The School District of Palm Beach County

Northmore Elementary School

2021-22 Schoolwide Improvement Plan

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Northmore Elementary School

4111 N TERRACE DR, West Palm Beach, FL 33407

https://nmes.palmbeachschools.org

Demographics

Principal: Cory Friess

Start Date for this Principal: 7/12/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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* Economically Disadvantaged Students*
School Grades History	2018-19: B (54%) 2017-18: C (47%) 2016-17: D (40%)
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 is pending approval by the Palm Beach County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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)
Elementary School PK-5	Yes	97%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Friess, Cory	Principal	The school principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction. The school principal focuses on the vision of academics/success for all, climate, cultivating leadership, improving instruction, people, data and processes of the school. Some of these primary responsibilities include: (1) Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. (2) Demonstrates through daily decisions and actions that the school's priority is academic success for every student. (3) Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. (4) Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. (5) Develops staff's capacity to collaborate effectively about standards and effective instruction. (6) Celebrates success as well as opportunities for growth. (7) Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust. (8) Provides ongoing coaching with constructive feedback to teacher leaders. (9) Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards. (10) Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning. (11) Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a

Name	Position Title	Job Duties and Responsibilities
		Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities. (12) Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.
Pedraza, Cindy	Assistant Principal	The school assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic success for all students. The assistant principal primarily focuses on the vision of academic success for all, school climate, cultivating leadership, improving instruction, people, data and processes. Some of the key responsibilities include: (1) Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. (2) Monitors the implementation of effective instruction to meet the needs of all students. (3) Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. (4) Supports the principal in building a culture of pride, trust, and respect. (5) Provides ongoing coaching with constructive feedback to teacher leaders. (6) Advocates and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school. (7) Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning. (8) Supervises and provides input on evaluations for school-based personnel as part of a Board-approved personnel assessment system, including providing input on staff development/training opportunities. (9) Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.
Watkins, Jacob	Administrative Support	The Single School Culture Coordinator is a district, school-based administrator with the primary functions of improving academics, climate and culture at the school setting. Some of the duties of the Single School Culture

Name	Position Title	Job Duties and Responsibilities
		Coordinator include: (1) Provide ongoing coaching to new and veteran teachers through the utilization of the coaching cycle. (2) Provide Professional Development sessions to all teachers through Professional Learning Communities, District Embedded Professional Development Days, and Common Planning Sessions to enhance teacher capacity pertaining to curriculum. (3) Serve are the Educator Support Program Voluntary Lead Mentor. (4) Coordinate tutorial programs based on academic needs of students through data analysis. (5) Consistently monitors school-data and determines trends. Utilizes the data to make instructional decisions.
Granger, Jalisa	Instructional Coach	The PLC Facilitator/Instructional Coach is a leadership team member who focuses on building teacher capacity through a multitude of ways. Some duties of the PLC Facilitator/Instructional Coach include: (1) Developing high-quality Professional Learning Communities and Professional Development Sessions to teachers based on teacher and school needs. (2) Implements the Coaching Cycle for teachers in need of support in ELA. (3) Analyzes school data, determined strengths and weaknesses, and develops action plans to assist in increasing teacher and student achievement.
Mayall, Jyl	Teacher, ESE	The ESE Coordinator is a leadership team member who focuses on all aspects of the ESE program at the school. The primary duties of the ESE Coordinator include: (1) Facilitating CST Meetings based on the parameters set forth by the nation, state and district. Maintains ESE compliance. (2) Serves as a key member on the School Based Team to ensure that students are receiving appropriate interventions based on data driven needs. (3) Provides support to all teachers and staff on campus as it relates to working with students of varying exceptionalities and interventions.
Karpy, Mallorie	ELL Compliance Specialist	The ESOL Coordinator is a leadership team member responsible for all ESOL related matters on the campus. The ESOL Coordinator's primary duties include:

Name	Position Title	Job Duties and Responsibilities
		(1) Ensuring ESOL Compliance as set forth by the nation, state and district. (2) Coaching ESOL and General Education Teachers in ESOL best practices based on needs. (3) Provides ESOL support to all faculty and staff members that will assist in enhancing the success of our English language learners.
Scott, Cynthia	School Counselor	The Certified School Counselor and School Based Team Leader focuses on the Mental Health of the students on the campus, as well as ensuring students receive academic services based on needs. The primary duties of the school counselor include: (1) Organizing, monitoring and facilitating School Based Team Meetings for students in Kindergarten - 5th Grade that require interventions due to being below grade level. (2) Monitoring the Mental Health Team to ensure that they are providing Mental Health Services to students based on identified needs. (3) Trains teachers in progress monitoring, teaching the academic interventions assigned, and completing required documentation correctly.
Rowe, Stacey	Curriculum Resource Teacher	The Support Academic Instruction (SAI) Teacher and 504 Contact has the primary role of providing ELA interventions to students and teaching these interventions to teachers. The SAI teacher's duties include: (1) Serving as the intervention specialist who teaches students who are 2 or more years below grade level. (2) Training teachers in literacy interventions that will assist them in meeting the needs of their students. (3) Serving as the Professional Development Chair, which requires planning of Professional Development Sessions on district assigned Professional Development Days. (4) Serving as the 504 Contact requiring the completion of 504 Plans based on students' needs.
Self, Shara	SAC Member	The SAC Chair is a member of the school community who does the following: (1) Serves as the liaison between the SAC and School Staff. (2) Facilitates SAC Meetings and ensures compliance is met as per national, state and district laws.

Name	Position Title	Job Duties and Responsibilities
		(3) Works with the community to garnish support for the school.
Winston, Melissa	Teacher, ESE	The ESE Teacher is a leadership team member responsible for progress monitoring our ESE students and providing academic supports to primary level teachers. The ESE Teacher's primary duties include: (1) Serving as a School Based Team Case Liaison (2) Providing and modeling primary teachers with ESE strategies that can be used in the classroom with the students. (3) Working with the leadership team to make best instructional decisions for the school as a whole.

Demographic Information

Principal start date

Monday 7/12/2021, Cory Friess

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.*

3

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.*

8

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

646

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

14

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

18

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	116	84	108	81	114	0	0	0	0	0	0	0	607
Attendance below 90 percent	0	37	33	30	20	37	0	0	0	0	0	0	0	157
One or more suspensions	0	7	5	3	3	7	0	0	0	0	0	0	0	25
Course failure in ELA	0	64	60	88	67	91	0	0	0	0	0	0	0	370
Course failure in Math	0	43	45	85	57	79	0	0	0	0	0	0	0	309
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	8	38	54	0	0	0	0	0	0	0	100
Level 1 on 2019 statewide FSA Math assessment	0	0	0	22	18	35	0	0	0	0	0	0	0	75
Number of students with a substantial reading deficiency	0	0	0	72	76	60	0	0	0	0	0	0	0	208
District Diagnostic FSA ELA Below Proficiency SY21	0	0	0	67	73	59	0	0	0	0	0	0	0	199
District Diagnostic Math Below Proficiency SY21	0	0	0	59	64	55	0	0	0	0	0	0	0	178

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	52	51	85	60	83	0	0	0	0	0	0	0	331

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	11	10	17	0	0	0	0	0	0	0	39
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 7/20/2021

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	75	87	97	102	100	90	0	0	0	0	0	0	0	551
Attendance below 90 percent	41	39	48	38	40	47	0	0	0	0	0	0	0	253
One or more suspensions	1	8	9	7	9	9	0	0	0	0	0	0	0	43
Course failure in ELA	0	0	0	34	57	91	0	0	0	0	0	0	0	182
Course failure in Math	0	0	0	43	36	55	0	0	0	0	0	0	0	134
Level 1 on 2019 statewide ELA assessment	0	0	0	41	25	49	0	0	0	0	0	0	0	115
Level 1 on 2019 statewide Math assessment	0	0	0	21	18	35	0	0	0	0	0	0	0	74
FY20 ELA Winter Diag Level 1 & 2	0	0	0	64	53	52	0	0	0	0	0	0	0	169
FY20 Math Winter Diag Level 1 & 2	0	0	0	35	33	34	0	0	0	0	0	0	0	102

