

The School District of Palm Beach County

# Northboro Elementary School



2017-18 Schoolwide Improvement Plan

## Northboro Elementary School

400 40TH ST, West Palm Beach, FL 33407

<https://nbes.palmbeachschools.org>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	88%
<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	95%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	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 Palm Beach County School Board on 11/8/2017.

### 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 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>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>27</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>28</b>
Professional Development Opportunities	28
Technical Assistance Items	30
<b>Appendix 3: Budget to Support Goals</b>	<b>30</b>

## 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Northboro Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

The mission of Northboro Elementary is to create a learning environment where students value and recognize the purpose of the school and understand how to apply a diverse set of strategies and tools to reach their highest potential in attaining their academic and social goals.

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

The vision of Northboro Elementary is to empower students to appreciate and recognize the importance of diversity. Our academic goal is to ensure that students understand how Math, Reading, Writing, Science and Social Studies classroom concepts are used in the real world. It is also essential that we empower students to use various strategies and opportunities for growth and learning, and most importantly, teach them how to take active steps in attaining their academic and social goals.

#### 2. School Environment

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

Our school values diversity. Through the teaching of the Montessori philosophy and principles, our students learn to appreciate and celebrate a multicultural community. We will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- \*History of Holocaust
- \*History of Africans and African Americans
- \*Hispanic Contributions
- \*Women's Contributions
- \*Sacrifices of Veterans

A multicultural committee has been formed to plan and facilitate activities to observe the above.

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- ? Declaration of Independence
- ? Flag education
- ? History of the United States
- ? Principles of Agriculture
- ? Effects of alcohol and narcotics
- ? Kindness to animals
- ? Florida history
- ? Conservation of natural resources
- ? Health education
- ? Free enterprise
- ? Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

When appropriate, morning announcements, guidance lessons, classroom lessons, and school assemblies will be utilized to address the topics above.

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Single School Culture embodies the following initiatives:

The tenants and practices of School Wide Positive Behavior Support (SWPBS) are evident on our campus before, during, and after school and ensure a comprehensive Single School Culture. The universal guidelines are posted in every classroom and in common areas. The SWPBS expectation chant is recited every morning on the morning announcements. The School Wide Matrix of Behavior Expectations is distributed to the parents at Open House. Students are presented the information at the beginning of the school year. It is reinforced throughout the school year by teachers and the guidance department.

Additionally, the uniqueness of our school culture is enhanced through the Montessori philosophy and peace education. It is embedded into the school and classroom routines and procedures.

Any incident of bullying is reported to administrators and certified school counselors who in turn follow district procedures for addressing bullying behavior. Professional development in methods of addressing disrespectful and problematic behavior is provided yearly. Current researched based effective strategies for correcting misbehavior are provided to staff during professional development presentations and on an ongoing basis. Concerns about safety and respect and methods of improving and monitoring effective strategies are addressed by the SWPBS team and Safety Committee. Additionally, our school will infuse content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness.

**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.**

Universal Guidelines and behavior matrix are taught in the beginning of the year and reinforced with classroom lessons throughout the school year. Classroom lessons are provided by school counselors and teachers. District CHAMPS trainers have come to professional development sessions on campus to train staff. CHAMPS materials are available to all staff for ongoing training. Classroom rules, appropriate voice levels, expectations, and consequences are posted in every classroom and referenced in addressing student behavior. School counselors present classroom guidance lessons that address behavior standards, learning strategies, self-management skills and social skills. The Montessori philosophy and peace education is integrated into instruction through classroom

lessons and role play. The students utilize the peace education to resolve conflicts, promote a positive climate and bullying prevention.

College and career readiness is addressed by counselors during classroom instruction, school-wide career fair and a college campus visit. Certified school counselors develop a Student Development Plan which outlines yearly goals and how they support identified academic, social emotional and career needs. Students in need of more individualized strategies to minimize distractions and stay engaged in the learning process are discussed by the School Based Team. Targeted interventions are developed and monitored as needed.

