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## Table of Contents

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|                                       |           |
|---------------------------------------|-----------|
| <b>School Demographics</b>            | <b>3</b>  |
| <b>Purpose and Outline of the SIP</b> | <b>4</b>  |
| <b>School Information</b>             | <b>7</b>  |
| <b>Needs Assessment</b>               | <b>15</b> |
| <b>Planning for Improvement</b>       | <b>20</b> |
| <b>Title I Requirements</b>           | <b>23</b> |
| <b>Budget to Support Goals</b>        | <b>25</b> |

# Northmore Elementary School

4111 N TERRACE DR, West Palm Beach, FL 33407

<https://nmes.palmbeachschools.org>

## Demographics

**Principal: Cory Friess**

Start Date for this Principal: 7/24/2014

|  |   |
|--|---|
| <b>2019-20 Status</b><br>(per MSID File)   | Active  |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Elementary School<br>PK-5   |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education  |
| <b>2018-19 Title I School</b>  | Yes   |
| <b>2018-19 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 100%  |
| <b>2018-19 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students*<br>Hispanic Students*<br>Economically Disadvantaged Students* |
| <b>School Grades History</b>   | 2018-19: B (54%)<br>2017-18: C (47%)<br>2016-17: D (40%)<br>2015-16: C (47%)<br>2014-15: F (26%)  |
| <b>2019-20 School Improvement (SI) Information*</b>  |   |
| <b>SI Region</b>   | Southeast   |
| <b>Regional Executive Director</b>   | <a href="#">LaShawn Russ-Porterfield</a>  |
| <b>Turnaround Option/Cycle</b>   | N/A   |
| <b>Year</b>  |   |
| <b>Support Tier</b>  |   |
| <b>ESSA Status</b>   | N/A   |

\* 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](http://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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## Table of Contents

---

|                                       |           |
|---------------------------------------|-----------|
| <b>Purpose and Outline of the SIP</b> | <b>4</b>  |
| <b>School Information</b>             | <b>7</b>  |
| <b>Needs Assessment</b>               | <b>15</b> |
| <b>Planning for Improvement</b>       | <b>20</b> |
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## School Demographics

|   |   |  |
|---|---|--|
| <p><b>School Type and Grades Served</b><br/>(per MSID File)</p> <p style="text-align: center;">Elementary School<br/>PK-5</p> | <p><b>2018-19 Title I School</b></p> <p style="text-align: center;">Yes</p> | <p><b>2018-19 Economically Disadvantaged (FRL) Rate</b><br/>(as reported on Survey 3)</p> <p style="text-align: center;">96%</p> |
| <p><b>Primary Service Type</b><br/>(per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>              | <p><b>Charter School</b></p> <p style="text-align: center;">No</p>          | <p><b>2018-19 Minority Rate</b><br/>(Reported as Non-white on Survey 2)</p> <p style="text-align: center;">95%</p>               |

## School Grades History

|              |                |                |                |                |
|--------------|----------------|----------------|----------------|----------------|
| <b>Year</b>  | <b>2018-19</b> | <b>2017-18</b> | <b>2016-17</b> | <b>2015-16</b> |
| <b>Grade</b> | B              | C              | D              | 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.**

At Northmore Elementary our mission is to create an academic and social environment that fosters, motivates and inspires our students to gain the skills and ethics in order to develop into well educated, responsible and caring citizens reaching their highest potential.

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

Northmore Elementary envisions a dynamic collaborative multicultural school where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global community.

### 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  |
|-------------------|-----------|--|
| Daniels,<br>Vonda | Principal | <p>The school principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction. The school principal:</p> <ol style="list-style-type: none"> <li>1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness.</li> <li>2. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it.</li> <li>3. Demonstrates through daily decisions and actions that the school's priority is academic success for every student.</li> <li>4. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals.</li> <li>5. Monitors the implementation of effective instruction to meet the needs of all students.</li> <li>6. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.</li> <li>7. Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.</li> <li>8. Develops staff's capacity to collaborate effectively about standards and effective instruction.</li> <li>9. Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.</li> <li>10. Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</li> <li>11. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</li> </ol> |