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	15	21	20	57	35	0	0	0	0	0	0	0	148

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	75	87	97	102	100	90	0	0	0	0	0	0	0	551
Attendance below 90 percent	41	39	48	38	40	47	0	0	0	0	0	0	0	253
One or more suspensions	1	8	9	7	9	9	0	0	0	0	0	0	0	43
Course failure in ELA	0	0	0	34	57	91	0	0	0	0	0	0	0	182
Course failure in Math	0	0	0	43	36	55	0	0	0	0	0	0	0	134
Level 1 on 2019 statewide ELA assessment	0	0	0	41	25	49	0	0	0	0	0	0	0	115
Level 1 on 2019 statewide Math assessment	0	0	0	21	18	35	0	0	0	0	0	0	0	74
FY20 ELA Winter Diag Level 1 & 2	0	0	0	64	53	52	0	0	0	0	0	0	0	169
FY20 Math Winter Diag Level 1 & 2	0	0	0	35	33	34	0	0	0	0	0	0	0	102

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	15	21	20	57	35	0	0	0	0	0	0	0	148

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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				44%	58%	57%	39%	57%	56%
ELA Learning Gains				54%	63%	58%	52%	61%	55%
ELA Lowest 25th Percentile				45%	56%	53%	51%	56%	48%
Math Achievement				60%	68%	63%	46%	65%	62%
Math Learning Gains				72%	68%	62%	59%	63%	59%
Math Lowest 25th Percentile				61%	59%	51%	48%	53%	47%
Science Achievement				45%	51%	53%	34%	56%	55%

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	36%	54%	-18%	58%	-22%
Cohort Comparison						
04	2021					
	2019	48%	62%	-14%	58%	-10%
Cohort Comparison		-36%				
05	2021					
	2019	28%	59%	-31%	56%	-28%
Cohort Comparison		-48%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	56%	65%	-9%	62%	-6%
Cohort Comparison						
04	2021					
	2019	57%	67%	-10%	64%	-7%
Cohort Comparison		-56%				
05	2021					
	2019	39%	65%	-26%	60%	-21%
Cohort Comparison		-57%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	37%	51%	-14%	53%	-16%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

In order to progress monitor our students in the 2020-2021 school year, we used a variety of data sources for each subject area.

In 1st - 5th Grades, the i-Ready Window 1 and Window 2 Diagnostic scores were used for progress monitoring for the fall and winter. In 1st - 5th Grades, the i-Ready Window 3 was used to progress monitor for the spring.

In 1st and 2nd Grades, the end of unit district created USAs were used to progress monitor for the fall, winter and spring. For 3rd - 5th Grades, the District Created Fall Diagnostics and Winter Diagnostics were used for the fall and winter progress monitoring. District created USAs were used to progress monitor for the spring.

In 5th Grade, the first assessment provided by the district was used to progress monitor for the fall. The district created diagnostic will be used to progress monitor for the winter. District created USAs were used to progress monitor for the spring.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15	15	44
	Economically Disadvantaged	15	15	44
	Students With Disabilities	2	5	10
	English Language Learners	2	4	18
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	52	72	82
	Economically Disadvantaged	52	72	82
	Students With Disabilities	38	75	100
	English Language Learners	38	44	59

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13	19	21
	Economically Disadvantaged	13	19	21
	Students With Disabilities	3	8	11
	English Language Learners	5	11	19
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51	41	49
	Economically Disadvantaged	51	41	49
	Students With Disabilities	61	22	54
	English Language Learners	33	31	40

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45	21	27
	Economically Disadvantaged	45	21	27
	Students With Disabilities	2	4	8
	English Language Learners	8	0	6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51	17	33
	Economically Disadvantaged	51	17	33
	Students With Disabilities	30	8	20
	English Language Learners	38	4	21

