

The School District of Palm Beach County

North Grade K 8



2019-20 Schoolwide Improvement Plan

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North Grade K 8

824 N K ST, Lake Worth, FL 33460

<https://nges.palmbeachschools.org>

Demographics

Principal: Nicole Patterson

Start Date for this Principal: 8/7/2019

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Combination School KG-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: B (60%) 2017-18: C (51%) 2016-17: B (60%) 2015-16: C (47%) 2014-15: C (53%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | TS&I |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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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) | 2018-19 Title I School | 2018-19 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 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-------|---------|---------|---------|---------|
| Grade | B | C | B | C |

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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 | Job Duties and Responsibilities |
|-------------------|---------------------|--|
| Patterson, Nicole | Principal | Instructional Leader of North Grade that provides curricular and instructional leadership, maintaining overall school site operations; receiving, distributing and communicating information to enforce school, District and State policies; maintaining a safe school environment; coordinating site activities and communicating information to staff, students, parents and community members. Ensuring equitable and accessible and effective standard base instruction. |
| Larralde, Sarah | Assistant Principal | Assist the school principal in overall administration of instructional program and school level operations. Coordinates student activities and services. Ensures equitable, accessible and effective standards base instruction. |
| Prno, Bridgette | Instructional Coach | The Elementary Math Coach's primary role is to work with math teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. As an advisor to math teachers and administration the Elementary Math Coach is responsible for four main areas: a) observing instructional delivery and providing feedback to enhance and support the development of each math teacher's content area b) supporting math teachers in the design of units and lessons for the development of their year long curriculum, c) analyzing data in order to modify curriculum and forms of assessment to meet students' needs, and d) working with the academic staff (grade level chairs, assistant principals, principals) in the schools to support sharing of best practices. The Elementary Math Coach will work collaboratively with the Instructional Team to advise administration and teachers on developing instructional strategies and intervention programs for struggling students. This may include modeling lessons in classrooms, helping teacher groups plan instruction, creating system-wide policies and procedures, leading family math workshops, and facilitating professional development. |
| Johnson, Leticia | Instructional Coach | The Dual Language Coach's primary role is to work with Dual Language teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. As an advisor to Dual Language teachers and administration the Dual Language Coach is responsible for four main areas: a) observing instructional delivery and providing feedback to enhance and support the development of each subject content area b) supporting math teachers in the design of units and lessons for the development of their year long curriculum, c) analyzing data in order to modify curriculum and forms of assessment to meet students' needs, and d) working with the academic staff (grade level chairs, assistant principals, principals) in the school to support sharing of best practices. The Dual Language Coach will work collaboratively with the Instructional Team to advise administration and teachers on developing instructional strategies and intervention programs for struggling students. This may include modeling lessons in classrooms, helping teacher groups plan instruction, creating system-wide policies and |

| Name | Title | Job Duties and Responsibilities |
|------------------|---------------------|---|
| | | procedures, leading family math workshops, and facilitating professional development. |
| Rossello, Celena | Instructional Coach | <p>The Single School Culture Coordinator primary role at North Grade is to work with the Reading teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. As an advisor to Reading teachers and administration the Single School Culture Coordinator is responsible for five main areas: a) observing instructional delivery and providing feedback to enhance and support the development of each subject content area b) supporting reading teachers in the design of units and lessons for the development of their year long curriculum, c) analyzing data in order to modify curriculum and forms of assessment to meet students' needs, d) working with the academic staff (grade level chairs, assistant principals, principals) in the school to support sharing of best practices and e) working with the entire staff in the school with creating and implementing a single school culture . The Single School Culture Coordinator will work collaboratively with the Instructional Team to advise administration and teachers on developing instructional strategies and intervention programs for struggling students. This may include modeling lessons in classrooms, helping teacher groups plan instruction, creating system-wide policies and procedures, leading family reading workshops, and facilitating professional development.</p> |
| Fuentes, Rosanne | Instructional Coach | <p>The ESOL Coordinator responsibility is to coordinate district wide activities, disseminating and receiving information related to English Language Development; planning and implementing activities and/or special events; addressing operational issues related to English Language Development North Grade. She also serves as a resource to respective school staff, providing support and guidance in ELL Best Practices.</p> |
| Williams, Luz | School Counselor | <p>The guidance counselor works within North Grade Elementary to provide guidance to children. This generally involves observation, as well as speaking with teachers and parents to evaluate a student's individual strengths or special needs. The guidance counselor work with all students to maximize their academic and social skills.</p> |
| Adams, Kristin | Other | <p>The Exceptional Student Education (ESE) Coordinator manages the coordination, organization and supervision of ESE processes at North Grade to ensure proper implementation of the Individuals with Disabilities Education Act (IDEA) requirements. The ESE Coordinator maintains Individual Educational Plan (IEP) documents and plans, coordinates, conducts and/or facilitates IEP Team meetings, IEP annual reviews and 3-year evaluations for a caseload of students with disabilities. The ESE Coordinator works with the ESE Instructors to assist in providing information</p> |