| Name                           | Title                             | Job Duties and Responsibilities  |
|--------------------------------|-----------------------------------|--|
|                                |                                   | <p>12. Manages and supervises the school’s financial resources, including the preparation of the school’s budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.</p>  |
| <p>Friess,<br/>Cory</p>        | <p>Assistant<br/>Principal</p>    | <p>The school assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. The school assistant principal:</p> <ol style="list-style-type: none"> <li>1. Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness.</li> <li>2. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals.</li> <li>3. Monitors the implementation of effective instruction to meet the needs of all students.</li> <li>4. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.</li> <li>5. Carries out the principal’s expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</li> <li>6. Supports intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers’ workday.</li> <li>7. Uses data to inform decisions and instruction, professional learning, performance, and student learning.</li> <li>8. Supervises and provides input on evaluations for school-based personnel as part of a Board-approved personnel assessment system, including providing input on staff development/training opportunities.</li> <li>9. Celebrates success as well as opportunities for growth.</li> <li>10. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.</li> </ol> |
| <p>Whitaker,<br/>Ticondria</p> | <p>Administrative<br/>Support</p> | <p>The Single School Culture Coordinator is a district administrator position, based on the school site, who is responsible for curriculum and coaching.</p>   |

| Name                    | Title               | Job Duties and Responsibilities   |
|-------------------------|---------------------|---|
|                         |                     | <p>The Single School Culture Coordinator:</p> <ol style="list-style-type: none"> <li>1. Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards.</li> <li>2. Functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction.</li> <li>3. Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators.</li> <li>4. Provides modeling and coaching support for small group instruction.</li> <li>5. Applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process.</li> <li>6. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students.</li> <li>7. Plans and facilitates Professional Learning Communities for all grade levels.</li> <li>8. Guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</li> </ol> |
| <p>Plisco,<br/>Anne</p> | <p>Teacher, ESE</p> | <p>The ESE Contact is a member of the school based leadership team. The ESE Contact:</p> <ol style="list-style-type: none"> <li>1. Facilitates Child Study Team (CST) Meetings to ensure students receive accommodations based on national and state laws.</li> <li>2. Works side-by-side with the School Based Team (SBT) to ensure students receive interventions that meet their needs.</li> <li>3. Meets with parents to update and create Individual Education Plans (IEPs).</li> <li>4. Provides instruction to students with exceptionalities to meet their IEP goals.</li> <li>5. Works with the school based leadership team to make instructional and operational decisions that meet the needs of all students, parents, faculty, staff, and community stakeholders.</li> </ol>  |

| Name                 | Title         | Job Duties and Responsibilities   |
|----------------------|---------------|---|
| Andrews, Paula       | Teacher, ESE  | <p>The ESE Teacher is a member of the school leadership team. The ESE teacher:</p> <ol style="list-style-type: none"> <li>1. Provides instruction to students with exceptionalities based on their Individual Education Plan (IEP) goals.</li> <li>2. Trains staff members in ESE best practices and models these best practices as needed.</li> <li>3. Supports teachers in locating instructional materials to support the ESE students within the classroom.</li> <li>4. Works with the school based leadership team to make instructional and operational decisions that meet the needs of all students, parents, faculty, staff, and community stakeholders.</li> </ol>  |
| Miller, Samantha     | Teacher, K-12 | <p>The ESOL Coordinator is a member of the school based leadership team. The ESOL Coordinator:</p> <ol style="list-style-type: none"> <li>1. Ensures that the school is in compliance with all laws set forth by the nation and state pertaining to ELL students.</li> <li>2. Provides training and resources to staff members, parents, and community stakeholders in meeting the various needs of our ELL students.</li> <li>3. Coordinates, trains staff members, and facilitates WIDA ACCESS testing for ELL students.</li> <li>4. Works with the school based leadership team to make instructional and operational decisions that meet the needs of all students, parents, faculty, staff, and community stakeholders.</li> </ol>   |
| Eigelbach, Elizabeth | Teacher, K-12 | <p>The Professional Development Contact/Science Contact is a member of the school based leadership team. The Professional Development Contact/ Science Contact:</p> <ol style="list-style-type: none"> <li>1. Works with the Professional Development Team to analyze school data and trends to determine the professional development needs of the school.</li> <li>2. Creates, implements, and/or schedules professional development sessions based on the determined professional development needs of the school.</li> <li>3. Trains, coaches, and provides science resources to teachers in Kindergarten - 5th grades in order to improve teacher capacity and enhance student achievement.</li> <li>4. Works with the school based leadership team to make instructional and</li> </ol> |

