North Grade K 8

2020-21 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: 1/6/2011

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 was approved by the Palm Beach County School Board on 10/21/2020.

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.](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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	Yes	82%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	B

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/21/2020.

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities 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,

Name	Title	Job Duties and Responsibilities
		creating system-wide policies and procedures, leading family math workshops, and facilitating professional development.
Rossello, Celena	Instructional Coach	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.
Fuentes, Rosanne	Instructional Coach	The ESOL Coordinator responsibilty 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.
Williams, Luz	School Counselor	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.
Singh, Melissa	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 EducationPlan (IEP) conferences and problem-solving meetings designing systems, programs and services thatmaximize students' social, emotional, and educational success. In collaboration with staff, families, students, and communities the school psychologist promotes effective educational environments.

Name	Title	Job Duties and Responsibilities
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 buildingstrong partnerships with families and community, creating a safe, supportive school climate, and effectively managing operational, technical and staff issues to promote instructional progress.
Martinez Maldonado, Tina	Other	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 to students, parents and General Education Instructors on how to appropriately implement a student's IEP in the educational environment.

Demographic Information

Principal start date
Thursday 1/6/2011, Nicole Patterson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
12

Total number of teacher positions allocated to the school
61

Demographic Data

2020-21 Status (per MSID File)	Active
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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.	

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	81	114	107	108	131	113	26	29	29	0	0	0	0	738
Attendance below 90 percent	0	31	31	28	25	33	3	2	4	0	0	0	0	157
One or more suspensions	3	1	0	2	5	2	0	0	0	0	0	0	0	13
Course failure in ELA	0	38	35	50	42	33	7	5	5	0	0	0	0	215
Course failure in Math	0	25	20	27	42	35	2	1	2	0	0	0	0	154
Level 1 on 2019 statewide ELA assessment	0	0	0	0	14	23	4	6	7	0	0	0	0	54
Level 1 on 2019 statewide Math assessment	0	0	0	0	11	22	2	1	6	0	0	0	0	42
FY20 ELA Winter Diag Level 1 & 2	0	0	0	84	60	46	13	15	0	0	0	0	0	218
FY20 Math Winter Diag Level 1 & 2	0	0	0	70	45	36	7	8	0	0	0	0	0	166

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	0	29	25	34	45	41	6	4	7	0	0	0	0	191

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

Date this data was collected or last updated

Tuesday 8/25/2020

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	
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

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	
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	1	4	1	17	15	2	1	1	0	0	0	0	42
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	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%
	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				

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
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%	0
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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.

In FY19 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. These students are also ELLs. 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. During FY20 we strategically focused on supporting this ESSA group, we ensured that students had opportunities for two differentiated small group rotations daily.

Midyear FY20 Winter Diagnostics comparison with SIPgoals for FY20.
• ELA Proficiency in FY19 was 57%, Winter Diagnostic results 52%, -5%.
• Math Proficiency in FY 19 was 62%, Winter Diagnostic results 63%, + 1%

Through manual tabulation, the breakdown for learning gains is:
• FY19 ELA LGs was 68% at FY20 Winter Diagnostics it went down to 64%, -4%.
• FY19 Math LGs was at 63% at FY20 Winter Diagnostics it went up to 66%, +3%.
• FY19 ELA Lowest 25% LGs were 58% we see an improvement of 68%, +10%.
• FY19 Math Lowest 25% LGs were 56% we see an improvement of 73% a +16%.

Within Imagine Learning, an adaptive technology program, we see 80% of our ELLs made a 200-500 point gain from the begining to the midyear. Data indicates we were on track.

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%. Durig FY20, teachers worked collaboatively to plan lessons utilizing hands-on strategies to teach content. They followed District's scope and sequecnce to ensure all standards would be apporpriately taught, focusing on the Fair Game Benchmarks.
We planned for a Saturday Bootcamp to supplement students' learning of standards.

FY Midyear data: Science Proficiency stayed the same in both FY19 and FY20 Winter Diagnostics at 55%.
During PLCs a strategic focused was placed on the science standards. Teachers collaborated on anlayzing data to ensure they had clear understanding of students' needs for remediation, reteaching and enrichment.

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%.

FY20 Midyear data comparison of FY19 FSA to FY20 winter Diagnostics:
FY19 ELA learning gains was at 68% at FY20 Winter Diagnostics it went down to 64%, a decline of four percentage points.
ELA Proficiency in FY19 was 57%, Winter Diagnostic results 52% a decline of 5 points.
FY19 ELA Lowest 25% learning gains were 58% we see an improvement with the FY20 Winter Diagnostics of 68% a 10 percent point improvement.