**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.**

Relationship building is a clear priority on the campus of Northboro. Community stakeholders are engaged in assessing the current state of the cultural awareness and student-teacher relationships. The social-emotional needs of all students are met through implementation of the Student Development Plan. The yearly plan outlines research based interventions that will be utilized in a comprehensive school-wide counseling program based on the ASCA model. Students' needs are assessed by conferring with students, teachers and/or parents, and if necessary, students are referred to the School Based Team. The School Based Team meets on a weekly basis to review academic data, and/or behavioral and social-emotional observations, in order to develop, implement and monitor targeted interventions. Delivery of services is rendered based on student needs through classroom guidance lessons, individual counseling, and focused group counseling. Through family consultations, parents are informed and included in the problem solving process. Referrals to community agencies with Cooperative Agreements are provided on an as needed basis.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

At Northboro, we utilize data systems to identify students who have attendance, behavioral or academic concerns. Furthermore, we create data decision rules for the number of absences or OSS before generating a School Base Team (SBT) referral. We ensure that teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules. We utilize Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making).

**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	11	4	4	3	1	1	0	0	0	0	0	0	0	24
One or more suspensions	0	0	1	0	2	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	16	10	13	0	1	0	0	0	0	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	21	27	29	0	0	0	0	0	0	0	77

**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	4	0	0	1	1	1	0	0	0	0	0	0	0	7

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

At Northboro, effective multi-disciplinary teams comprised of administration, guidance counselors, academic coaches, support staff and classroom teachers, are in place to problem solve and create action plans to improve academic performance.

Students failing to meet grade level standards are identified through progress monitoring. These students are supported through iii, LLI, after school and Saturday morning tutorials, and are provided homework assistance. Furthermore, effectiveness of the above mentioned intervention components are monitored through our Multi-tiered Systems of Support. On-going professional development will be provided to teachers through Professional Learning Communities (PLC), professional development sessions, modeled lessons, lesson implementation support, and workshops, to enable them to improve their instructional practices with the expected outcome of increased rigorous differentiated instruction aligned to standards which will be reflected on district and state assessments.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP 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/453921>.

**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.**

In our efforts to foster family and community involvement, the following initiatives are implemented:

- Meet the Teacher, Open House/Curriculum Nights to ensure parents receive curriculum information and district/school website information
- Parents are provided with monthly newsletters to maintain school to family connection
- Teachers participate in professional development training to increase positive relationships with parents
- Parents are invited to data awareness conferences to ensure that they are aware of their student's academic status.

Additionally, Northboro Elementary School's Business and Volunteer Coordinator works to align new and existing community and parent partnerships to promote a positive and supportive school climate.

Organizations, businesses and agencies are invited to our monthly parent meetings to provide information and resources to our parents. The school reaches out each year to previous business partners as well as cultivating new partnerships. We honor our volunteers and business partners at our annual appreciation breakfast. Currently, the school is engaged in a partnership with a local city government Education Advisory Committee.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Harper, Gayle	Principal
Decker, Mary Beth	Assistant Principal
Bower, Lourdes	School Counselor
Markwith, Karen	Teacher, ESE
Gustafson, Amy	Administrative Support
Gardiner, Stephanie	Instructional Coach
Greene-Whitaker, Tiffany	Instructional Coach
Lewanda, Jennifer	Instructional Coach
Blake, Carol	Other

#### b. Duties

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

The school-based Leadership Team is comprised of the following members: Principal, Assistant Principal, ESE contact, ELL contact, classroom teachers, reading/math/science coaches, School Based Team Leader/Guidance Counselor, Team Leaders (Grade Chairs), ESOL guidance counselor, School Psychologist, Speech and Language Pathologist, and Single School Culture Coordinator. The principal conducts a monthly leadership team meeting where data is analyzed, trends are discussed, and intervention plans are created and implemented to support both teachers and students. Professional development opportunities are provided which support teacher and student growth. Input is provided by teachers through coaching sessions and learning team meetings. The principal provides a common vision for the use of data-based decision-making which ensures a sound and effective academic program is utilized and a process to address and monitor subsequent needs is created.

**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.**

The school-based Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create an effective learning environment. After determining that effective Tier 1-Core Instruction is in place, the team will identify students who are not meeting grade

level academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies will be created. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, School Based Team Leader/guidance counselor) and report back on all data collected for further discussion at future meetings.

\* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB.

Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.0/20

Title I - Part A - Services are provided to ensure students requiring additional remediation in reading, writing, mathematics and science are assisted through supplementary in-school instruction, after school and summer tutorials. Services are also provided for proficient students to provide enrichment in reading, writing, mathematics and science. Professional Development is aligned with the needs of the school and its students, to include the various subgroups. PD is conducted and monitored by academic coaches and administrators.

