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**Executive Summary**

**Nob Hill Elementary**

**2016-2017**

**Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Nob Hill Elementary is located in Sunrise, Florida and is nestled in a neighborhood between Sunset Strip and Hiatus Road. Nob Hill is one of 138 elementary schools in the Broward County School District. The school opened its doors more than 40 years ago. Over the years, our extraordinary vision has led to the thriving school we have today. Our school consists of more than 500 students, including Pre-K -5th grade and our Intellectually Disabled Special Program. With the participation of families, our community, our highly involved PTA, a hands-on administration, and a dedicated staff, we have remained vigilant to the success of all students through our mission and vision, which provides a high-quality education.

Nob Hill Elementary School is a Title 1 school, with 64.1% of our students receiving free or reduced price lunch. Nob Hill Elementary having a highly dedicated staff, that teams up and collaborates to assist each student reach their ultimate potential, the school achieved an “A” status, for the 2015-2016 school year and is currently a “B” school missing the “A” grade by a mere 3%. Our teaching staff consists of 43.5 instructional personnel, 10 of which are Nationally Board Certified and 15 who are Clinical Educators.

During the 2015-2016 school year, 56.1% of the students were male and 43.9% were female. 55.3% were White, 32.3% Black, 4.2% Asian, 1.5% Native American or Native Alaskan, 0.3% Native Hawaiian or Pacific Islander, 6.5% Multiracial, and 27.2% were Ethnically Hispanic. The total population in 2013-2014 was 617 students. In the 2014-2015 school year, 55.3% were male and 44.7% were female. 56.5% were White, 31.6% Black, 4.8% Asian, .3% Native American or Native Alaskan, 0.5% Hawaiian or Pacific Islander, 6.3% Multiracial, and 26.9% were Ethnically Hispanic. The total population in the 2015-2016 school year was 620. For the 2015-2016 school year Nob Hill Elementary student enrollment decreased by approximately 15% of our population due to a local charter school opening. The current student population is 543 students. In the 2015-2016 school year, 56.0% were male, 44% were female, 53.6% were white, 35.9% were black, 4.1% were Asian, 0.7 were Native American, o.4% were Native Islanders, 5.3% were Multiracial, 25.4% were Ethically Hispanic.

A unique feature of our school is that many of the students are children of parents who attended Nob Hill Elementary. We have a very diverse staff, which includes teachers from Pakistan, South Africa, Romania and the Philippines. In addition, our school has a multicultural community. The school consists of 33 classes in grades Kindergarten through 5th and in addition, we have 5 Intellectual Disabled Special Program classes.

**School’s Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

**Vision:** Nob Hill Elementary fosters a high performing learning environment where students are encouraged to become collaborators, critical thinkers and problem solvers through an interdisciplinary approach to learning.

**Mission:** Nob Hill Elementary is committed to providing students and their families with the best possible education. We strive to provide a safe, secure and authentically engaging learning environment that will allow our children to reach their highest potential.

Nob Hill Elementary encourages a collaborative environment with PTA, SAC and Business Partners that are transforming our high performing learning culture into one that focuses on Positive Energy. PTA and SAC support school initiatives by donating incentives and refreshments for teacher and employee of the month recognition meetings. In addition, PTA and SAC collaborate with administration and staff to plan family and community events. Business Partners volunteer to counsel and guide students in grades 3-5 in our Chess Mentoring Program that targets students needing behavioral support. These stakeholder groups play a crucial role in Nob Hill Elementary’s success.

Nob Hill promotes a school culture wherein, “Positive People and Teams yield Positive Results and the key ingredient is Positive Energy”. Nob Hill Elementary has adopted the theme of positive energy inspired by the book *The Energy Bus* by Jon Gordon. The principles and themes discussed in this book are evident throughout the school. Nob Hill celebrates success in a variety of ways.

* **High Fives**-Staff and students write positive comments to acknowledge their colleague or peer.
* **Kudos-**Administration recognizes examples of excellence exhibited by employees.
* **Teacher and Employee of the Month Recognition-**Members of the staff are nominated by colleagues for exemplary performance and going above and beyond expectations.
* **Stress Relief Sessions-**Monthly team building events planned outside of school to build positive school morale.
* **Team Building Activities:** At the start of every team leader meeting and frequently at staff meetings, teachers, staff and administration participate in team building activities to build cohesion and relationships beyond the grade level groups of teachers.

