

The School District of Palm Beach County

North Grade K 8



2021-22 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: 1/4/2012

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2020-21 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%) |
| 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 | |
| * 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 10/20/2021.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

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

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North Grade K 8

824 N K ST, Lake Worth, FL 33460

<https://nges.palmbeachschools.org>

School Demographics

| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--------------------------------------------------|------------------------|----------------------------------------------------------------------------|
| Combination School KG-8 | Yes | 80% |
| 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 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | B | B | C |

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/20/2021.

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

North Grade is committed to providing the best education possible with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, emotional intelligence, 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, social-emotional needs and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in their future academic endeavors.

School Leadership Team

Membership

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

| Name | Position 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. |
| 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. |
| Prno, Bridgette | Math 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 |

| Name | Position Title | Job Duties and Responsibilities |
|--------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Figueroa, Fernando | Instructional Coach | <p>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.</p> |
| | | <p>The Dual Language Coach's primary role is to work with Dual Language teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. As an advisor to Dual Language teachers and administration the Dual Language Coach is responsible for four main areas: a) observing instructional delivery and providing feedback to enhance and support the development of each subject content area b) supporting math teachers in the design of units and lessons for the development of their year long curriculum, c) analyzing data in order to modify curriculum and forms of assessment to meet students' needs, and d) working with the academic staff (grade level chairs, assistant principals, principals) in the school to support sharing of best practices. The Dual Language Coach will work collaboratively with the Instructional Team to advise administration and teachers on developing instructional strategies and intervention programs for struggling students. This may include modeling lessons in classrooms, helping teacher groups plan instruction, creating system-wide policies and procedures, leading family math workshops, and facilitating professional development.</p> |
| Fuentes, Rosanne | ELL Compliance Specialist | <p>The ELL Coordinator responsibility is to coordinate district wide activities, disseminating and receiving information related to English Language Development; planning and implementing activities and/or special events; addressing operational issues related to English Language Development North Grade. She also serves as a resource to respective school staff, providing support and guidance in ELL Best Practices. She is distributes data from Los Espanol and WIDA to administration and staff.</p> |
| Williams, Luz | School Counselor | <p>The guidance counselor works within North Grade Elementary to provide guidance and evaluate the social emotional needs of our students. This generally involves observation, as well as speaking with teachers and parents to evaluate a student's individual strengths or special needs. The guidance counselor work with all students to maximize their academic and social skills.</p> |
| Toledo, Natalia | Psychologist | <p>The School Psychologist at North Grade is directly responsible for the psychological assessment of academic, social, emotional, and behavioral domains utilizing problem-solving and standardized evaluations for North Grade students. The School Psychologist monitors the completion of case study evaluations and participates in Individual Education Plan (IEP) conferences and problem-solving meetings designing systems, programs</p> |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | and services that maximize students' social, emotional, and educational success. In collaboration with staff, families, students, and communities the school psychologist promotes effective educational environments. |
| Currie, Rebecca | Dean | As the TOSA at North Grade, Ms. Currie's responsibility is as a Middle school Dean, As a dean she is responsible for contributing to and communicating a vision and focused plan for improving student achievement and student behavior; supporting teachers in improving their instructional practice; creating a community of continuous learning for all staff and students; and fostering a culture of high expectations for all students. In addition, the Dean is charged with building strong partnerships with families and community, creating a safe, supportive school climate, and effectively managing operational, technical and staff issues to promote instructional progress. |
| Thune, Nicole | 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