| Name | Title | Job Duties and Responsibilities |
|-----------------|--------------|--|
| | | to students, parents and General Education Instructors on how to appropriately implement a student's IEP in the educational environment. |
| Reyes, Glenal | Psychologist | The School Psychologist at North Grade is directly responsible for the psychological assessment of academic, social, emotional, and behavioral domains utilizing problem-solving and standardized evaluations for North Grade students. The School Psychologist monitors the completion of case study evaluations and participates in Individual Education Plan (IEP) conferences and problem-solving meetings designing systems, programs and services that maximize students' social, emotional, and educational success. In collaboration with staff, families, students, and communities the school psychologist promotes effective educational environments. |
| Currie, Rebecca | Dean | As the TOSA at North Grade, her responsibility is as a Middle school Dean, The is a leader responsible for contributing to and communicating a vision and focused plan for improving student achievement and student behavior; supporting teachers in improving their instructional practice; creating a community of continuous learning for all staff and students; and fostering a culture of high expectations for all students. In addition, the Dean is charged with building strong partnerships with families and community, creating a safe, supportive school climate, and effectively managing operational, technical and staff issues to promote instructional progress. |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|-----|-----|-----|-----|-----|----|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 110 | 104 | 112 | 126 | 116 | 128 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 726 |
| Attendance below 90 percent | 21 | 16 | 14 | 6 | 12 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 78 |
| One or more suspensions | 6 | 1 | 0 | 8 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Course failure in ELA or Math | 53 | 43 | 56 | 72 | 47 | 57 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 330 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 52 | 27 | 44 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 133 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|----|---|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 17 | 11 | 8 | 49 | 30 | 44 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 160 |

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 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Wednesday 8/7/2019

Prior Year - 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 | 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 with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|----|---|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 15 | 12 | 7 | 43 | 34 | 53 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 164 |

Prior Year - 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 | 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 with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|----|---|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 15 | 12 | 7 | 43 | 34 | 53 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 164 |

Part II: Needs Assessment/Analysis

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 | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 57% | 56% | 61% | 53% | 46% | 57% |
| ELA Learning Gains | 68% | 58% | 59% | 66% | 52% | 57% |
| ELA Lowest 25th Percentile | 58% | 55% | 54% | 64% | 50% | 51% |
| Math Achievement | 62% | 53% | 62% | 68% | 43% | 58% |
| Math Learning Gains | 63% | 55% | 59% | 68% | 48% | 56% |
| Math Lowest 25th Percentile | 56% | 52% | 52% | 52% | 47% | 50% |
| Science Achievement | 55% | 45% | 56% | 51% | 41% | 53% |
| Social Studies Achievement | 0% | 75% | 78% | 0% | 67% | 75% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | | | Total |
|---------------------------------|-----------------------------------|---------|---------|---------|---------|---------|--------|-------|-------|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Number of students enrolled | 110 (0) | 104 (0) | 112 (0) | 126 (0) | 116 (0) | 128 (0) | 30 (0) | 0 (0) | 0 (0) | 726 (0) |
| Attendance below 90 percent | 21 (19) | 16 (19) | 14 (13) | 6 (22) | 12 (16) | 9 (21) | 0 (0) | 0 (0) | 0 (0) | 78 (110) |
| One or more suspensions | 6 (2) | 1 (1) | 0 (2) | 8 (8) | 4 (4) | 4 (6) | 0 (0) | 0 (0) | 0 (0) | 23 (23) |
| Course failure in ELA or Math | 53 (39) | 43 (55) | 56 (55) | 72 (69) | 47 (52) | 57 (75) | 2 (0) | 0 (0) | 0 (0) | 330 (345) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 52 (42) | 27 (31) | 44 (51) | 10 (0) | 0 (0) | 0 (0) | 133 (124) |