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

During FY19, 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.

Midyear FY20:
Through manual tabulation, the breakdown for learning gains is:
• FY19 ELA LGs was 68% at FY20 Winter Diagnostics it went down to 64%, -4%.
• FY19 Math LGs was at 63% at FY20 Winter Diagnostics it went up to 66%, +3%.
• FY19 ELA Lowest 25% LGs were 58% we see an improvement of 68%, +10%.
• FY19 Math Lowest 25% LGs were 56% we see an improvement of 73% a +16%.

Action Step #1: The ELA Resource teachers' schedules were changed to tend to classes with the highest needs, these resources teachers will be immersing students in rigorous tasks encompassing the full intent of the ELA standards.
Action Step #2: Schedule changes to include 30 minutes of additional time for Math instruction to improve student achievement by immersing students in rigorous tasks encompassing the full intent of the math standards.
Action Step 3#: We have been able to hire a Math Resource teacher to tend to those math classes with the highest need to assure that our proficiency and learning gains stay at an improvement from FY19.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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.

Based on this data trend our focus will be to diminish course failure and increase learning gains and achievement. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified subgroups; AMI, and SWD students; who will receive strategic, targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. Title 3 Migrant program allows for an ELA resource teacher to work with our AMI population during the day and an after school tutoring program

Our in-school, during the school day tutorial program ensured student participation and success. All teachers, including elective teachers collaborated to ensure program success. Schedules were adjusted to ensure tutorial days were honored and student participation was guaranteed. Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance.

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

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. Our in-school, during the school day tutorial program ensured student participation and success. All teachers, including elective teachers collaborated to ensure program success. Schedules were adjusted to ensure tutorial days were

honored and student participation was guaranteed. Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance in order to positively ensure:

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 American Subgroup in ELA to 35% and Math to 35%. We will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students.
4. Increase Overall Math proficiency by 6% to 68%.

Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD will be provided during staff meetings and on professional development days. Leadership will be assigned to support the students and build relationships with them to motivate and ensure their attendance.
5. Increase attendance;The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to not be actively involved in school. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT. We will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days. At North Grade K-8 we develop student engagement and participation towards 100% attendance through various incentives and recognition. For example, every student that have no absence receive a sweet treat monthly, we also give them perfect attendance meeting during our award ceremonies.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	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. L25s has shown the greatest rate of decline; performance is showing at 38% Level 3+.I n 2018 it was 36%, a decline of 26% from 2017, at 64%. *Looking at our grade level data we see a decline of 5% in ELA and 10% in math when comparing 5th grade cohort data. *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%. *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%. * Our Hispanic Males proficiency in 2018 was 25% a decline of 9% from 2017, at 34% * Our ESSA identified subgroup is our AMI. Our ELA and Math achievement score was 30% This is our lowest performing subgroup. Midyear FY20 Winter Diagnostics comparison with SIP goals for FY20. • ELA Proficiency in FY19 was 57%, Winter Diagnostic results 52%, -5%. • Math Proficiency in FY 19 was 62%, Winter Diagnostic results 63%, + 1% Through manual tabulation, the breakdown for learning gains is: • FY19 ELA LGs was 68% at FY20 Winter Diagnostics it went down to 64%, -4%. • FY19 Math LGs was at 63% at FY20 Winter Diagnostics it went up to 66%, +3%. • FY19 ELA L25% LGs were 58% we see an improvement of 68%, +10%. • FY19 Math L25% LGs were 56% we see an improvement of 73% a +16%.
Measurable Outcome:	* 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. Due to the lack of data for FY20 because of state mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21.
Person responsible for monitoring outcome:	Nicole Patterson (nicole.patterson@palmbeachschools.org)
Evidence-based Strategy:	* 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
Rationale for Evidence-based Strategy:	* 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.
* Adaptive Technology provides students a differentiated learning opportunity at the students own pace in addition to core instruction,

Action Steps to Implement

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.
d. The strategies above will be monitored through classroom walks, instructional rounds, lesson plan review, student data analysis, data chats and debriefing sessions (AP, SSCC, TOSA, Coaches, ESOL Coordinator)

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

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
d. The strategies above will be monitored through classroom walks, instructional rounds, lesson plan review, student data analysis, data chats and debriefing sessions (AP, SSCC, TOSA, Coaches, ESOL Coordinator)

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

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
d. The strategies above will be monitored through classroom walks, instructional rounds, lesson plan review, student data analysis, data chats and debriefing sessions (AP, SSCC, TOSA, Coaches, ESOL Coordinator)