Wednesday 1/4/2012, 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

62

Total number of students enrolled at the school

712

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data**Early Warning Systems****2021-22****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 | 104 | 91 | 119 | 116 | 99 | 121 | 22 | 17 | 23 | 0 | 0 | 0 | 0 | 712 |
| Attendance below 90 percent | 21 | 24 | 17 | 21 | 23 | 4 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 116 |
| One or more suspensions | 0 | 2 | 1 | 1 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Course failure in ELA | 0 | 21 | 63 | 52 | 49 | 60 | 11 | 2 | 13 | 0 | 0 | 0 | 0 | 271 |
| Course failure in Math | 0 | 19 | 32 | 40 | 54 | 66 | 14 | 1 | 2 | 0 | 0 | 0 | 0 | 228 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 14 | 23 | 4 | 6 | 7 | 0 | 0 | 0 | 0 | 54 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 11 | 22 | 2 | 1 | 6 | 0 | 0 | 0 | 0 | 42 |
| Number of students with a substantial reading deficiency | 0 | 5 | 6 | 19 | 9 | 19 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 62 |
| FY21 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 0 | 53 | 71 | 13 | 7 | 12 | 0 | 0 | 0 | 0 | 156 |
| FY21 Math Winter Diag Level 1 & 2 | 0 | 0 | 0 | 0 | 56 | 73 | 13 | 4 | 7 | 0 | 0 | 0 | 0 | 153 |

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 | 19 | 38 | 40 | 43 | 67 | 11 | 2 | 7 | 0 | 0 | 0 | 0 | 227 |

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 | 1 | 14 | 3 | 16 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 39 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

Date this data was collected or last updated

Thursday 9/9/2021

2020-21 - 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 | 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 | |

2020-21 - 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 | 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 | |

Part II: Needs Assessment/Analysis

School Data Review

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 | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 57% | 56% | 61% | 57% | 55% | 60% |
| ELA Learning Gains | | | | 68% | 58% | 59% | 56% | 56% | 57% |
| ELA Lowest 25th Percentile | | | | 58% | 55% | 54% | 38% | 51% | 52% |
| Math Achievement | | | | 62% | 53% | 62% | 68% | 52% | 61% |
| Math Learning Gains | | | | 63% | 55% | 59% | 52% | 54% | 58% |
| Math Lowest 25th Percentile | | | | 56% | 52% | 52% | 36% | 49% | 52% |
| Science Achievement | | | | 55% | 45% | 56% | 51% | 49% | 57% |
| Social Studies Achievement | | | | | 75% | 78% | | 72% | 77% |

Grade Level Data Review - State Assessments

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 | 2021 | | | | | |
| | 2019 | 39% | 54% | -15% | 58% | -19% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 64% | 62% | 2% | 58% | 6% |
| Cohort Comparison | | -39% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 59% | 59% | 0% | 56% | 3% |
| Cohort Comparison | | -64% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | 40% | 58% | -18% | 54% | -14% |
| Cohort Comparison | | -59% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -40% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 49% | 65% | -16% | 62% | -13% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 65% | 67% | -2% | 64% | 1% |
| Cohort Comparison | | -49% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 59% | 65% | -6% | 60% | -1% |
| Cohort Comparison | | -65% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | 70% | 60% | 10% | 55% | 15% |
| Cohort Comparison | | -59% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -70% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 50% | 51% | -1% | 53% | -3% |
| Cohort Comparison | | | | | | |
| 08 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -50% | | | | |

| BIOLOGY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be

used to monitor and support student learning:

Grades K-2 we will use iReady for Fall, Winter & Spring

In grades 3-5 we will use Winter Diagnostics in the Winter, and FSA in the Spring.

In grades 6 -8 we will use USAs and FSQs as well as Winters Diagnostics in Winter and FSA in Spring.

-iReady: Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.

-Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 55.7 | 32.5 | 53.9 |
| | Economically Disadvantaged | 50. | 23.4 | 33.3 |
| | Students With Disabilities | 33.3 | 33.3 | 37.5 |
| | English Language Learners | 41.9 | 19.5 | 36.6 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | 86.0 | 89.0 |
| | Economically Disadvantaged | | 84.5 | 86.8 |
| | Students With Disabilities | | 80.0 | 80.0 |
| | English Language Learners | | 78.4 | 83.3 |

| Grade 2 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 15.3 | 20.9 | 39.5 |
| | Economically Disadvantaged | 11.3 | 13.9 | 30.6 |
| | Students With Disabilities | 11.1 | 22.2 | 44.4 |
| | English Language Learners | 10.0 | 12.8 | 25.6 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | 77.7 | 82.6 |
| | Economically Disadvantaged | | 76.3 | 81.8 |
| | Students With Disabilities | | 76.3 | 81.8 |
| | English Language Learners | | 71.9 | 81.5 |
| | | | | |
| Grade 3 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 30.3 | 25.6 | 36.7 |
| | Economically Disadvantaged | 21.4 | 17.1 | 27.1 |
| | Students With Disabilities | 5.9 | 5.9 | 11.8 |
| | English Language Learners | 6.5 | 2.1 | 12.8 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | 78.7 | 80. |
| | Economically Disadvantaged | | 73.0 | 74.4 |
| | Students With Disabilities | | 77.8 | 68.4 |
| | English Language Learners | | 70.2 | 75.0 |
| | | | | |