Title I funds also support a variety of family involvement activities. Students identified as migrant and those eligible for homeless support are afforded opportunities to access all supplemental programs and supports.

Title I - Part C - A migrant liaison provides services and support to Northboro's students and parents as needed. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title II - Title III - The District coordinates with Title II and Title III in ensuring staff development needs are provided for Northboro. Services are provided through the District for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching Professional Learning Community (PLC) Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons and implementation of SwPBS programs.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Daniel Doskey	Business/Community
Gayle Harper	Principal
Maria Carmen Garcia	Parent
Bonnie Wallmueller	Education Support Employee
Tiffany Greene Whitaker	Teacher
Pamela Newsome	Parent
Sarah McKenzie Spell	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**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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

The School Advisory Council evaluated last year's school improvement plan and assisted in development of the current school improvement plan and the preparation of the school's annual budget and plan.

#### *b. Development of this school improvement plan*

An overview of FY17 FSA/SSA results was provided at the first SAC meeting. The draft SIP was presented and reviewed by SAC members, parents, teachers and business partners. Stakeholders were given the opportunity to provide feedback and suggest modifications to the plan.

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

The school's budget will be presented at the Sept. 5th SAC meeting.

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

The SIP funds allocated last year included the following:

1. To provide child care services to encourage parent participation in meetings and to support professional development as it aligned with the goals of the plan. The cost of the child care services - \$210.00.
2. To purchase a school-wide web-based program that focused on the following:
  - a. student vocabulary
  - b. math
  - c. science
  - d. language arts
  - e. social studies
  - f. comprehension
  - g. life skills

The cost of this program was \$1600.00.

### **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
Harper, Gayle	Principal
Decker, Mary Beth	Assistant Principal
Markwith, Karen	Teacher, ESE
Gardiner, Stephanie	Instructional Coach
Blake, Carol	Other

#### b. Duties

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

This group of professionals is comprised of leaders in literacy. This team may include a literacy leader from each grade level, a reading coach, ESOL Coordinator, a representative from ESE, Single School Culture Coordinator, AP and principal. The team uses data to establish the literacy goals for that school year. Once goals have been established, the team creates a plan of action and may meet at least monthly to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy events, parent workshops, professional development, coaching, mentoring, summer literacy plans, scheduling, providing instructional and student resources, and other initiatives.

### D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

1. Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
2. Pairing new teachers with highly effective teachers
3. New Teacher Network to create ongoing discussion about
  - Student discipline

- Surviving the first year
  - Communicating with parents
  - Completing teacher requirements, i.e. report cards, midterm reports
4. Participate in job fairs
  5. Student interns and college/university referrals
  6. Provide ongoing professional development through professional learning communities, coaching cycle and collegeal planning.

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

New educators will participate in monthly meetings facilitated by administration and a National Board certified teacher. Furthermore, professional development will be provided in the area of the Montessori philosophy and methodology. Mentors will be assigned to each new educator. They will provide support through peer modeling/coaching, conferring, feedback, and classroom observations.

## **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.***

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Our school creates ongoing opportunities for teachers to develop a deeper understanding of the Florida Standards and to plan and discuss the integration of all subjects across all curricular areas. Lesson plans are developed and aligned according to the Florida standards, including foundational knowledge. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

#### **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.***

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery

through a variety of means.

- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

Our school creates opportunities for teachers to unpack the Florida Standards and to plan, discuss, and monitor reading, writing, math, and science curriculum that aligns to the standards during:

- PLC;
- Common Planning;
- School Base Team meeting;
- Child Study Team meetings;
- Teacher and student data chats;
- Progress monitoring meetings

This supports a deeper level of comprehension. These conversations and learning opportunities promote dialog that can dispel misunderstanding and promote opportunities for growth in instructional practices, curriculum, and the standards.

**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:** After School Program

**Minutes added to school year:** 1,440

2 days per week of after school tutorial for targeted, non-proficient students in ELA and/or math.

**Strategy Rationale**

To provide extended learning opportunities for struggling learners.

**Strategy Purpose(s)**

- Core Academic Instruction
- Teacher collaboration, planning and professional development

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

Decker, Mary Beth, marybeth.decker@palmbeachschools.org

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

Data is collected through the district's EDW, iReady and is analyzed during collegial learning team meetings and subject area common planning.