A variety of clubs are available to the students at Nob Hill Elementary to target student interests. Students are able to showcase their skills through the following clubs:

* Art Club
* Chess Club
* Teachers of Tomorrow Club
* Violin Club
* Chess Club
* Safety Patrol Club
* WNHL
* Math Club
* Student Council

Nob Hill Elementary celebrates student achievements by recognizing students through the following programs.

* Perfect Attendance Award
* Accelerated Reader Achievement
* Honor Roll Assembly
* Cafeteria Behavior Award

**Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Our school is home to students in Kindergarten thru fifth grade, Intellectually Disabled Special Education Program, Pre-Kindergarten, and an Intensive Pre-Kindergarten Program. Although we are currently a “B” school, Nob Hill has been an **“A”** rated school for 10 of the last 13 years. In addition, we have earned recognition as a Five Star School, Department of Education Blue Ribbon School, National School of Excellence, and have received the Florida School Recognition Award.

We feel there are many reasons why our school has maintained this level of excellence and success. In the past three years, many initiatives have has a profoundly positive impact on student achievement and the culture and morale at our school. Embraced by all stakeholders (students, parents, community members) the following initiatives have defined us as a school:

* **Interdisciplinary Units (“iUnits”)**

Three years ago, Nob Hill embarked on a journey to implement in-depth, standards-driven interdisciplinary thematic units. These units, designed by the district’s teachers and curriculum leaders are highly engaging and motivating and promote a cooperative and collaborative learning environment. Interdisciplinary units integrate all content areas. They include authentic academic experiences that are facilitated by the teacher but the students take ownership of the learning. At the culmination of each 10-12 week unit, parents and community members are invited to an event, which serves as evidence of the learning that has taken place.

At the Kindergarten level, students begin the year with an iUnit titled, “Our Land” in which they learn about animals native to Florida. Through an in-depth study of the American Alligator, manatee and Florida Panther, students learn to compare and contrast while becoming informed about the Florida Everglades. Kindergartners then begin an exciting learning adventure about “Inventors and Inventions”. They discover the inventions that make our world an amazing place and the inventors behind them. Past to present, perception to patent, wants to needs…all are explored and gathered into a crowning culminating activity based on the popular TV show "Shark Tank." Parents and community members are invited to join the panel of “sharks” as these youngsters present their invention ideas. A final iUnit embraces our country’s history as students learn about America. This includes American holidays, symbols, and the contributions of famous Americans. The culminating activity is a Patriotic Performance where students sing songs about America and display a class-made American quilt.

In First Grade, the school year begins with an exciting iUnit adventure under the sea titled, “Sea Turtles and Living Things.” This unit involves learning about five types of sea turtles and comparing and contrasting their characteristics. Social Studies is incorporated as students learn about habitats and environments. Throughout the unit, students create artifacts related to learning that are encompassed in a bound Sea Turtle Book. Student-led conferences are used as a culminating activity to share the learning with parents. At this event, students make a short presentation and parents are provided with a list of questions to ask their children related to the unit. Students are proud to demonstrate deep understanding of the subject matter and parents are impressed by the knowledge their children have acquired. Next, First grade is all a-flutter learning about Butterflies and their Garden Habitat. This unit focuses on exploring the various species of butterflies, migratory behavior and metamorphosis as they go through the four stages of their life cycle. In addition, students are learning to be environmentally responsible citizens like Marjorie Stoneman Douglas. This interdisciplinary unit also incorporates learning about plants and comparing and contrasting characteristics of butterflies and other living things. The last iUnit is titled “Goods and Services” and incorporates the economy of our country, including the laws of supply and demand. Students understand the role of consumers and producers and engage in project-based learning experiences.

Second graders begin with a unit about Weather. This iUnit enables students to discover the various types of weather, weather systems, climate changes and natural disasters. The students work collaboratively to understand the Water Cycle and participate in a short play about evaporation, condensation and precipitation. The culminating activity is an exciting visit from Jennifer Correa, a television meteorologist. In the next iUnit, students learn about “Community Interdependence.” Basic needs of plants and animals are explored and researched. Project-based learning is used as students create their own animal with a supportive habitat to share as a culminating activity. This allows students to teach each other and take ownership of learning and deepen new knowledge. “Citizenship” is the focus of the final iUnit for second graders. This Social Studies based unit focuses on how to be a responsible citizen and the importance of contributing to your community. Students explore careers based on likes and dislikes, as well as aptitude and ability.