| Grade 4 | | | | |
|--------------------------|-------------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | 44.6 | 44.2 |
| | Economically Disadvantaged | | 41.0 | 40.0 |
| | Students With Disabilities | | 25.0 | 30.8 |
| | English Language Learners | | 18.8 | 20.0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | 52.0 | 38.7 |
| | Economically Disadvantaged | | 47.0 | 32.2 |
| | Students With Disabilities | | 38.5 | 15.4 |
| | English Language Learners | | 27.1 | 17.6 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Grade 5 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | 43.7 | 41.3 |
| | Economically Disadvantaged | | 35.8 | 35.0 |
| | Students With Disabilities | | 37.5 | 38.9 |
| | English Language Learners | | 16.7 | 14.3 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 37.5 | 34.1 | 33.6 |
| | Economically Disadvantaged | 30.5 | 26.9 | 27.1 |
| | Students With Disabilities | 28.6 | 35.3 | 33.3 |
| | English Language Learners | 16.0 | 7.3 | 10.5 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 63.8 | 56.7 | 60.9 |
| | Economically Disadvantaged | 61.0 | 53.1 | 54.7 |
| | Students With Disabilities | 27.3 | 43.5 | 59.1 |
| | English Language Learners | 35.3 | 29.3 | 34.1 |
| | Number/% Proficiency | Fall | Winter | Spring |

| Grade 6 | | | | |
|-----------------------|----------------------------|-------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 60.9 | 48.0 | 58.3 |
| | Economically Disadvantaged | 57.1 | 43.5 | 54.5 |
| | Students With Disabilities | | | |
| | English Language Learners | 36.4 | 27.3 | 30.0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 88.0 | 88.0 | 92.0 |
| | Economically Disadvantaged | 87.0 | 87.0 | 91.3 |
| | Students With Disabilities | | | |
| | English Language Learners | 72.7 | 72.7 | 81.8 |
| Grade 7 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 52.0 | 37.0 | 50.0 |
| | Economically Disadvantaged | 50.0 | 36.0 | 50.0 |
| | Students With Disabilities | 100.0 | 0.0 | 0.0 |
| | English Language Learners | 33.3 | 6.7 | 20.0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 75.0 | 89.3 | 85.7 |
| | Economically Disadvantaged | 80.8 | 92.3 | 92.3 |
| | Students With Disabilities | 100.0 | 100.0 | .0. |
| | English Language Learners | 62.5 | 81.3 | 75.0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Civics | All Students | 58.6 | 86.2 | 89.7 |
| | Economically Disadvantaged | 57.7 | 88.5 | 92.3 |
| | Students With Disabilities | 100.0 | 100.0 | 100.0 |
| | English Language Learners | 31.3 | 81.3 | 81.3 |

| Grade 8 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 65.2 | 55.6 | 57.1 |
| | Economically Disadvantaged | 60.0 | 50.0 | 52.0 |
| | Students With Disabilities | | | |
| | English Language Learners | 57.1 | 45.5 | 45.5 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 77.8 | 66.7 | 70.4 |
| | Economically Disadvantaged | 76.0 | 64.0 | 68.0 |
| | Students With Disabilities | | | |
| | English Language Learners | 81.8 | 72.7 | 72.7 |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 63.0 | 71.4 | 75.0 |
| | Economically Disadvantaged | 58.3 | 68.0 | 72.0 |
| | Students With Disabilities | | | |
| | English Language Learners | 63.6 | 72.7 | 72.7 |

Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD | 26 | 47 | 50 | 33 | 33 | 20 | 9 | | | | |
| ELL | 26 | 43 | 41 | 35 | 38 | 34 | 11 | 75 | | | |
| AMI | 50 | 60 | | 75 | 70 | | | | | | |
| BLK | 44 | 62 | | 19 | 14 | | 14 | | | | |
| HSP | 35 | 47 | 38 | 41 | 42 | 37 | 28 | 83 | | | |
| WHT | 75 | 63 | | 58 | 42 | | 59 | | | | |
| FRL | 37 | 51 | 46 | 37 | 39 | 35 | 22 | 83 | | | |
| 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 | | | | | | | |

| 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 |
| 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 | | | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---------------------------------------------------------------------------------|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 43 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 3 |
| Progress of English Language Learners in Achieving English Language Proficiency | 55 |
| Total Points Earned for the Federal Index | 431 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 34 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 40 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |

| English Language Learners | |
|--------------------------------------------------------------------------------|-----|
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | 64 |
| Native American Students Subgroup Below 41% in the Current Year? | NO |
| 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 | 34 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 41 |
| 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 | 59 |
| 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 | 41 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

FY19 FSA results compared to FY21 FSA results

- FY19 ELA was 57%, FY21 FSA results 44%, -13%.
- Math FY19 FSA was 62%, FY21 FSA Math 42%, -20%
- Science FY19 was 50%%, FY21 results 29%, -21

Within the end of year adaptive technology data, we see the following percentages are on grade level:

Iready:

3rd - 34%

4th - 19%

5th - 45%

SuccessMaker:

3rd- 32%

4th - 34%

5th - 27%

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 and foundational skills. We will also focus on 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); ELL and SWD students; who will receive strategic targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. If we are unsuccessful in addressing skill deficits and standard acquisition, then students will not pass their graduation required assessments and not graduate from High School in a timely manner.

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

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on this data trend our focus will be to increase learning gains and achievement for 3rd grade in addition to focusing on the needs of our ESE students. If we do not support these concerns, we are increasing the learning gaps, and students' improvement journey will be negatively affected. When we focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners, especially our ESSA identified (AMI) subgroup.

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 elementary we develop student engagement and participation towards 100% attendance through various incentives and recognition. For example, we do tiger ticket drawings for various prizes (pencils, fidgets and gift cards) and special seating in cafeteria, lunches with administration, etc.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

One of the main contributing factors were issues with distance learning for instance: attendance, student participation, and engagement. This had a significant impact on our 100% of our students learning in 2021.

- All K-2 teachers will be trained on this new curriculum through PDs and PLCs.
- In our grades 3rd - 8th high level research based texts are provided for teachers to implement rigorous standards-based instruction using the three core actions (reading text, talking about the text and completing a task around the text/standard).
- Targeted support will be provided for all struggling learners with focus on our ELL and SWD students.
- Academic tutors will assist teachers with with small group strategy and skill based instruction.
- Progress monitoring of student achievement using formative assessment data will occur, with follow up action planning to address area(s) of deficiency.
- Student and teacher data chats will be scheduled by administration after analyzing student data. Implementation of small group differentiated instruction will occur to address the needs of our diverse learners

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data components that showed the most improvement were:

- 4th grade lowest 25% ELA gains went up to 62% from 37% from 2019.
- Civic EOC had a proficiency of 85% - First year for scores, no comparison
- 7th Grade math proficiency of 68% -First year for scores, no comparison
- and 8th grade math proficiency of 76% - First year for scores, no comparison

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factor to the 4th grade lowest 25% ELA jump of 26 percentage points was due to targeting the lowest 25% students and ensuring fidelity through our resource teachers with Tier2/3 groups as well as a differentiated instruction in small group daily.

Our middle school actions that were a contributing factor were:

Our Civics teacher also teaches journalism to the 7th graders and uses that time to discuss Civics as part of journalism (double dose). Therefore the teacher could re-teach standard from the lesson that was implemented that day. The teacher also frontloaded information for the students to prepare them for future lessons.

Our Math teacher started afternoon tutoring the 3rd week into school. He uses the I-excel and pulls small groups to reteach the lessons and work on secondary standards Monday through Thursday.

What strategies will need to be implemented in order to accelerate learning?

