# North Grade K 8



## 2018-19 Schoolwide Improvement Plan

## Table of Contents

# North Grade K 8

824 N K ST, Lake Worth, FL 33460

https://nges.palmbeachschools.org

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2017-18 Title I School** | **2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Combination School KG-8 | Yes | 79% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 78% |

## School Grades History

| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| Grade | C | B | C | C* |

## School Board Approval

This plan is pending approval by the Palm Beach County School Board.

## SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

North Grade is committed to providing the best education possible with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

**Provide the school's vision statement.**

North Grade envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

### School Leadership Team

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

| Name | Title |
|---|---|
| Patterson, Nicole | Principal |
| Larralde, Sarah | Assistant Principal |
| Prno, Bridgette | Instructional Coach |
| Johnson, Leticia | Instructional Coach |
| Rossello, Celena | Instructional Coach |
| Fuentes, Rosanne | Teacher, K-12 |
| Williams, Luz | School Counselor |
| Adams, Kristin | Teacher, ESE |
| Reyes, Glenal | Psychologist |

**Duties**

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

Principal /Assistant Principal: Provide a common vision for the use of data-based decision making, ensure the achievement of all students through day to day monitoring for effectiveness utilizing observations, rigor walks, and data chats and is in constant communications with parents, teachers, students, community and business partners. Create and sustain a single school culture of safety and a supportive environment.

Single School Culture Coordinator (Celena Rossello): She provides teachers with instructional leadership, coaching and mentoring to support the continuous academic improvement of all students in accordance with Florida standards.
School Based Team Leader (Celena Rossello): Facilitates SBT meetings helps develop and monitors the plans for interventions.
Guidance Counselor Luz Williams: Coordinates school activities with outside social agencies. Provides small group and individual counseling as needed. Serves as a medium to connect families and outside support services

Instructional Coaches: Develop, lead, and support teachers utilizing the coaching continuum. Identify and analyze existing students including Dual student needs to incorporate the strategies and accommodations to close the achievement gaps.

School Psychologist, Glenal Reyes : Assists with the development of intervention plans. Administers the psychological evaluation to determine the data analysis, intervention planning, and program evaluations.

ESE Contact/ Teacher (Kristin Adams): Develops IEP goals for interventions, assists with data collection, and supports the implementation of Tier 2 and Tier 3 interventions.

ESOL/Dual Language Coordinator( Rosanne Fuentes): Provides guidance on the development of language and academic achievement of ELL students, including but not limited to interventions, teacher collaboration and data analysis.

## Early Warning Systems

### Year 2017-18

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 19 | 19 | 13 | 22 | 16 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 110 |
| One or more suspensions | 2 | 1 | 2 | 8 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Course failure in ELA or Math | 39 | 55 | 55 | 69 | 52 | 75 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 345 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 42 | 31 | 51 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 124 |

**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 | 15 | 12 | 7 | 43 | 34 | 53 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 164 |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Retained Students: Previous Year(s) | 1 | 4 | 7 | 19 | 20 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 63 |

**Date this data was collected**
Thursday 8/23/2018

### Year 2016-17 - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 25 | 22 | 16 | 15 | 12 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 101 |
| One or more suspensions | 7 | 5 | 0 | 5 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Course failure in ELA or Math | 54 | 68 | 48 | 1 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 174 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 40 | 34 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 103 |

**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 | 15 | 16 | 6 | 7 | 5 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 |

**Year 2016-17 - Updated**

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 25 | 22 | 16 | 15 | 12 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 101 |
| One or more suspensions | 7 | 5 | 0 | 5 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Course failure in ELA or Math | 54 | 68 | 48 | 1 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 174 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 40 | 34 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 103 |

**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 | 15 | 16 | 6 | 7 | 5 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 |

## Part II: Needs Assessment/Analysis

**Assessment & Analysis**
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

Math Lowest 25th percentile was the lowest performing achievement area at 36% Level 3+In 2018 it was 36%, a decline of 16% from 2017, at 52%.
ELA Lowest 25th percentile is also an area of concern because performance is showing at 38% Level 3+.I n 2018 it was 36%, a decline of 26% from 2017, at 64%.

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

ELA Lowest 25th percentile has shown the greatest rate of decline; performance is showing at 38% Level 3+.I n 2018 it was 36%, a decline of 26% from 2017, at 64%. Looking at our grade level data we see a decline of 5% in ELA and 10% in math when comparing 5th grade cohort data.

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

In comparison to the state our greatest positive gap was in Math Achievement our school scored 68% which is 6% more then the state;62%. However in comparison to the state we have negative gaps within Math Lowest 25% a negative difference of 11% and in ELA Lowest 25% a negative difference of 10%.