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21	28	28
	Economically Disadvantaged	21	28	28
	Students With Disabilities	0	14	14
	English Language Learners	0	13	15
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29	6	35
	Economically Disadvantaged	29	6	35
	Students With Disabilities	29	0	14
	English Language Learners	12	0	21

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	41	33
	Economically Disadvantaged	34	41	33
	Students With Disabilities	0	17	0
	English Language Learners	0	13	9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	12	33
	Economically Disadvantaged	14	12	33
	Students With Disabilities	8	8	17
	English Language Learners	3	3	18
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	41	28
	Economically Disadvantaged	0	41	28
	Students With Disabilities	0	25	1
	English Language Learners	0	16	3

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	8	43		18	21		8				
ELL	28	49	47	35	34	33	35				
AMI											
BLK	34	38		35	25		29				
HSP	30	50	43	36	34	36	32				
FRL	33	46	40	36	30	20	31				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	24	38	23	48	63	73	35				
ELL	41	53	43	60	73	55	28				
BLK	43	53	43	58	68	54	47				
HSP	45	58	45	60	74	63	44				

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
WHT	50	50									
FRL	43	53	46	61	73	62	42				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	33	18	29	36	23					
ELL	36	57	65	49	55	50	24				
BLK	36	52	41	41	64	45	37				
HSP	41	55	61	51	52	47	33				
WHT	42			55							
FRL	38	52	51	46	58	48	34				

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	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	272
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
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	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	38
Native American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	37
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	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Based on the data from school year 2020-2021, both academic and content-specific vocabulary continue to be a weakness across all grade levels. This is due to the students' limited exposure to experiences that would help them acquire background knowledge. In mathematics, the data shows that number sense continues to be a weakness. Students struggle with understanding fact fluency and place value recognition and strategies.

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

Based off of the progress monitoring and 2019 state assessments, the greatest need for improvement in ELA is phonics and vocabulary acquisition.

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

There are many contributing factors to this need for improvement. These factors include:

(1) English language acquisition for our ELL students.

(2) Limited student experiences due to economic disadvantages.

(3) Lack of instructional strategies to support students in building knowledge.

The new actions that will be taken to address this need for improvement includes:

(1) School-wide Professional Development on research-based instructional strategies.

(2) Providing opportunities for students to have new experiences to develop background knowledge both in and out of the classroom (i.e. virtual field trips, out-of-school field trips).

(3) Providing Parent Academies to teach our parent strategies to support their students while at home.

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

Based off of the data, our students showed improvement in phonics moving from 37% proficiency to 52% proficiency.

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

The contributing factors to this improvement included:

(1) The purchase of instructional materials that focused explicitly on phonics instruction.

(2) Time in the schedule for explicit phonics instruction.

(3) Professional development for teachers on explicitly teaching phonics.

The new actions we will incorporate include:

(1) Utilizing the Benchmark Phonics system for students in the primary grades.

(2) Having our ESOL staff provide explicit phonics instruction using Lively Letters.

(3) Providing intermediate grade students with phonics instruction during both small group and whole group instruction.

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

In order to accelerate learning with our students, we will do the following:

(1) Increase academic discourse.

(2) Place students in smaller groups where they can be explicitly taught on their level.

(3) Utilize academic tutors in our intermediate grade levels in ELA to provide additional academic support.
(4) Provide targeted tutoring for all students based on their academic needs.

(5) Having data chats with both teachers and students to set academic goals.

(6) Have data chats with parents each trimester so that they understand the needs of their students.

(7) Utilize research-based computer programs to support and supplement instruction.

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.

The professional developments that will be provided to support teachers and leaders include:

(1) Targeted weekly Professional Learning Communities that focus on the school's problem of instructional practice.

(2) Attending Regional Common Planning meetings that are meant to meet the needs of our student population.

(3) Provide training to all teachers and leaders in the SBT process by subject area experts.

(4) Attend Professional Development trainings offered by the district's Teaching and Learning Department based on needs.