1. There is a need to re-focus in science with an emphasis on implementation of content and deeper understanding. We need to provide additional support to help with achievement in this content area including focused teacher planning/collaboration & professional development to ensure we meet the needs of all of our students in an equitable and accessible manner.
2. During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies included but not limited to Go-To Strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning as well as lesson study to improve instructional capacity.
3. If we focus on a positive impact to learning gains by ensuring standards based instruction and effective the use of research-based strategies and resources, we will ensure student learning and improved student achievement towards grade level success and ensure continuous improvement. Early identification of our Low 25% will allow for ample tracking and support to ensure their growth. Low 25% students will be connected with a reading endorsed/certified interventionist to ensure closing of the achievement gap.
4. Reduction of Suspensions and Discipline Referrals - The best way to ensure students are learning is to keep them in class. A school-wide approach to Class Dojo with points, parent communication, and expectations aligned with our School-wide Positive Behavior Supports will be re-launched.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups AMI achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD. During the summer of FY21 the teachers received PD to focus on Marzano's taxonomy of instruction. Teachers will receive PD on the mental process students experience when learning. They were instructed on the understanding of the various levels of learning and the application of learning. Teachers will focus on various high-yield strategies to support student learning through: Identifying similarities and differences. Summarizing and note taking, Reinforcing effort and providing recognition, Homework and practice, Nonlinguistic representations, Cooperative learning, Setting objectives and providing feedback.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our primary focus will continue to be implementing standards-based instruction and differentiating that instruction by providing small group support. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not performing at grade level. After School tutorials and Saturdays tutorials will begin in November 2021.

Our goals are as follows:

1. Increase Reading Proficiency in Grade 3. Efforts are in place to strengthen reading skills in K and 1 so that achievement gaps in reading are closed entering 3rd grade. Extended learning opportunities will be provided for students performing below grade level.
2. Small Group Differentiated Instruction: Targeted small group instruction using rigorous texts is designed to increase learning gains in ELA and Math. Data driven differentiated instruction is planned to meet the needs of all students. Ongoing progress monitoring will be done for all students. However, students who fall within our ESSA Subgroups AMI will be specifically monitored for progress and receive additional support by teachers ensuring lessons are planned based on specific

needs of students.

3. Literacy Across All Content Areas: Effective literacy skills enable student to analyze and think about content leading to a better understanding of concepts. During common planning and PLCs, teachers will plan implementation of ELA standards as they plan instruction in all content areas.

4. Increase in Student Engagement: Student engagement is another area of focus. To facilitate active participation in the learning process, teachers must plan and employ engagement strategies.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

| | |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Area of Focus Description and Rationale: | <p>If we focus on standards-based instruction to increase learning gains in school-wide Math and Science, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme 1-Goal 3, College & Career Readiness.</p> <p>The results of our Math low 25% and Math learning gains as well as 5th grade science were our lowest performing categories when comparing the FSA scores from FY21 with the scores from FY19. Math lowest 25% decreased by 26 points. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners. During FY22, we are designated a Targeted Support and Improvement (CS&I) by FDOE due to our proficiency rates of our ESSA group (AMI) The gap between NGK8 2021 between 2019 Mathematics Achievement (42%) and the District average (62%) is 20 percentage points. Science Achievement declined from 25 percentage points to 50 percentage points in 2019, reflecting a gap with the District of 25 percentage points.</p> <p>Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement.</p> |
| Measurable Outcome: | <p>By FY22 we will increase the percentage of students making learning gains in Math by 5% in FY22, in ELA an increase of 5% for all subgroups.</p> <p>During FY21 state assessment, results show an increase for our subgroups SWDs + 6%, ELLs +12%, but a decline for our FRL by 18%. In FY22 we will increase the proficiency rate for FRL subgroup by 5%.</p> |
| Monitoring: | <p>Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At North Grade K8 we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology.</p> <p>The monitoring will be supported by key members of the leadership team:</p> <p>Principal Assistant Principal Single School Culture Coordinator Math Coach Dual Language Coordinator ELL Coordinator</p> |
| Person responsible for monitoring outcome: | <p>Nicole Patterson (nicole.patterson@palmbeachschools.org)</p> |
| Evidence-based Strategy: | <ol style="list-style-type: none"> 1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product. 2. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support. 3. Math teachers will incorporate the use of technology-based programs including |

**Rationale
for
Evidence-
based
Strategy:**

Successmaker and IXL.