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

ELA Achievement showed the most improvement with a 4% gain, from 53% in 2017 to 57% in 2018. Looking at our grade level data our 4th grade cohort improved by 15% and our 3rd grade comparison improved by 6%. Looking at our subgroup data our ELLs increased by 3% in ELA achievement, from 26% to 29%. Our SWDs increased 7% from 19% to 26%.

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

We provided a resource teacher during the ELA and Math blocks to support small group standards based instruction. We offered AM/PM an in-school tutorials focused on data analyzed standards to meet student needs.

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

| School Grade Component | 2018 | | | 2017 | | |
|---|---|---|---|---|---|---|
| | School | District | State | School | District | State |
| ELA Achievement | 57% | 55% | 60% | 47% | 44% | 55% |
| ELA Learning Gains | 56% | 56% | 57% | 49% | 52% | 54% |
| ELA Lowest 25th Percentile | 38% | 51% | 52% | 36% | 49% | 49% |
| Math Achievement | 68% | 52% | 61% | 56% | 43% | 56% |
| Math Learning Gains | 52% | 54% | 58% | 42% | 47% | 54% |
| Math Lowest 25th Percentile | 36% | 49% | 52% | 37% | 42% | 48% |
| Science Achievement | 51% | 49% | 57% | 59% | 37% | 52% |
| Social Studies Achievement | 0% | 72% | 77% | 0% | 66% | 72% |

| **EWS Indicators as Input Earlier in the Survey** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Indicator | Grade Level (prior year reported) | | | | | | | | | Total |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Attendance below 90 percent | 19 (25) | 19 (22) | 13 (16) | 22 (15) | 16 (12) | 21 (11) | 0 (0) | 0 (0) | 0 (0) | 110 (101) |
| One or more suspensions | 2 (7) | 1 (5) | 2 (0) | 8 (5) | 4 (2) | 6 (3) | 0 (0) | 0 (0) | 0 (0) | 23 (22) |
| Course failure in ELA or Math | 39 (54) | 55 (68) | 55 (48) | 69 (1) | 52 (0) | 75 (3) | 0 (0) | 0 (0) | 0 (0) | 345 (174) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 42 (40) | 31 (34) | 51 (29) | 0 (0) | 0 (0) | 0 (0) | 124 (103) |

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

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 03 | 2018 | 50% | 56% | -6% | 57% | -7% |
| | 2017 | 44% | 54% | -10% | 58% | -14% |
| Same Grade Comparison | | 6% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 59% | 58% | 1% | 56% | 3% |
| | 2017 | 56% | 57% | -1% | 56% | 0% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | 15% | | | | |
| 05 | 2018 | 51% | 59% | -8% | 55% | -4% |
| | 2017 | 48% | 52% | -4% | 53% | -5% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | -5% | | | | |
| 06 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | -48% | | | | |
| 07 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 03 | 2018 | 69% | 63% | 6% | 62% | 7% |
| | 2017 | 69% | 62% | 7% | 62% | 7% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 69% | 63% | 6% | 62% | 7% |
| | 2017 | 67% | 64% | 3% | 64% | 3% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2018 | 57% | 66% | -9% | 61% | -4% |
| | 2017 | 55% | 61% | -6% | 57% | -2% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | -10% | | | | |
| 06 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | -55% | | | | |
| 07 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2018 | | | | | |
| | 2017 | | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 05 | 2018 | 46% | 56% | -10% | 55% | -9% |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2018 | | | | | |
| | 2017 | | | | | |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2018 | | | | | |
| 2017 | | | | | |
| **CIVICS EOC** | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2018 | | | | | |
| 2017 | | | | | |
| **HISTORY EOC** | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2018 | | | | | |
| 2017 | | | | | |
| **ALGEBRA EOC** | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2018 | | | | | |
| 2017 | | | | | |
| **GEOMETRY EOC** | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2018 | | | | | |
| 2017 | | | | | |

**Subgroup Data**

### 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SWD | 26 | 45 | 42 | 26 | 33 | 33 | 25 | | | | |
| ELL | 29 | 44 | 39 | 52 | 45 | 40 | 24 | | | | |
| BLK | 60 | 67 | | 58 | 53 | 33 | 47 | | | | |
| HSP | 44 | 48 | 40 | 61 | 46 | 36 | 37 | | | | |
| WHT | 85 | 67 | | 88 | 67 | | 92 | | | | |
| FRL | 48 | 51 | 36 | 62 | 46 | 33 | 45 | | | | |