| Name                   | Title                   | Job Duties and Responsibilities  |
|------------------------|-------------------------|--|
|                        |                         | <p>operational decisions that meet the needs of all students, parents, faculty, staff, and community stakeholders.</p>   |
| <p>Watkins, Jacob</p>  | <p>Teacher, K-12</p>    | <p>The eLearning Management Contact/Trailblazer Trainer is a member of the school based leadership team. The eLearning Management Contact/ Trailblazer Trainer:</p> <ol style="list-style-type: none"> <li>1. Works with the Professional Development Team to analyze school data and trends to determine the professional development needs of the school.</li> <li>2. Maintains the online component of Professional Development in PeopleSoft, which includes tracking teacher attendance at professional development sessions and ensuring that the professional development points are awarded based on state and district guidelines.</li> <li>3. Provides training to staff members, parents, and community stakeholders in various technologies that can support student achievement.</li> <li>4. Works with the school based leadership team to make instructional and operational decisions that meet the needs of all students, parents, faculty, staff, and community stakeholders.</li> </ol> |
| <p>Laguerre, Farah</p> | <p>SAC Member</p>       | <p>The School Advisory Committee (SAC) Chairperson/Marzano Liaison is a member of the school based leadership team. The SAC Chairperson/ Marzano Liaison:</p> <ol style="list-style-type: none"> <li>1. Serves as the leader of the School Advisory Committee by chairing monthly meetings, ensuring compliance based on national and state laws, and working with members of the community (parents, community stakeholders) to ensure that they have input in the happenings at the school.</li> <li>2. Trains teachers in the Palm Beach Model of Instruction, which includes the Marzano Focus Model and Deliberate Practice.</li> <li>3. Works with the school based leadership team to make instructional and operational decisions that meet the needs of all students, parents, faculty, staff, and community stakeholders.</li> </ol>   |
| <p>Scott, Cynthia</p>  | <p>School Counselor</p> | <p>The Certified School Counselor/SBT Leader is a member of the school based leadership team. The Certified School Counselor/SBT Leader:</p> <ol style="list-style-type: none"> <li>1. Serves as the Team Leader of the Mental Health Department who ensures that students receive mental health services based on their social/emotional needs.</li> <li>2. Provides counseling services to students with social/emotional needs,</li> </ol>  |

| Name | Title | Job Duties and Responsibilities   |
|------|-------|---|
|      |       | <p>as well as parental support and guidance.</p> <p>3. Leads School Based Team (SBT) for students in 3rd - 5th grades, which includes facilitating SBT meetings based on national and state laws, providing tiered intervention support ideas to interventionists, monitoring students in the tiered systems, tracking and analyzing student tiered data, and training teachers in student interventions.</p> <p>4. Works with the school based leadership team to make instructional and operational decisions that meet the needs of all students, parents, faculty, staff, and community stakeholders.</p> |

|                |               |   |
|----------------|---------------|---|
| Cajuste, Nelia | Teacher, K-12 | <p>The School Based Team (SBT) Leader/Project Based Learning (PBL) Contact is a member of the school leadership team. The SBT Leader/PBL Contact:</p> <p>1. Leads School Based Team (SBT) for students in kindergarten - 2nd grades, which includes facilitating SBT meetings based on national and state laws, providing tiered intervention support ideas to interventionists, monitoring students in the tiered systems, tracking and analyzing student tiered data, and training teachers in student interventions.</p> <p>2. Provides leadership support to teachers in kindergarten - 2nd grades who are infusing Project Based Learning strategies and academics in their daily lessons.</p> <p>3. Works with the school based leadership team to make instructional and operational decisions that meet the needs of all students, parents, faculty, staff, and community stakeholders.</p> |
|----------------|---------------|---|