(5) Leadership staff members attend trainings by district staff on Instructional coaching.

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

The school will continue to monitor the trends of student learning and teacher performance. This data will be utilized to modify our goals as needed. We will also train subject area experts in providing high-quality professional development for those teachers who may switch roles or new teachers who join the school. Mentoring and coaching will be used with fidelity that aligns to our goals to build teacher capacity.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Area of Focus: Lowest 30% in ELA Proficiency Rationale: Based on the school data from SY19, our school-wide ELA Proficiency was 44%, while the district average was 58% and the state average was 57%. Our ELA data also shows a decrease in proficiency as our ELL population (non-speakers) increases (SY2015: 21% ELL students and SY2019: 47% ELL population). Our SWD data shows a slight increase of only 2% from 22% to 24%, which is not a significant increase because it is significantly below our school's ELA average. This is evident in their deficiencies in the five components of literacy, which include oral language, vocabulary, phonics, phonemic awareness, and comprehension). However, in mathematics FSA (60%) and science SSA (45%) we showed a significant increase in proficiency. In addition to this, we saw a a significant decrease in the performance data from the SY21 FSA data due to the COVID-19 pandemic. Our school-wide ELA Proficiency was 29%, which is a 15% decrease from SY19. Our ELA data also shows that the ELA Proficiency of our ELL students was 10%, which is a 37% decrease from SY19. In addition to this, the ELA Proficiency of our students with disabilities was 7%, which is a 17% decrease from SY19. Because a majority of our Lowest 30% of students are ELL or SWD students, this is our primary focus this school year.
Measurable Outcome:	To show a significant increase of at least 5% in ELA (Reading and Writing), Mathematics, and Science from SY19 data to SY22 data. This can be measured in Kindergarten - 5th Grades utilizing a variety of assessments such as the Florida Standards Assessment (FSA), Statewide Science Assessment (SSA), District Created Assessments, i-Ready Diagnostics, and SuccessMaker Reports.
Monitoring:	The area of focus will be monitored in the following ways: (1) Instructional walk-throughs (2) Data Analysis with all teachers during scheduled times (i.e. PLC, Pupil Progression, Data Chats) (3) Administrator Observations using the Palm Beach Model of Instruction (4) Monitoring the incorporation of instructional strategies taught to the teachers
Person responsible for monitoring outcome:	Cory Friess (cory.friess@palmbeachschools.org)
Evidence-based Strategy:	Utilize accountable talk in all Kindergarten - 5th-grade classrooms to support and strengthen the development of students' oral language as it pertains to the development of phonetic skills, vocabulary, comprehension, and writing using the gradual release model.
Rationale for Evidence-based Strategy:	Accountable Talk has strong links to literacy and vocabulary development. “Repeated exposure to rich language helps children become successful communicators, readers, and writers” (Himmele, 2009). It is through “talk” that children develop their word knowledge and comprehension skills. Through accountable talk, there is evidence of a child’s language structure (knowledge of phonics, grammar, and vocabulary), which is what they use to compose text. Through conversations about the text that a child has independently read, there is evidence of words he was able to decode, define, and comprehend within the context of the text. It is the exposure to words at an oral level that supports their understanding at text level, and in turn, builds vocabulary development and

comprehension. By utilizing the gradual release model, students' progress toward achieving all of these goals will increase exponentially due to the fact that their knowledge will be scaffolded (Lin & Cheng, 2010).

Action Steps to Implement

Training teachers and support staff in targeted areas of oral language, utilizing the gradual release model, through accountable talk to develop their phonetics, vocabulary, comprehension, and writing skills. This will ensure that the level of rigor taught in each grade level matches the Florida State Standards, which will help increase reading proficiency in all grade levels.

Person Responsible Jalisa Granger (jalisa.granger@palmbeachschools.org)

Monitor the use and fidelity of teaching targeted areas of focus by the administrative team through conducting walkthroughs, giving immediate feedback, analyzing student data, and providing continuous support to teachers. In addition to this, meeting with the instructional coaching staff members to ensure they are meeting the needs of those teachers in need of immediate support.