### 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| SWD | 19 | 56 | 68 | 40 | 72 | 76 | 28 | | | | |
| ELL | 26 | 57 | 58 | 55 | 58 | 48 | 27 | | | | |
| BLK | 40 | 59 | 90 | 56 | 65 | 77 | 23 | | | | |
| HSP | 44 | 65 | 62 | 66 | 65 | 44 | 50 | | | | |
| WHT | 81 | 76 | | 84 | 83 | | 81 | | | | |
| FRL | 44 | 65 | 65 | 62 | 66 | 54 | 45 | | | | |

## Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**

| Activity #1 | |
|---|---|
| **Title** | To ensure progress towards student achievement within ELA and Math instruction to align with the Districts Strategic Plan; LTO #1, Increase reading on grade level by third grade and LTO #2, High school readiness. |
| **Rationale** | * ELA Lowest 25th percentile has shown the greatest rate of decline; performance is showing at 38% Level 3+.I n 2018 it was 36%, a decline of 26% from 2017, at 64%.<br>*Looking at our grade level data we see a decline of 5% in ELA and 10% in math when comparing 5th grade cohort data.<br>*Our greatest decline was in Math. Our lowest 25th percentile was the lowest performing achievement area at 36% Level 3+ In 2018 it was 36%, a decline of 16% from 2017, at 52%.<br>*ELA Lowest 25th percentile is also an area of concern because performance is showing at 38% Level 3+.In 2018 it was 36%, a decline of 26% from 2017, at 64%.<br>* Our Hispanic Males proficiency in 2018 was 25.6 a decline of 9% from 2017, at 34% |
| **Intended Outcome** | Improve ELA proficiency by 60% to be on target for meeting the LTO of the Strategic Plan by 2021.<br>Improve Math proficiency by 70% to be on target for meeting the LTO of the Strategic Plan by 2021.<br>Improve 3rd grade proficiency to 51% from 50% in 2018.<br>Our intended outcome for ELA FY19 is 55% which is an increase of 2%.<br>Our intended outcome for ELA L25 FY19 is 50% which is an increase of 12%<br>Our intended outcome for Math L25 FY19 is 60% which is an increase of 8% |
| **Point Person** | Nicole Patterson (nicole.patterson@palmbeachschools.org) |
| Action Step | |
| **Description** | Pillars of Effective Instruction - Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on Reading and Writing across the content areas:<br>*Students will use IREADY, IStation and Achieve 3000 to build content knowledege across content areas.<br>*Teachers will utilize strategies that engage ELLs and all students more actively in learning<br>*Below grade level students (3-5) in ELA will be invited to participate in an ELA tutorial (morning,during the day, afternoon) Students will get enrichment opportunities through differentiated small group instruction.<br>*Below grade level students in Math will be invited to participate in a Math tutorial, (morning, during the day, afternoon). Students will get enrichment opportunities through differentiated small group instruction.<br>* Students will be actively engaged in complex text, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.<br>* Provide reading interventions in Grades K-2 using Fundations/Estrellita Program .<br>*Reading resource teachers will serve as an interventionist who will pull small groups of identified students for reading support.<br>*Math resource teachers will pull identified students in small groups to reinforce and remediate standards.<br>*Paraprofessional to assist monitoring students during computer based instruction.<br>*Academic tutors will provide small group instruction for students that are below grade level in Reading and Math during small group instructional time.<br>*School leadership team will coach and mentor teachers regarding effective, rigorous instruction through PLCs, i-Observation, pre and post conferences, and coaching sessions. |

*Instructional coaches and SSCC will provide support to teachers by attending PLCs and Collegial meetings to disseminate data and help guide instructional decisions based on data, modeling best practices by implementing the coaching cycle for teachers one on one and providing needs based on professional development.
*Teacher will analyze data and develop research based instructional plans that align with the Florida Standards during collegial meetings with Instructional Coaches, and SSCC.

| **Person Responsible** | Nicole Patterson (nicole.patterson@palmbeachschools.org) |
| --- | --- |

### Plan to Monitor Effectiveness

| **Description** | *Principal and AP will monitor teacher instruction through informal and formal observations<br>*Principal and AP/SSCC/Math Coach will monitor assessments in ELA/Math/Writing/ Science for all grade levels to determine with teachers where the gaps are in teaching as well as best practices.<br>*Principal and AP/SSCC/Math Coach will spot check and pull samples of low-medium-high of student work (Journals, assessments) during the teachers PLCs, to discuss best practices and/ a needs assessment for students.<br>*Principal and AP/SSCC/Math Coach will meet with resource teachers and review data to determine levels of support for non-proficient students. Principal and AP/SSCC/Math Coach with resource teachers make adjustments as student progress through the school year.<br>Principal and AP/SSCC/Math Coach will monitor extended learning opportunities for ELA through student data, tutorial rosters, tutorial lesson plans. |
| --- | --- |
| **Person Responsible** | Nicole Patterson (nicole.patterson@palmbeachschools.org) |

| **Activity #2** | |
| --- | --- |
| **Title** | |
| **Rationale** | |
| **Intended Outcome** | |
| **Point Person** | [no one identified] |
| **Action Step** | |
| **Description** | |
| **Person Responsible** | [no one identified] |
| **Plan to Monitor Effectiveness** | |
| **Description** | |
| **Person Responsible** | [no one identified] |