## 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     | 87          | 99 | 118 | 104 | 96 | 87 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 591 |
| Attendance below 90 percent     | 0           | 28 | 23  | 19  | 25 | 21 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 116 |
| One or more suspensions         | 1           | 3  | 8   | 5   | 4  | 2  | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 23  |
| Course failure in ELA or Math   | 0           | 34 | 57  | 91  | 83 | 59 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 324 |
| Level 1 on statewide assessment | 0           | 0  | 0   | 0   | 44 | 28 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 72  |

#### 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          | 21 | 20 | 57 | 35 | 53 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 201   |

**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           | 3 | 18 | 21 | 16 | 21 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 79    |
| Students retained two or more times | 0           | 0 | 0  | 0  | 0  | 0  | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |

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

47

**Date this data was collected or last updated**

Saturday 8/24/2019

**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     | 23          | 16 | 26 | 23 | 21 | 19 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 128   |
| One or more suspensions         | 7           | 12 | 5  | 4  | 7  | 12 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 47    |
| Course failure in ELA or Math   | 48          | 56 | 63 | 76 | 61 | 46 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 350   |
| Level 1 on statewide assessment | 0           | 0  | 0  | 30 | 41 | 36 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 107   |

**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 | 20          | 21 | 21 | 40 | 46 | 40 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 188   |

**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     | 23          | 16 | 26 | 23 | 21 | 19 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 128   |
| One or more suspensions         | 7           | 12 | 5  | 4  | 7  | 12 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 47    |
| Course failure in ELA or Math   | 48          | 56 | 63 | 76 | 61 | 46 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 350   |
| Level 1 on statewide assessment | 0           | 0  | 0  | 30 | 41 | 36 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 107   |

**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 | 20          | 21 | 21 | 40 | 46 | 40 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 188 |

**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             | 44%    | 58%      | 57%   | 28%    | 53%      | 55%   |
| ELA Learning Gains          | 54%    | 63%      | 58%   | 52%    | 59%      | 57%   |
| ELA Lowest 25th Percentile  | 45%    | 56%      | 53%   | 57%    | 55%      | 52%   |
| Math Achievement            | 60%    | 68%      | 63%   | 43%    | 62%      | 61%   |
| Math Learning Gains         | 72%    | 68%      | 62%   | 37%    | 62%      | 61%   |
| Math Lowest 25th Percentile | 61%    | 59%      | 51%   | 26%    | 53%      | 51%   |
| Science Achievement         | 45%    | 51%      | 53%   | 38%    | 51%      | 51%   |

| EWS Indicators as Input Earlier in the Survey |                                   |         |         |         |         |         |           |
|---|-----------------------------------|---------|---------|---------|---------|---------|-----------|
| Indicator                                     | Grade Level (prior year reported) |         |         |         |         |         | Total     |
|   | K                                 | 1       | 2       | 3       | 4       | 5       |           |
| Number of students enrolled                   | 87 (0)                            | 99 (0)  | 118 (0) | 104 (0) | 96 (0)  | 87 (0)  | 591 (0)   |
| Attendance below 90 percent                   | 0 (23)                            | 28 (16) | 23 (26) | 19 (23) | 25 (21) | 21 (19) | 116 (128) |
| One or more suspensions                       | 1 (7)                             | 3 (12)  | 8 (5)   | 5 (4)   | 4 (7)   | 2 (12)  | 23 (47)   |
| Course failure in ELA or Math                 | 0 (48)                            | 34 (56) | 57 (63) | 91 (76) | 83 (61) | 59 (46) | 324 (350) |
| Level 1 on statewide assessment               | 0 (0)                             | 0 (0)   | 0 (0)   | 0 (30)  | 44 (41) | 28 (36) | 72 (107)  |