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

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.
d. The strategies above will be monitored through classroom walks, instructional rounds, lesson plan review, student data analysis, data chats and debriefing sessions (AP, SSCC, TOSA, Coaches, ESOL Coordinator)

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

5. Adaptive Technology

a. Purchase and ensure the following programs are downloaded - iREADY, Reading Plus, Achieve 3000, iStation, Imagine Learning, 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

d. The strategies above will be monitored through classroom walks, instructional rounds, lesson plan review, student data analysis, data chats and debriefing sessions (AP, SSCC, TOSA, Coaches, ESOL Coordinator)

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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
Our students are taught about the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity by leading students in lessons that lead to an investigation of human behavior, an understanding to the ramifications of prejudice, racism and stereotyping. Students also exam what it means to be a responsible and respectful person, for the purpose of encouraging tolerance in pluralist society and for nurturing and protecting democratic values and institutions. Lessons look different at different grade levels and stress different parts of the history of the holocaust based on grade levels.

The History of Black and African Americans
Our students our taught the history of African peoples before the political conflicts that led to the development of slavery, the enslavement experience, abolition and the contributions of African Americans to society. Lessons look different at different grade levels and stress different parts of the history of Black and African Americans based on grade levels.

The Contributions of Latino and Hispanics
Our students our taught the history of Latino and Hispanics peoples that led to the development of our country and the contributions of Latinos and Hispanics to society.

The Contributions of Women
Our students our taught the history of Women that led to the development of our country and the contributions of Women to society.

The Sacrifices of Veterans and Medal of Honor recipients within US History.
Students are taught the sacrifices that veterans have made in serving our country and protecting democratic vales worldwide.

In alignment, to school board 2.09 and Florida State statue 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 spanish 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 fine arts rotation 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, as well as spanish language books. We also have a Annual Hispanic Heritage Showcase to celebrate and learn about the hispanic culture.

We also have various students clubs to assist with academic in a different setting and well being.Our students can join the following clubs; as SECME, gardening club, recycling club, chess club, soccer, basketball, yearbook, band, chorus and safety patrol.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our school builds a Positive School Environment by integrating a Single Schoolwide Positive Behavior system (SWPBS) in every aspect of the student's day. We embed our Universal Guidelines at school in the classroom (whether virtual or brick and mortar), fine arts, cafeteria, hallways and afterschool for Success and Positivity. We communicate these expectations to parents via parent meetings, SAC meetings, newsletters, emails and text. We have monthly SWPBS committee meeting with grade level representatives, SWPBS Coach, and Administration to discuss data and student protocols.

We have a partnership with the Palm Beach Sheriff Office where they sponsor the NO PLACE FOR HATE program to assist our at-risk youth with anti-bullying program.

We work with various community stakeholders, Palm Beach County Firefighters Station 91, Guatemalan Maya Center, Guatemalan Consulate, Multilingual Psychotherapy Centers,Chrysalis Center, Community Partners, First Congregational church, Believers Victory Church, First Presbyterian Church, Sunlight Community Church, Back to Basics Inc, and Living Hunger Center .We received a $8000 Grant from Teamwork to add to our Music Inventory and an Artist in Residence to assist with our Middle School Music Band. We work with partners to assure the educational, financial, hunger, and social emotional needs of all our students and in some case we target/EQUITY our migrant, hispanic and native american population.

We have various business partners, Supermercados El Bodegon, Don Ramon Restaurants, La Union Bakery, Aioli Cafe, Advanced Wellness Sports and Chiropractic Center, Jan Peter Weiss Attorney at Law, Their donations assist us in promoting our Positive Behavior system with weekly and monthly rewards for students, assist with monetary and food donations with our Hispanic Heritage Night, Annual Community Thanksgiving Dinner and Holiday gifts for our needy students./EQUITY

We also have various students clubs to assist with academic in a different setting and well being.Our students can join the following clubs; as SECME, gardening club, recycling club, chess club, soccer, basketball, yearbook, band, chorus and safety patrol.

We have 2 guidance counselors who assist our students with short term counseling, referral for long time support and collaborate with families, teachers and administration for student emotional well being.BHP and Rivera

The BHP opportunities for the children to work towards positive goals, manage their emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. By the use of these strategies the BHP helps to create a safer, welcoming, and inclusive learning community for the staff, teachers, children and parents.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				$828.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	0681 - North Grade K 8	School Improvement Funds	752.92	$828.00
			Notes: All funds will be utilized towards a program or process to support student achievement.			
					Total:	$828.00