Level Lesson Plans	Ivery, Nakitha	11/1/2016	Lesson Plans	5/15/2017 weekly
G2.B1.S1.MA1 M336046	Monitoring of common planning each Wednesday or Thursday	Symonette, Violet	11/1/2016	Checklist	5/15/2017 monthly
G1.MA1 M336044	FSA, Performance Matters, STAR, and STAR Early Literacy	Symonette, Violet	1/5/2016	Collected data will show increased student achievement	5/26/2017 monthly
G2.MA1 M336051	FSA, Performance Matters, STAR and STAR Early Literacy	Symonette, Violet	1/5/2017	number of students showing proficiency and growth will increase.	5/26/2017 monthly
G2.B15.S1.A2 A322721	Develop coaching plans for the tiers	Symonette, Violet	11/8/2016	on going coaching plan and coaching logs	5/27/2017 biweekly
G2.B15.S1.A3 A322722	Implement and evaluate the coaching plan	Symonette, Violet	11/15/2016	observation data and debrief form	5/27/2017 weekly
G2.B15.S1.MA1 M336047	CIMS Assessment	Symonette, Violet	11/1/2016	Proficiency with each Standard	5/28/2017 weekly
G1.B11.S1.MA1 M336038	Compare previous and current year attendance	Soto, Tess	11/1/2016	Monthly summary	6/2/2017 monthly

**Columbia - 0161 - Niblack Elementary School - 2016-17 SIP**

*Niblack Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B11.S1.A3  A322716	Plan and implement the event that has been assigned	Soto, Tess	11/10/2016	Agenda/minutes from committee and sign in sheets from event	6/2/2017 biweekly

## V. Professional Development Opportunities

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

**G1.** If we increase family involvement at Niblack through providing opportunities for active engagement then student achievement will increase.

**G1.B11** Lack of successful positive communication and experiences

**G1.B11.S2** Professional Learning Community on Interacting with Parents

### **PD Opportunity 1**

PLC on Research Based Program- Teachers Involving Parents

#### **Facilitator**

Tess Soto

#### **Participants**

Niblack Teachers

#### **Schedule**

Monthly, from 1/5/2017 to 4/21/2017

**G2.** If all teachers provide high quality, rigorous, instruction aligned with subject area standards then student achievement will increase.

**G2.B1** Misaligned academic standards to instruction/assessment

**G2.B1.S1** Professional Development on Collaboration and Effective Common Planning aligned to standards

### **PD Opportunity 1**

PD on Collaboration and Common Planning aligned to standards

#### **Facilitator**

Violet Wiggins and Tess Soto

#### **Participants**

All Faculty

#### **Schedule**

Semiannually, from 10/13/2016 to 4/30/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B11.S1.A1	Create a calendar for family involvement events.				\$0.00
2	G1.B11.S1.A2	Assign events to individuals.				\$0.00
3	G1.B11.S1.A3	Plan and implement the event that has been assigned				\$4,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0161 - Niblack Elementary School	Title I, Part A		\$4,200.00
			<i>Notes: Parent Involvement Activities</i>			
4	G1.B11.S2.A1	PLC on Research Based Program- Teachers Involving Parents				\$1,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	0161 - Niblack Elementary School	Title I, Part A		\$1,700.00
			<i>Notes: 3 Sessions on PD for Teachers</i>			
5	G1.B11.S2.A2	Participants will complete a survey following the PLC				\$0.00
6	G2.B1.S1.A1	PD on Collaboration and Common Planning aligned to standards				\$6,553.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	0161 - Niblack Elementary School	Title I, Part A		\$3,000.00
	6400	140-Substitute Teachers	0161 - Niblack Elementary School	Title I, Part A		\$1,200.00
			<i>Notes: Substitutes(750) for Teachers attending PD</i>			
	6400	510-Supplies	0161 - Niblack Elementary School	Title I, Part A		\$200.00
			<i>Notes: Professional Development Materials</i>			
	6400	120-Classroom Teachers	0161 - Niblack Elementary School	Title I, Part A		\$2,153.00
			<i>Notes: Stipends for Teacher PD (121/220/221)</i>			
7	G2.B15.S1.A1	Identify tiers and teacher				\$0.00
8	G2.B15.S1.A2	Develop coaching plans for the tiers				\$0.00
9	G2.B15.S1.A3	Implement and evaluate the coaching plan				\$0.00
					<b>Total:</b>	<b>\$12,453.00</b>