**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 | 36%    | 54%      | -18%                       | 58%   | -22%                    |
|                       | 2018 | 36%    | 56%      | -20%                       | 57%   | -21%                    |
| Same Grade Comparison |      | 0%     |          |                            |       |                         |
| Cohort Comparison     |      |        |          |                            |       |                         |
| 04                    | 2019 | 48%    | 62%      | -14%                       | 58%   | -10%                    |
|                       | 2018 | 38%    | 58%      | -20%                       | 56%   | -18%                    |

| ELA                   |      |        |          |                            |       |                         |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade                 | Year | School | District | School-District Comparison | State | School-State Comparison |
| Same Grade Comparison |      | 10%    |          |                            |       |                         |
| Cohort Comparison     |      | 12%    |          |                            |       |                         |
| 05                    | 2019 | 28%    | 59%      | -31%                       | 56%   | -28%                    |
|                       | 2018 | 29%    | 59%      | -30%                       | 55%   | -26%                    |
| Same Grade Comparison |      | -1%    |          |                            |       |                         |
| Cohort Comparison     |      | -10%   |          |                            |       |                         |

| MATH                  |      |        |          |                            |       |                         |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade                 | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03                    | 2019 | 56%    | 65%      | -9%                        | 62%   | -6%                     |
|                       | 2018 | 41%    | 63%      | -22%                       | 62%   | -21%                    |
| Same Grade Comparison |      | 15%    |          |                            |       |                         |
| Cohort Comparison     |      |        |          |                            |       |                         |
| 04                    | 2019 | 57%    | 67%      | -10%                       | 64%   | -7%                     |
|                       | 2018 | 40%    | 63%      | -23%                       | 62%   | -22%                    |
| Same Grade Comparison |      | 17%    |          |                            |       |                         |
| Cohort Comparison     |      | 16%    |          |                            |       |                         |
| 05                    | 2019 | 39%    | 65%      | -26%                       | 60%   | -21%                    |
|                       | 2018 | 44%    | 66%      | -22%                       | 61%   | -17%                    |
| Same Grade Comparison |      | -5%    |          |                            |       |                         |
| Cohort Comparison     |      | -1%    |          |                            |       |                         |

| SCIENCE               |      |        |          |                            |       |                         |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade                 | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05                    | 2019 | 37%    | 51%      | -14%                       | 53%   | -16%                    |
|                       | 2018 | 33%    | 56%      | -23%                       | 55%   | -22%                    |
| Same Grade Comparison |      | 4%     |          |                            |       |                         |
| Cohort Comparison     |      |        |          |                            |       |                         |

**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                                       | 24       | 38     | 23          | 48        | 63      | 73           | 35       |         |           |                   |                     |
| ELL                                       | 41       | 53     | 43          | 60        | 73      | 55           | 28       |         |           |                   |                     |
| BLK                                       | 43       | 53     | 43          | 58        | 68      | 54           | 47       |         |           |                   |                     |
| HSP                                       | 45       | 58     | 45          | 60        | 74      | 63           | 44       |         |           |                   |                     |
| WHT                                       | 50       | 50     |             |           |         |              |          |         |           |                   |                     |
| FRL                                       | 43       | 53     | 46          | 61        | 73      | 62           | 42       |         |           |                   |                     |

| 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                                       | 22       | 33     | 18          | 29        | 36      | 23           |          |         |           |                   |                     |
| ELL                                       | 36       | 57     | 65          | 49        | 55      | 50           | 24       |         |           |                   |                     |
| BLK                                       | 36       | 52     | 41          | 41        | 64      | 45           | 37       |         |           |                   |                     |
| HSP                                       | 41       | 55     | 61          | 51        | 52      | 47           | 33       |         |           |                   |                     |
| WHT                                       | 42       |        |             | 55        |         |              |          |         |           |                   |                     |
| FRL                                       | 38       | 52     | 51          | 46        | 58      | 48           | 34       |         |           |                   |                     |
| 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                                       | 4        | 28     |             | 11        | 22      | 8            |          |         |           |                   |                     |
| ELL                                       | 16       | 54     | 63          | 39        | 47      | 41           | 13       |         |           |                   |                     |
| BLK                                       | 29       | 49     | 50          | 38        | 26      |              | 45       |         |           |                   |                     |
| HSP                                       | 24       | 54     | 65          | 49        | 51      | 47           | 22       |         |           |                   |                     |
| FRL                                       | 26       | 52     | 57          | 43        | 37      | 26           | 37       |         |           |                   |                     |

**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)  | N/A  |
| OVERALL Federal Index – All Students  | 56   |
| OVERALL Federal Index Below 41% All Students                                    | NO   |
| Total Number of Subgroups Missing the Target                                    | 0    |
| Progress of English Language Learners in Achieving English Language Proficiency | 68   |
| Total Points Earned for the Federal Index                                       | 449  |
| Total Components for the Federal Index  | 8    |
| Percent Tested  | 100% |
| Subgroup Data   |      |
| Students With Disabilities  |      |
| Federal Index - Students With Disabilities                                      | 45   |
| 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                                       | 53   |
| 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                                       |     |
| Native American Students Subgroup Below 41% in the Current Year?               | N/A |
| 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                                | 52  |
| 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  | 58  |
| 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   |     |
| Multiracial Students Subgroup Below 41% in the Current Year?                   | N/A |
| 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   | 50  |
| 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                                | 56 |
| 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.