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 39% | 54% | -15% | 58% | -19% |
| | 2018 | 50% | 56% | -6% | 57% | -7% |
| Same Grade Comparison | | -11% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 64% | 62% | 2% | 58% | 6% |
| | 2018 | 59% | 58% | 1% | 56% | 3% |
| Same Grade Comparison | | 5% | | | | |
| Cohort Comparison | | 14% | | | | |
| 05 | 2019 | 59% | 59% | 0% | 56% | 3% |
| | 2018 | 51% | 59% | -8% | 55% | -4% |
| Same Grade Comparison | | 8% | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2019 | 40% | 58% | -18% | 54% | -14% |

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2018 | | | | | |
| Cohort Comparison | | -11% | | | | |
| 07 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 49% | 65% | -16% | 62% | -13% |
| | 2018 | 69% | 63% | 6% | 62% | 7% |
| Same Grade Comparison | | -20% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 65% | 67% | -2% | 64% | 1% |
| | 2018 | 69% | 63% | 6% | 62% | 7% |
| Same Grade Comparison | | -4% | | | | |
| Cohort Comparison | | -4% | | | | |
| 05 | 2019 | 59% | 65% | -6% | 60% | -1% |
| | 2018 | 57% | 66% | -9% | 61% | -4% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | -10% | | | | |
| 06 | 2019 | 70% | 60% | 10% | 55% | 15% |
| | 2018 | | | | | |
| Cohort Comparison | | 13% | | | | |
| 07 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 50% | 51% | -1% | 53% | -3% |
| | 2018 | 46% | 56% | -10% | 55% | -9% |
| Same Grade Comparison | | 4% | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | -46% | | | | |

| BIOLOGY EOC | | | | | |
|---------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

Subgroup Data

| 2019 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 2017-18 | C & C Accel 2017-18 |
| SWD | 26 | 50 | 46 | 32 | 50 | 44 | 30 | | | | |
| ELL | 33 | 62 | 60 | 48 | 61 | 55 | 28 | | | | |
| AMI | 30 | | | 30 | | | | | | | |
| BLK | 62 | 77 | | 55 | 60 | | 65 | | | | |
| HSP | 43 | 61 | 55 | 58 | 64 | 52 | 44 | | | | |
| MUL | 64 | 90 | | 73 | 50 | | | | | | |
| WHT | 86 | 73 | | 78 | 62 | | 74 | | | | |
| FRL | 49 | 67 | 60 | 55 | 60 | 56 | 47 | | | | |

| 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 | | | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | TS&I |
| OVERALL Federal Index – All Students | 61 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 71 |
| Total Points Earned for the Federal Index | 490 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 43 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 52 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |

| English Language Learners | |
|--|-----|
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | 38 |
| Native American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 65 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 56 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | 69 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 75 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |

| Economically Disadvantaged Students | |
|--|----|
| Federal Index - Economically Disadvantaged Students | 58 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

When looking at the subgroup data across the board our Native American subgroup has the lowest achievement in Math and ELA. This subgroup was 30% proficient in both subject areas. The contributing factors were lack of foundation skills of a written language hence a bigger gap across all grade levels in learning needs in comparison to subgroups that have transferable written language skills. Utilizing resources and differentiating instruction to address the diverse needs in each classroom.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

When looking at the subgroup data our biggest decline was our White subgroup in Science Achievement. We saw a decline of 18% from 92% to 74%. There was a decline in Math Achievement in the same subgroup. Performance showing at 78% down from 88% in 2018. A decline of 10%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

In comparison to the state our greatest positive gap is ELA learning gains we scored a 68% which is 10% more than the state. However in comparison with the state we have negative gaps within 3rd grade ELA proficiency 39% a negative difference of 19% and in 6th ELA proficiency we scored 40%, a negative difference of 14%.