**Strategy:** Extended School Day

**Minutes added to school year:** 3,600

5 day, 12 week LLI tutorial

**Strategy Rationale**

To provide extended learning opportunities for struggling readers

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Decker, Mary Beth, marybeth.decker@palmbeachschools.org

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

Data is collected through the district's EDW, iReady, Performance Matters and is analyzed during Professional Learning Communities and subject area common planning.

**Strategy:** Weekend Program

**Minutes added to school year:** 2,160

12 week 3 hour Saturday morning tutorial for FSA predicted levels 2-5 in ELA, math, and science.

**Strategy Rationale**

To provide extended learning opportunities for struggling learners and enrichment opportunities for advance learners.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Decker, Mary Beth, marybeth.decker@palmbeachschools.org

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

Data is collected through the district's EDW, iReady, Performance Matters and is analyzed during Professional Learning Communities and subject area common planning.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Northboro is a public Montessori Magnet School that accepts students beginning at the age of 3. Our Magnet program enables Northboro to provide quality early learning opportunities. Representatives from the school attend various community events and the annual recruitment fair to share the unique strengths, opportunities and goals of our program. Applications for lottery enrollment are made available for parents on-line as well as on-site in November 2017 through the end of January 2018. Pre-K and Kindergarten teachers meet weekly to collaborate and discuss grade level Florida Standards and readiness of transitioning students (when applicable).

School tours are conducted during and afterschool hours to provide parents with an opportunity to view the programs offered by the site. Northboro hosts a New Family Orientation where parents are provided informational materials targeting readiness skills and kindergarten curriculum. In addition parents are afforded the opportunity to see the prepared environment of a Montessori classroom. A staggered start schedule is implemented during the first week of school to assist in the home to school transition process

**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.**

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

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

**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.**

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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.

## **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 deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade.

## 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 deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. **1a**

G094975

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement - Grade 3	77.0
Statewide Science Assessment Achievement	60.0
FSA Mathematics Achievement	70.0
FSA ELA Achievement - Grade 3	63.0
FSA ELA Achievement	61.0

**Targeted Barriers to Achieving the Goal** **3**

- Teachers need additional professional development in the depth and application of the full intent of the standards to effectively customize instruction to meet the needs of all learners.

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

- Title I funding, Single School Culture Coordinator, SAI, Reading Coach, Administration, Resource teachers, Learning continuum from Pre-K to 5th grade, ESOL Team, Multicultural Department

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

The data from Florida Standards Quiz (FSQ), Unit Standard Assessment(USA), iReady, and Winter Diagnostic will be used to monitor progress towards the goal.

**Person Responsible**

Mary Beth Decker

**Schedule**

Biweekly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Student achievement data

## 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 deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. **1**

G094975

**G1.B1** Teachers need additional professional development in the depth and application of the full intent of the standards to effectively customize instruction to meet the needs of all learners. **2**

B255606

**G1.B1.S1** Deepen instructional staffs understanding of the pillars of effective instruction through a variety of professional learning opportunities (PLO): PLC's, PDD, Coaching, Principal coaching, etc. **4**

S270139

### Strategy Rationale

Increase teacher capacity and student achievement

### Action Step 1 **5**

Develop a PLO schedule that has a theme focused on understanding the pillars of effective instruction.

#### Person Responsible

Mary Beth Decker

#### Schedule

Quarterly, from 9/15/2017 to 5/25/2018

#### Evidence of Completion

classroom walkthroughs, coaching log, PLC agendas, lesson plans, PD agendas

### Action Step 2 **5**

Unpack each pillar through PLCs (Chunk one pillar at a time and spiral back throughout the school year).

#### Person Responsible

Carol Blake

#### Schedule

Monthly, from 9/19/2017 to 5/25/2018

#### Evidence of Completion

meeting agendas, planning products and supporting data

**Action Step 3** 5

Administrators will conduct coaching feedback to teacher after conducting any form of observation.

**Person Responsible**

Gayle Harper

**Schedule**

Weekly, from 9/15/2017 to 5/25/2018

**Evidence of Completion**

coaches log, observation of modeled lessons and follow up implementation

**Action Step 4** 5

After conducting observations the leadership team will identify common needs identified among each grade level/content area.