## Part IV: Title I Requirements

**Additional Title I Requirements**
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Increase Parental Communication, behavior and steady attendance between home and school to increase student achievement.

**PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

North Grade will
* meet with the School Based Team (SBT) weekly to discuss students with barriers to academic and social success and access the needs of the students and what the barriers are blocking their success.
* SBT will identify and utilize research-based interventions to remove the barriers to success (Evidence Based Intervention) and evaluate the intervention. We will utilize a data-based decision making process to close academic, social-emotional and college-career readiness equity gaps by connecting all students with the services they need.
* Provide instruction and various campus activities that aim to address the social/emotional needs of students.
* Incorporate the guidance counselor on the fine arts rotation so that every class sees her twice consecutively every 12 days. During class, the counselor teaches character education, non-tolerance to bullying and daily hygiene. Any teacher that has suspicion or knowledge of an emotional issue with a student refers that
student to the guidance counselor for further evaluation. In extreme cases where there is knowledge of a life threatening situation, DCF is contacted by the teachers and then referred to the administration. Additionally, we will provide classroom guidance and small group counseling and partner with local law enforcement on anti-bullying workshops as well as mentorship.

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

At North Grade Elementary, we will provide the following services to which parents from surrounding early childhood programs will be invited:
- Literacy Night, Library/Homework Resources Night, Curriculum Night, Internet Safety
- Kindergarten Round-up

North Grade Elementary will invite preschool students from local preschools to tour the school and participate in activities with current kindergarten students. Each child will receive a packet of activities to help prepare him/her for kindergarten. The packet will include suggestions for reading and math. Student and parents will be invited back to attend Kindergarten round-up. Within the first 30 days of kindergarten, all students will be assessed using FLKRS ( Florida Kindergarten Readiness Screener ) and the Fountas and Pinnell Assessment Kit. Data will be used to appropriately plan academics and social instruction for students. Core kindergarten academics and behavioral instruction will be included through guided and independent practice and modeling.

**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.**

Teachers meet with the Administration, SSC/SBT Leader, ESOL Coordinator, and Instructional Coaches to discuss the daily expectations for the iii block and Tier 1 instruction during the 90 minute literacy block and the math block. These expectations included appropriate interventions and ways to identify students who need Tier 2. Administrators monitor the fidelity of Tier 1, 2 and 3 instruction daily through the utilization of iobservation (Classroom walkthroughs, formal and informal observations). Coaches monitor Tier 1, 2 and 3 instruction through walkthroughs, weekly planning with subject areas and implementation of the coach and implementation of the coaching model. To monitor the fidelity of and progress of students regarding their goal, teachers will keep accurate records of the days that the intervention is provided and scores of the weekly assessment for academic concerns and behavior documentation for behavior concerns. This is monitored by the RTI coordinator and Administration. The team will meet every Tuesday of every week participants will be invited as needed based on concerns being addressed.

North Grade receives additional funds from Title 1 for personnel, supplies, staff development, parent involvement and tutoring. District Migrant Liaison (Alina Fernandez) provides additional reading resource services to our migrant students as well as support to parents if needed. The District receives funds for this program and are coordinated through the district. The liaison coordinates with Title 1 and other programs to ensure student needs are met. Services are provided by Title III through the District for education materials and ELL District support services to improve the education of immigrant and English Language Learners. The district receives supplement funds for the improvement and development of staff through Title II for professional growth. District receives supplement funds for improving basic education programs through the purchase of small equipment to supplement educational program and new technology. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance the literacy and math skills of struggling students. District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Funding from the district supports a SAI teacher who gives additional reading instruction to our second grade, third grade students (3rd grade retainees), and 4th grade students. The school integrates Single School Culture by sharing our Guidelines for Success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SWPBS. We update our action plans during Professional Learning Community meetings and SWPBS committee meetings.We instill an appreciation of Multicultural Diversity to assist in 'No Place for Hate' campaign and our SWPBS programs. In order to provide nutritional programs, a free breakfast program is offered to all students, regardless of socioeconomic status.

**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

## Part V: Budget

| Total: | $1,400.00 |
|---|---|