Which data component showed the most improvement? What new actions did your school take in this area?

Looking at our subgroup data our FRL ELA L25% we scored at 60% which was a 24% increase. In Math this subgroup. As well our FRL ELA L25% learning gains scored at 56% an increase of 23%. Our ELL L25 subgroup made learning gains of 21% in ELA scoring a 60% from 39% in 2018.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

FTE Units allocated to school?

When looking at the early warning systems, 2 potential areas of concern are the number of students with course failures in ELA and Math and the number of level 1 students on the statewide assessment. For 2019 our course failure student count total was 328. Our Level 1 on statewide assessment total was 133.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase ELA on grade level to 47% proficiency in 3rd grade with alignment to LTO #1 - Increase reading on grade level by 3rd grade.
2. Increase ELA on grade level to 47% proficiency in 6th - LTO #2 - Ensure High School readiness
3. Increase proficiency for our Native Subgroup in ELA to 35% and Math to 35%.
4. Increase Overall Math proficiency by 6% to 68%.
5. Increase attendance

Part III: Planning for Improvement

Areas of Focus:

| #1 | |
|---|---|
| Title | <p>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.</p> <p>Lowest 25th percentile has shown the greatest rate of decline; performance is showing at 38% Level 3+. In 2018 it was 36%, a decline of 26% from 2017, at 64%.</p> <p>*Looking at our grade level data we see a decline of 5% in ELA and 10% in math when comparing 5th grade cohort data.</p> |
| Rationale | <p>*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%.</p> <p>*ELA Lowest 25th percentile is also an area of concern because performance is at 38% Level 3+. In 2018 it was 36%, a decline of 26% from 2017, at 64%.</p> <p>* Our Hispanic Males proficiency in 2018 was 25% a decline of 9% from 2017, at 34%</p> <p>* Our ESSA identified subgroup is our AMI this was the first year this subgroup was included in our data. Our ELA and Math achievement score was 30% This is our lowest performing subgroup.</p> |
| State the measurable outcome the school plans to achieve | <ul style="list-style-type: none"> * ELA Achievement 62% ELA learning Gains 73% ELA Low 25 63% * Math Achievement 67% Math Learning Gains 68% Math Low 25 61% * Science Achievement 60% * AMI Achievement 35% * An additional sub group we are going to carefully monitor is our SWD our goal for them is a 5% increase in all components of all content areas |
| Person responsible for monitoring outcome | Nicole Patterson (nicole.patterson@palmbeachschools.org) |
| Evidence-based Strategy | <ul style="list-style-type: none"> * Differentiated small group instruction * Push in teachers and academic tutors during small group instruction * morning and in school tutorials / out of school hours tutorials * PLCs * AVID |
| Rationale for Evidence-based Strategy | <ul style="list-style-type: none"> * Differentiated small group instruction: allows students to be remediated and enriched based on their ability. It also permits teachers to utilize a variety of tasks, processes and products to close the achievement gaps. * Push in teachers and academic tutors during small group instruction: ensures students have additional support above and beyond the core instruction with a content expert. * morning and in school tutorials / out of school hours tutorials: provides students the opportunity to be remediated and enriched outside of the regular school day to ensure progress and success. * PLCs: Allow teachers the opportunity to analyze and reflect on data, collaboratively make strategic decisions on strategies and resources to ensure effective instruction of the standards. * AVID We will be raising the level of Rigor in classrooms with teaching and learning strategies that challenge and engage all of our students. The foundational strategy will be focusing on O for organization where students will be using Binders, interactive notebooks, calendars, planners and graphic organizers. We will focus on note taking skills and tutorials and study groups. , SEL and or SwPBSS information here. |

* Adaptive Technology provides students a differentiated learning opportunity at the students own pace in addition to core instruction,