4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA.

2. Students who participate in the FSA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.

3. Successmaker and IXL have aided in significantly increasing student achievement when the programs used with fidelity.

4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Action Steps to Implement

1. Incorporate Small group instruction:

a. Students will be assessed using USA's and FSQ's in both Math and Language Arts. Teachers will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.

b. Teachers will analyze student data to determine strengths and weaknesses in content area.

c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, whites).

d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

e. Teachers develop ongoing formative assessments to track student learning and make adjustments to instruction.

Person

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

2. Tutorials:

a. Analyze student data to determine students for tutorial groups and the support necessary.

b. Choose research-based supplemental materials and resources to during tutorials.

c. Analyze teacher classroom data to determine who will be tutors.

d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.

e. Students will be selected and grouped for pullout tutorials, afterschool and Saturday success academies based on the results from FY21 FSA/EOCs, FSQs, USAs and Winter Diagnostics; and ESSA identified subgroups: AMI

Person

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

3. Adaptive Technology (Successmaker, IXL):

a. Provide teachers with professional development to ensure appropriate use of adaptive technology.

b. Teachers will develop a rotational schedule to ensure all students have access to technology.

c. Teachers will engage students in small group instruction based on adaptive technology results.

standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs.

d. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.

e. Instructional coaches will build professional learning opportunities for teachers to utilize research based strategies.

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

4. PLC's/Professional Development:

- a. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
- b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
- c. The SSCC, Dual Language Coach, Math Coach and ESOL Coordinator will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
- d. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
- e. Instructional coaches will build professional learning opportunities for teachers to utilize research based strategies.

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

#2. Instructional Practice specifically relating to ELA

| | |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Area of Focus Description and Rationale: | <p>If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme 1-Goal 3, College & Career Readiness.</p> <p>The results of our ELA and overall ELA were our lowest performing categories when comparing the FSA scores from FY21 with the scores from FY19. The ELA school- wide learning gains decreased seven percentage points, and the learning gains of ELA Low 25% decreased by sixteen points, Our ESSA identified subgroups AMI have demonstrated a gain of 30%. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners. During FY22, we are designated a Targeted Support and Improvement (CS&I) by FDOE due to our proficiency rates of our ESSA group (AMI). The gap between NGK8 2021 ELA Achievement (44%) and the District average (58%) is 14 percentage points. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement.</p> |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Measurable Outcome: | <p>By FY22, we will increase the overall percentage of students making learning gains on the ELA FSA by 5% bringing us to 57%. We will increase the low 25% learning gains by 5%, an increase to 30%. Additionally, NGK8 school will attempt to make up the decline of 13 points in ELA overall learning gains and the sixteen-point decline in the ELA low 25% learning gains.</p> |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Monitoring: | <p>Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At North Grade K8 we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/ binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology.</p> <p>The monitoring will be supported by key members of the leadership team:</p> <p>Principal Assistant Principal Single School Culture Coordinator Math Coach Dual Language Coordinator ELL Coordinator</p> <p>Person responsible for monitoring outcome:</p> <p>Nicole Patterson (nicole.patterson@palmbeachschools.org)</p> |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Evidence-based Strategy:

1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA.
2. Students who participate in the FSA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. IReady has aided in significantly increasing student achievement when the programs used with fidelity. The Reading Plus program with the incorporation of writing strategies are effective tools that enable teachers to differentiate instruction based on a student's specific area of need.
4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Rationale for Evidence-based Strategy:

1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA.
2. Students who participate in the FSA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. Iready and Reading Plus in significantly increasing student achievement when the programs used with fidelity.
4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Action Steps to Implement

1. Incorporate Small group instruction:
 - a. Students will be assessed using USA's and FSQ's in Language Arts. Teachers will utilize Differentiated Instruction strategies and small group instruction in ELA courses.
 - b. Teachers will analyze student data to determine strengths and weaknesses in content area.
 - c. Teachers will create all small group rotational cycles to ensure all students are supported at their abilities (SWDs, AMI).
 - d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
 - e. Teachers develop ongoing formative assessments to track student learning and make adjustments to instruction.