**Person Responsible**

Gayle Harper

**Schedule**

Every 6 Weeks, from 9/15/2017 to 5/25/2018

**Evidence of Completion**

walk through notes, glows and grows

**Action Step 5** 5

Instructional coaches will model, co-teach, and support teachers in delivering lessons that supports the intent of the standard with full rigor.

**Person Responsible**

Stephanie Gardiner

**Schedule**

Every 6 Weeks, from 9/19/2017 to 5/25/2018

**Evidence of Completion**

Coaching log, observation of modeled lessons and follow up implementation

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Observations, participation in PLC meetings, review of coaches log, leadership team meeting discussions

**Person Responsible**

Gayle Harper

**Schedule**

Weekly, from 8/15/2017 to 5/25/2018

**Evidence of Completion**

observation, PLC meeting agendas and minutes, Leadership team meeting minutes

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Classroom walkthroughs and lesson plan alignment

**Person Responsible**

Gayle Harper

**Schedule**

Daily, from 8/15/2017 to 5/25/2018

**Evidence of Completion**

Feedback, conference notes, approved lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Progress monitoring meetings

**Person Responsible**

Gayle Harper

**Schedule**

On 5/26/2018

**Evidence of Completion**

Students evidence portfolio, formal/ informal assessment data, conferring logs, anecdotal records

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Observation and Data Analysis

**Person Responsible**

Gayle Harper

**Schedule**

Biweekly, from 8/15/2017 to 5/25/2018

**Evidence of Completion**

observation and student achievement data

**G1.B1.S2** Students consistently experience rigorous, standards based instruction grounded in the expectation that all students can succeed. 4

 S270140

**Strategy Rationale**

Increase student achievement.

**Action Step 1** 5

Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards based and rigorous.

**Person Responsible**

Gayle Harper

**Schedule**

Daily, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

assessment data, journal entries, student conversations focuses on critical analysis of text, independent/partner work, classroom walkthroughs,

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Common planning and Professional Learning Community (PLC).

**Person Responsible**

Mary Beth Decker

**Schedule**

Daily, from 8/14/2017 to 5/25/2018

***Evidence of Completion***

Classroom visits, students journal entries/discussions, assessment data, teacher anecdotal notes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Monitoring will occur through coaching cycle, common planning and PLC.

**Person Responsible**

Mary Beth Decker

**Schedule**

On 5/25/2018

***Evidence of Completion***

Classroom visits, students journal entries/discussions, assessment data, teacher anecdotal notes

## 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>2018</b>					
G1.MA1  M386126	The data from Florida Standards Quiz (FSQ), Unit Standard Assessment(USA), iReady, and Winter...	Decker, Mary Beth	8/14/2017	Student achievement data	5/25/2018 biweekly
G1.B1.S1.MA1  M386120	Observation and Data Analysis	Harper, Gayle	8/15/2017	lobservation and student achievement data	5/25/2018 biweekly
G1.B1.S1.MA1  M386121	Observations, participation in PLC meetings, review of coaches log, leadership team meeting...	Harper, Gayle	8/15/2017	lobservation, PLC meeting agendas and minutes, Leadership team meeting minutes	5/25/2018 weekly
G1.B1.S1.MA2  M386122	Classroom walkthroughs and lesson plan alignment	Harper, Gayle	8/15/2017	Feedback, conference notes, approved lesson plans	5/25/2018 daily
G1.B1.S1.A1  A361457	Develop a PLO schedule that has a theme focused on understanding the pillars of effective...	Decker, Mary Beth	9/15/2017	classroom walkthroughs, coaching log, PLC agendas, lesson plans, PD agendas	5/25/2018 quarterly
G1.B1.S1.A2  A361458	Unpack each pillar through PLCs (Chunk one pillar at a time and spiral back throughout the school...	Blake, Carol	9/19/2017	meeting agendas, planning products and supporting data	5/25/2018 monthly
G1.B1.S1.A3  A361459	Administrators will conduct coaching feedback to teacher after conducting any form of observation.	Harper, Gayle	9/15/2017	coaches log, observation of modeled lessons and follow up implementation	5/25/2018 weekly
G1.B1.S1.A4  A361460	After conducting observations the leadership team will identify common needs identified among each...	Harper, Gayle	9/15/2017	walk through notes, glows and grows	5/25/2018 every-6-weeks
G1.B1.S1.A5  A361461	Instructional coaches will model, co-teach, and support teachers in delivering lessons that...	Gardiner, Stephanie	9/19/2017	Coaching log, observation of modeled lessons and follow up implementation	5/25/2018 every-6-weeks
G1.B1.S2.MA1  M386124	Monitoring will occur through coaching cycle, common planning and PLC.	Decker, Mary Beth	8/15/2017	Classroom visits, students journal entries/discussions, assessment data, teacher anecdotal notes	5/25/2018 one-time
G1.B1.S2.MA1  M386125	Common planning and Professional Learning Community (PLC).	Decker, Mary Beth	8/14/2017	Classroom visits, students journal entries/discussions, assessment data, teacher anecdotal notes	5/25/2018 daily
G1.B1.S2.A1  A361462	Students are actively engaged with complex texts, tasks, and talk using evidence from the text and...	Harper, Gayle	8/14/2017	assessment data, journal entries, student conversations focuses on critical analysis of text, independent/partner work, classroom walkthroughs,	5/25/2018 daily
G1.B1.S1.MA3  M386123	Progress monitoring meetings	Harper, Gayle	8/15/2017	Students evidence portfolio, formal/informal assessment data, conferring logs, anecdotal records	5/26/2018 one-time