Action Step

1. * Differentiated small group instruction
 - a. identify the students who will be supported through remediation or enrichment
 - b. Teachers will schedule a rotational small group instruction during the ELA, Math and Science blocks
 - c. Teachers will analyze data to ensure fluidity in groups.
2. Push in teachers and academic tutors during small group instruction
 - a. Employ and identify academic tutors to support
 - b Train academic tutors and resource teachers to ensure they understand the expectations of the small groups instruction
 - c. Content area teacher and academic tutors will be meeting to discuss student progress and plan accordingly
3. morning and in school tutorials / out of school hours tutorials
 - a. IDentify targeted students to attend am and pm tutorials using data
 - b. Using data select content experts to execute and monitor tutorial groups
 - c. Analyze data monthly to ensure fluidity of groups and to celebrate success
- 4* PLCs
 - a. Develop a schedule to ensure all teachers are involved in PLC
 - b. Develop PLC agenda based on data analysis
 - c. Ensure teachers utilize data to make decisions on next steps towards instruction, strategies to be used, resources to be used and methodologies.
- 5.* AVID
 - a. Survey teachers for interest in committing to the protocol and processes of AVID
 - b. Chosen teachers will be trained from District AVID coach. These teacher will also be provided monitoring and training service
 - c. Select teachers will begin the execution of incorporating AVID organizational strategies.
- 6 Adaptive Technology
 - a. Purchase and ensure the following programs are downloaded - iREADY, Reading Plus, Achieve 3000, iStation, IImagine Learning, Read 180, Success Maker
 - b. Provide teachers any training necessary to ensure proper execution in the classroom
 - c. Teachers review data, assign lessons and make changes to instruction

Description

The strategies above will be monitored through classroom walks, instructional rounds, lesson plan review, student data analysis, data chats and debriefing sessions (Nicole Patterson, Sarah Larralde, Celena Rossello, Bridgette Prno, Rebecca Currie, Leticia Johnson and Rosanne Fuentes)

Person Responsible

Nicole Patterson (nicole.patterson@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Pillars of Effective Instruction: Students are immersed in rigorous task 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 in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. IN addition within the Dual Language program our students are immersed in studying various speaking countries highlighting their cultures, customs and while simultaneously learning to read and write Spanish. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures.

Starting in FY20 our school will be implementing Avid. We will be raising the level of Rigor in classrooms with teaching and learning strategies that challenge and engage all of our students. The foundational strategy will be focusing on)

O for organization where students will be using Binders, interactive notebooks, calendars, planners and graphic organizers. We will focus on note taking skills and tutorials and study groups. , SEL and or SwPBSS information here.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.

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,

Internet Safety

Kindergarten Round-up

Parent University

Curriculum night

SAC

PTO

Thanksgiving Dinner

Holiday Performances

Parent Resource Night

PFEP can be located through Federal Programs.

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.

Employed a Behavior Health Specialist who helps support students in their social and emotional growth. He supports them in small groups and one on one.

We have two guidance counselors. One is ESOL guidance counselor and one is a Gen Education counselor. Both support students through Fine Arts wheel where the focus on lessons to support character building and self esteem. The other guidance counselor works with parents, agencies, the local community and offers individualized counseling based on students needs.

To ensure students academic and behavior success NGES/NGDLA. We have a School Wide Positive Behavior Team which ensures student academic and behavioral growth is supported through assemblies, incentives, recognition to promote attendance, positive behavior and overall guidelines for success.

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

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.

5th graders are invited to attend special assemblies and presentations from various choice Middle School programs. This allows them the opportunity to see what other options they have for Middle School.

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 MTSS 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 MTSS. Administrators monitor the fidelity of Tier 1, and MTSS 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.

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 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 for students identified as homeless under the McKinney-Vento Act. 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.

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

We will be using the following strategies to provide college and career Readiness
Advanced Placement Classes
Dual Language Program
AVID

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

| | | | | | | |
|---------------|---------------|---|--|--------------------------|-------|-------------------|
| 1 | III.A. | Areas of Focus: 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. | | | | \$2,679.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | | | 0681 - North Grade K 8 | School Improvement Funds | 718.0 | \$2,679.00 |
| | | | <i>Notes: These funds will be used for a School Improvement. Funds use will be determined throughout the year with SAC approval.</i> | | | |
| Total: | | | | | | \$2,679.00 |