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

2. Tutorials:
 - a. Analyze student data to determine students for tutorial groups and the support necessary.
 - b. Choose research-based supplemental materials and resources to during tutorials.
 - c. Analyze teacher classroom data to determine who will be tutors.
 - d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
 - e. Students will be selected and grouped for pullout tutorials, afterschool and Saturday success academies based on the results from FY21 FSA/EOCs, FSQs, USAs and Winter Diagnostics; and ESSA identified subgroups: AMI

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

3. Adaptive Technology (Iready, Reading plus):
 - a. Provide teachers with professional development to ensure appropriate use of adaptive technology.
 - b. Teachers will develop a rotational schedule to ensure all students have access to technology.

- c. Teachers will engage students in small group instruction based on adaptive technology results.
- d. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
- e. Instructional coaches will build professional learning opportunities for teachers to utilize research based strategies.

Person Responsible [no one identified]

4. PLC's/Professional Development:

- a. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
- b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
- c. The SSCC, Dual Language Coach, and ESOL Coordinator will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
- d. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs.
- e. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
- f. Instructional coaches will build professional learning opportunities for teachers to utilize research based strategies.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeschoolsforAlex.org we see our school ranks 134 out of 313, Moderate when compared to all combination schools statewide. We reported 0.8 incidents per 100 students. This rating was for a total enrollment of 757, with 6 incidents for the 2019 - 2020 school year. When looking at the ranking details the incidents rated high was Drug/Public Order incidents. Our issues fall under major offenses and drug use. We had zero property incidents and ranked low in violent incidents 102/313 for the state and 6/19 for the county. The incidents we ranked for were major offenses and Drug use or Possession. Our total reported suspension ranked low. We had 0 in school suspension and 11 out of school suspensions on 2019 -2020.

To support our students and make an impact on incidents we will integrate a Single School Culture by sharing our Guidelines for Success and communicating these expectation to parents via the student handbook and monitoring SWpbs through data and monthly meetings and lessons and resources. We are also implementing SEL curriculum specifically morning meetings which will assist our students on how to understand and manage emotions, set and achieve goals, and make responsible decisions. Our teachers will also be able to check in with their students when they arrive first thing in the morning and be able to assist or ask for assistance for their students who need support or resources.

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.

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, fine arts, cafeteria, hallways and afterschool for Success and Positivity. Our PBIS universal school guidelines and matrix is evident though specific practices and students will be responsible to abide by the guidelines to be a Respectful, Responsible and Kind student. A single school culture of excellence will also be achieved by our monthly committee sessions.

We will continue to maintain a Single School Culture of excellence and strive to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS monthly celebrations as well as monthly committee meeting to discuss applicable topics based on school culture, climate and mental health. We are also implementing social emotional learning for students to work on emotional well being. 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 instill citizenship through our Safety Patrols. This group consists of only 5th grade students who are responsible, respectful, and set a good example for all students. Their main job is to maintain the safety of our students. They begin their day on post at 7:30 AM by assisting students throughout our campus. At the end of the day, they are back on post ensuring that the students get home safely! Safety Patrols who prove to be responsible and respectful also have the opportunity to travel to Washington, D.C. for the annual field trip. This trip is only open to safety patrols and consists of a 4-day tour of Williamsburg/Jamestown, and Washington, D.C. It is truly an honor for students to serve as patrols in this club, and we are very proud of all of our patrols who are such positive role models!

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.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-202 school year as part of the Marjory Stoneman Douglas High School Public Safety Act To have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

We have 2 guidance counselors who assist our students with short term counseling, referral for long time support and collaborate with families.

We work with various community stakeholders, Guatemalan Maya Center, Guatemalan Consulate, Multilingual Psychotherapy Centers. Community Partners, First Presbyterian Church. Back to Basics Inc, and Living Hunger Center .We received a \$8000 Grant from Teamwork to add to our Music Inventory. 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, 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.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

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

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|--------|--------|---------------------------------------------------------|--------|
| 1 | III.A. | Areas of Focus: Instructional Practice: Differentiation | \$0.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: ELA | \$0.00 |
| Total: | | | \$0.00 |