## V. Professional Development Opportunities

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

**G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade.

**G1.B1** Teachers need additional professional development in the depth and application of the full intent of the standards to effectively customize instruction to meet the needs of all learners.

**G1.B1.S1** Deepen instructional staffs understanding of the pillars of effective instruction through a variety of professional learning opportunities (PLO): PLC's, PDD, Coaching, Principal coaching, etc.

### PD Opportunity 1

Develop a PLO schedule that has a theme focused on understanding the pillars of effective instruction.

#### Facilitator

Stephanie Gardiner, Carol Blake, Mary Beth Decker, Miguel Morales-Cruz, Jennifer Lewanda, Tiffany Whitaker

#### Participants

teachers

#### Schedule

Quarterly, from 9/15/2017 to 5/25/2018

### PD Opportunity 2

Unpack each pillar through PLCs (Chunk one pillar at a time and spiral back throughout the school year).

#### Facilitator

Carol Blake , Stephanie Gardiner, Jennifer Lewanda, Tiffany Whitaker, Mary Beth Decker. Gayle Harper

#### Participants

Teachers

#### Schedule

Monthly, from 9/19/2017 to 5/25/2018

### **PD Opportunity 3**

Administrators will conduct coaching feedback to teacher after conducting any form of observation.

#### **Facilitator**

Gayle Harper, Mary Beth Decker

#### **Participants**

Teachers

#### **Schedule**

Weekly, from 9/15/2017 to 5/25/2018

### **PD Opportunity 4**

After conducting observations the leadership team will identify common needs identified among each grade level/content area.

#### **Facilitator**

Gayle Harper, Mary Beth Decker, Carol Blake, Stephanie Gardiner, Tiffany Whitaker, Jennifer Lewanda

#### **Participants**

Teachers

#### **Schedule**

Every 6 Weeks, from 9/15/2017 to 5/25/2018

### **PD Opportunity 5**

Instructional coaches will model, co-teach, and support teachers in delivering lessons that supports the intent of the standard with full rigor.

#### **Facilitator**

Stephanie Gardiner, Tiffany Whitaker, Jennifer Lewanda

#### **Participants**

Teachers and students

#### **Schedule**

Every 6 Weeks, from 9/19/2017 to 5/25/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Develop a PLO schedule that has a theme focused on understanding the pillars of effective instruction.	\$0.00
2	G1.B1.S1.A2	Unpack each pillar through PLCs (Chunk one pillar at a time and spiral back throughout the school year).	\$0.00
3	G1.B1.S1.A3	Administrators will conduct coaching feedback to teacher after conducting any form of observation.	\$0.00
4	G1.B1.S1.A4	After conducting observations the leadership team will identify common needs identified among each grade level/content area.	\$0.00
5	G1.B1.S1.A5	Instructional coaches will model, co-teach, and support teachers in delivering lessons that supports the intent of the standard with full rigor.	\$0.00
6	G1.B1.S2.A1	Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards based and rigorous.	\$0.00
<b>Total:</b>			<b>\$0.00</b>