Our Students With Disabilities (SWD), which is incorporated in our Lowest 25%, in ELA showed the lowest performance. Some of the contributing factors include: student attendance (from 21.5% to 26.6%),

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

The component that showed the greatest decline from the prior year is the Reading Running Record Proficiency Levels of our 2nd Grade students (from 22.5% to 11.3%, a decline of 11.2%). The factors that contributed to this decline include: (1) the influx of English language learners who do not speak the English language and (2) the inconsistency of standards-based instruction due to lack of teacher retention from the previous years.

#### 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.

The data component that had the greatest gap when compared to the state average is ELA Proficiency. Our school earned 44% in ELA proficiency, while the state average was 57% in ELA Proficiency. This was a 13% difference from the state average. The factors that contributed to this gap include: (1) the influx of English language learners who do not speak the English language and (2) the decline in student ELA proficiency from the primary grades to the intermediate grades.

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

The component that showed the most improvement was Math Proficiency (from 46% to 60%). In this area, we implemented many new actions such as placing academic tutors in each mathematics classroom to provide in-school tutorial, the utilization of an interdisciplinary approach through incorporating technology such as i-Ready, parent curriculum night where we taught parents how to use various math strategies, and targeted after school tutorials.

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

One potential area of concern this year is that our fourth and fifth grade mathematics classrooms do not have the academic tutor in-school tutorial support. Without this support, certain mathematics concepts may not be reinforced in the manner that they were last year.

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

1. Lowest 30% of students in ELA
2. ELA Proficiency for English language learners (47% of school population)
3. ELA Proficiency for Students with Disabilities (8% of school population)
- 4.
- 5.

## **Part III: Planning for Improvement**

**Areas of Focus:**

|   |  |
|---|--|
| <b>#1</b>   |  |
| <b>Title</b>  | Lowest 30% in ELA Proficiency  |
| <b>Rationale</b>  | Based on the school data, our school-wide ELA Proficiency was 44%, while the district average was 58% and the state average was 57%. Our ELA data also shows a decrease in proficiency as our ELL population (non-speakers) increases (SY2015: 21% ELL students and SY2019: 47% ELL population). This is evident in their deficiencies in the five components of literacy, which include oral language, vocabulary, phonics, phonemic awareness, and comprehension). However, in mathematics FSA (60%) and science SSA (45%) we showed a significant increase in proficiency.  |
| <b>State the measurable outcome the school plans to achieve</b> | To show a significant increase of at least 8% in ELA KG - 5th grades using various measures such as the Florida Standards Assessment, Reading Records, and i-Ready ELA Diagnostics.  |
| <b>Person responsible for monitoring outcome</b>                | Vonda Daniels (vonda.daniels@palmbeachschools.org)   |
| <b>Evidence-based Strategy</b>                                  | Utilize accountable talk in all Kindergarten - 5th grade classrooms to support and strengthen the development of students' oral language as it pertains to the development of phonetic skills, vocabulary, comprehension, and writing.<br><br>Oral language has strong links to literacy and vocabulary development. "Repeated exposure to rich language helps children become successful communicators, readers, and writers" (Simmons & Kameenui, 1998, Himmele, 2009). It is through "talk" that children develop and practice their word knowledge and comprehension skills. Through accountable talk, there is evidence of a child's language structure (knowledge of phonics, grammar, and vocabulary), which is what they use to compose text. Through conversations about the text that a child has independently read, there is evidence of words he was able to decode, define, and comprehend within the context of the text. It is the exposure to words at an oral level that supports their understanding at text level, and in turn, builds vocabulary development and comprehension. |
| <b>Rationale for Evidence-based Strategy</b>                    |  |
| <b>Action Step</b>  |  |
| <b>Description</b>  | <ol style="list-style-type: none"> <li>1. Researching and purchasing research-based resources that focus on effectively teaching students oral language skills through accountable talk to develop their phonetics, vocabulary, comprehension, and writing skills.</li> <li>2. Training teachers and support staff in targeted areas of oral language through accountable talk to develop their phonetics, vocabulary, comprehension, and writing skills. This will ensure that the level of rigor taught in each grade level matches the Florida State Standards, which will help increase reading proficiency in all grade levels.</li> <li>3. Training parents and community volunteers in how to assist students in using oral language through accountable talk to develop their phonetics, vocabulary, comprehension, and writing skills.</li> </ol>   |
| <b>Person Responsible</b>                                       | Vonda Daniels (vonda.daniels@palmbeachschools.org)   |