Third graders become Rainforest experts as they learn about the layers of the rainforest. Through fiction and non-fiction perspectives third graders understand the value of the Rainforest and create posters to encourage others to Save The Rainforest. Students create three-dimensional diorama representations of the rainforest with all components labeled. The culminating activity includes a Reader’s Theatre based on the book The Great Kapok Tree by Lynn Cherry. In addition, students challenge parents to a game of Rainforest Jeopardy and sing songs about the Rainforest. In the next iUnit, “Surviving Nob Hill’s Wilderness”, students use knowledge learned to create solar ovens with parents as a part of the culminating activity. Throughout the unit, students learn about solar energy, solar application, night skies and the water cycle. Also included in this unit is an educational hike where students take their parents through the Nob Hill wilderness. The last iUnit of the school year is titled, “Fifty Nifty United States” and focuses on America’s landmarks, landforms, culture, climate and natural resources. Students learn about the five regions of the United States. This unit encourages patriotism and pride for their great nation.

Fourth graders love Florida! Students began their Interdisciplinary Unit learning about map skills and Florida's land. They also spent time studying and researching the Early Tribes discovered on Florida's land. In the culminating activity students shared their presentations about the Calusa, Timucua, Tocobaga, Tequesta and Apalachee. Fourth graders learned about technology from the past and present in relation to Florida. Students had an opportunity to create an invention that helps to move people and goods throughout Florida. They are excited to present their project to their peers. They are continuing to learn about technology through the science curriculum.

In the first interdisciplinary unit of study, 5th graders sailed back in time as they discovered how our great country came to be, "The United States of America. The students delved into how America was discovered by the brave explorers who risked their lives to search for new land, gold and other riches. The students honed their research skills as they travelled back in time and brought these explorers back to life, in themselves. Students learned the life skill of paraphrasing, sharpened their research skills, deepened their knowledge in comparing and contrasting the various reasons the explorers had to set sail in their voyages, and became decipherers of main ideas and supporting details. The culminating iUnit activity includes public speaking through a readers’ theater, display of musical talents and presentation of each explorer's journey.The second 5th grade iUnit is centered on the study of nonrenewable and renewable energy sources as they affect the various regions in the United States. The students are immersed in researching how energy flows into the homes. The classes are intermingled with one student from each class. As our culminating activity, the students will describe the flow of energy from their diagrams. One class will draw scale models of homes in different regions and show the renewable energy source available in that region. Students compare costs of energy sources and find the square footage of their homes in their comparisons.

[**Additional**](http://www.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=1147697&sectionId=265) **Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Over the past several years, Nob Hill has been on a journey to change teaching practices and prepare students to become College and Career Ready. To meet the academic demands of the new, more rigorous standards we implemented in depth professional development that focuses on teaching students to become collaborators and critical thinkers. Some of the professional development and initiatives we have implemented over the past several years are as follows:

* Began school-wide writing prompts that incorporate the Florida Standards in Writing. Select students had their writing made into posters and displayed in the hallways of the school.
* Teachers attended an in depth training on text complexity and close reads. Both of these instructional shifts will be implemented next school year in classrooms K-5
* All teachers K-5 and ESE were placed in professional learning communities that met bi-weekly to learn new instructional strategies. Teachers come to each PLC meeting with student work samples and teacher evidence/reflection on the shift or practice that was discussed at the previous PLC.
* Implementation of Portfolio meetings to monitor lowest 30th percent of students. Every teacher meets with AP and Literacy Coach every 6 weeks to discuss the progress of the students and possible interventions.
* Each grade level team created a CARE Cycle (Curriculum, Assessment, Remediation and Enrichment) program that incorporated ALL students, below, on and above level. Standards for CARE Cycles were determined through a systematic process with team leaders using the FSA reporting categories and DOK levels.

The teachers at Nob Hill have been given many resources and teaching strategies that are evident throughout the school. We pride ourselves in having a positive culture where we work as a team to achieve excellence for our students.