|                  |   |
|------------------|---|
| <b>#2</b>        |   |
| <b>Title</b>     | Digital and Blended Learning Opportunities  |
| <b>Rationale</b> | Based on the school data, our school-wide ELA Proficiency was 44%, while the district average was 58% and the state average was 57%. Our school-wide Math Proficiency was 60%, while the district average was 68% and the state average was 63%. Our school-wide Science Proficiency was 45%, while the district average was 51% and the state average was 53%. Due to this fact, our school will provide digital and blended learning opportunities utilizing current technology, which is part of the district's Strategic Theme 1: Effective and relevant instruction to meet the needs of all students. |

|   |   |
|---|---|
| <b>State the measurable outcome the school plans to achieve</b> | To show a significant increase of at least 8% in ELA (Reading and Writing), Mathematics, and Science KG - 5th grades using various measures such as the Florida Standards Assessment, Reading Records, district created assessments, and i-Ready Diagnostics.   |
| <b>Person responsible for monitoring outcome</b>                | Vonda Daniels (vonda.daniels@palmbeachschools.org)  |
| <b>Evidence-based Strategy</b>                                  | Utilize digital and blended learning resources such as smartboards, chromebooks, Google Classroom, and adaptive technology educational programs in Kindergarten - 5th grade classrooms to support and strengthen students' academic performance in ELA, Mathematics, and Science.   |
| <b>Rationale for Evidence-based Strategy</b>                    | Research shows that the growing presence of technology in the classroom is directly correlated to increasing student success. Technology can be used to engage students, foster in-depth learning, and encourage collaboration. The use of technology in the classroom has also demonstrated an increase in students' test scores, understanding of academic content, and overall attentiveness in the classroom. Research has also shown that utilizing these technology opportunities enhances the knowledge of the teacher, thus improving their teaching practices. |

|                           |   |
|---------------------------|---|
| <b>Action Step</b>        |   |
| <b>Description</b>        | <ol style="list-style-type: none"> <li>1. Provide teachers and instructional staff members with technology and blended learning trainings by the Professional Development Team during Professional Development Days, Professional Learning Communities, and Faculty Meetings.</li> <li>2. Monitor the use and fidelity of technology and blended learning in the classroom by the school leadership team through conducting walk-throughs, analyzing student data, and providing continuous support to teachers.</li> <li>3. Provide a parents and community stakeholders with training in the types of technology and blended learning opportunities the students are using in the classroom during one of our curriculum nights, monthly SAC meetings, and parent conferences.</li> </ol> |
| <b>Person Responsible</b> | Vonda Daniels (vonda.daniels@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).**

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. 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.

## 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.**

It is the Mission of Northmore Elementary to support the academic success of our students by fostering a welcoming and engaging environment for our parents. We believe it is our duty to support not just the student but the family as a whole. It is only then that our students can truly realize their full academic potential. This is done through hosting parent trainings based on student needs, hosting events that fosters community such as movie night, and providing communication to all in their native languages based on what is happening at the school as well as in the community.

### **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.**

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. We have a Mental Health Department composed of two Certified School Counselors, a Behavior Health Professional, and two Co-Located School Therapists. This team meets the social-emotional needs in a variety of ways. The Certified School Counselors conduct whole group guidance lessons and small group lessons for students who are in need. Our Behavior Health Professional works with targeted individual students and small groups of students based on their social-emotional needs such as anger management, friendship, loss of a loved one, and more. One of our Co-Located School Therapists provides individual counseling sessions for students over a period of time based on their specific needs. Our second Co-Located School Therapist works inside of the classrooms and provides behavioral-social-emotional sessions with students while they are in the classroom to assist those students in demonstrating appropriate behaviors.

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Northmore Elementary offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and life.

Parents are invited to Kindergarten Round-Up as a vehicle to inform parents of the needed skills and school's enrollment process (including documents needed), which will include parental training on readiness skills, current curriculum, and school procedures. This will provide a smooth transition for students, and includes a campus tour. Parents are notified via fliers given to surrounding day care centers and housing communities, as well as the school's marquee. Additional invites are provided utilizing the school website, parent monthly newsletter, Parent Link call-outs, and social media. Our school will host a "Pre-Paw Academy" where area pre-schools are invited to visit their future school. Students and parents are invited to Meet the Teacher Day during preschool and Bridges at Northwood contacts surrounding Head Start programs to develop collaborative efforts.

Guidance Services works with middle schools to inform our parents and students about choice programs and possible career choices by implementing a "Choice Programs Day" and "Career Week." In addition to Guidance Services, Middle Orientation Day is set to support student transitions from elementary to middle in our cohort.

Exposure to these career initiatives will promote participation and performance towards college and career readiness.

**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.**

Title I, is dedicated to improving the educational opportunities for all students. Title I funds will be used for tutorial programs, professional development, funding of resource teachers, tutors, and parent liaison all to increase student achievement and family involvement. These funds will address: assisting students to succeed in the school program, attain grade level proficiency, increase parent involvement, and provide instructional resources to improve student academic achievement. Migrant liaison provides services and support to students and parents such as tutorial and parental trainings.

**Title III**

Services are provided through the district for educational materials and ELL support services to improve the education of immigrant and ELL learners.

**Title X Homeless**

The mission of the Homeless Coalition of Palm Beach County is to provide leadership in addressing and improving the quality of life of the Palm Beach County homeless through advocacy, planning, coordination and maximizing resources. Students that are identified as homeless are also monitored by SBT process and parent liaison.

**Early Childhood and Adult Educational Development**

The Bridges at Northwood offers bi-weekly computer and ELL classes, as well as bi-monthly workshops at various times. The center also has teamed up with the school and surrounding community leaders to form an ECC Team to educate and provide resource to the community in support of identifying and educationally developing children from birth.

**Multicultural**

Our school will infuse the content required by Florida Statute 10003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, such as:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women’s Contributions
- Sacrifices of Veterans
- Florida History
- 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.

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

In order to advance college and career readiness, we host a career week where students are exposed to various careers that are available to them. In addition to this, as students are learning through reading, writing, mathematics, science, social studies, and fine arts, teachers discuss a multitude of careers as they pertain to the subject areas. For example, while reading a text that provides exposure to a specific career, teachers provide mini-lessons regarding the career. In accordance with this, local community and business professionals volunteer at our school throughout the year, which allows them to provide students with even more knowledge as to what they do in their careers and how to obtain that career,

**Part V: Budget**

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

|          |               |   |   |                          |               |                   |
|----------|---------------|---|---|--------------------------|---------------|-------------------|
| <b>1</b> | <b>III.A.</b> | <b>Areas of Focus: Lowest 30% in ELA Proficiency</b>              |   |                          |               | <b>\$1,996.00</b> |
|          | Function      | Object  | Budget Focus  | Funding Source           | FTE           | 2019-20           |
|          | 3190          |   | 0271 - Northmore Elementary School  | School Improvement Funds |               | \$1,996.00        |
|          |               |   | Notes: Monies provided by School Improvement will be utilized to fund salaries and supplies for tutorials of the students in the Lowest 30% in the targeted skills outlined in the School Improvement Plan. |                          |               |                   |
| <b>2</b> | <b>III.A.</b> | <b>Areas of Focus: Digital and Blended Learning Opportunities</b> |   |                          |               | <b>\$0.00</b>     |
|          |               |   |   |                          | <b>Total:</b> | <b>\$1,996.00</b> |