Person Responsible Cory Friess (cory.friess@palmbeachschools.org)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Area of Focus: Research-Based Instructional Engagement Strategies Rationale: Due to the COVID-19 pandemic, many students remained at home during the previous school year. When they returned to campus this school year, gaps in student learning were identified. For example, according to the i-Ready ELA Diagnostic Window 1 in SY22, 8% of First Grade Students, 11% of Second Grade Students, 17% of Third Grade Students, 13% of Fourth Grade Students, and 14% of Fifth Grade students show proficiency in ELA. Due to this fact, we have decided to utilize research-based instructional strategies to successfully engage all students in order to maximize their learning, whereas this was not possible while they were at home virtually working from a computer.
Measurable Outcome:	To show a significant increase of at least 5% in ELA (Reading and Writing), Mathematics, and Science from SY19 data to SY22 data. This can be measured in Kindergarten - 5th Grades utilizing a variety of assessments such as the Florida Standards Assessment (FSA), Statewide Science Assessment (SSA), District Created Assessments, i-Ready Diagnostics, and SuccessMaker Reports.
Monitoring:	The area of focus will be monitored in the following ways: (1) Instructional walk-throughs (2) Data Analysis with all teachers during scheduled times (i.e. PLC, Pupil Progression, Data Chats) (3) Administrator Observations using the Palm Beach Model of Instruction (4) Monitoring the incorporation of instructional strategies taught to the teachers
Person responsible for monitoring outcome:	Cory Friess (cory.friess@palmbeachschools.org)
Evidence-based Strategy:	Utilize research based instructional engagement strategies with all Kindergarten - 5th grade students in order to strengthen their academic achievement in English Language Arts, Mathematics, Science and Social Studies.
Rationale for Evidence-based Strategy:	Robert Marzano states that "student engagement is strongly influenced by what students do in class." By providing the teachers with the training necessary to increase student engagement, they will be able to meet the different modalities of student learning, which will optimize student achievement. Through monitoring these strategies, providing feedback and analyzing student data, instructional decisions will be made in a manner to meet the individualized needs of our students. This, in turn, will allow the teachers to reflect on their own learning in order to increase their effectiveness as educators.

Action Steps to Implement

Teachers will be provided with Professional Development opportunities pertaining to research-based instructional strategies during Professional Learning Communities, Professional Development Days, Regional Common Plannings and additional opportunities provided by the district office.

Person Responsible Jacob Watkins (jacob.watkins@palmbeachschools.org)

Monitor the use and fidelity of the research-based instructional of all teachers and instructional staff by the administrative team through conducting walkthroughs, giving immediate feedback, analyzing student data, and providing continuous support to teachers. In addition to this, meeting with the instructional coaching staff members to ensure they are meeting the needs of those teachers in need of immediate support.

Person Responsible	Cory Friess (cory.friess@palmbeachschools.org)

Provide parents and community stakeholders with training in research-based best instructional strategies that can be utilized to help increase student achievement through Parent Academies, Curriculum Nights, monthly SAC Meetings, and parent conferences.

Person Responsible	Jalisa Granger (jalisa.granger@palmbeachschools.org)

Provide parents and community stakeholders with training in research-based best instructional strategies that can be utilized to help increase student achievement through Parent Academies, Curriculum Nights, monthly SAC Meetings, and parent conferences.

Person Responsible	Cindy Pedraza (cindy.pedraza@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the 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.

While examining the discipline data from Northmore Elementary School and comparing it to the state, it is noted that Northmore had 27 violent incidents out of 634 students, which has the school ranked 1,328 out of 1,395 in the state. We had 4.26 students out of 1oo with these violent incidents, which is considered very high. Due to this fact, Northmore Elementary School has made it our primary goal to diminish the amount of violent incidents within the school.

In order to achieve this primary goal, the school will be putting many systems in place within the school culture and environment. These various systems include:

(1) Developing, teaching and actively utilizing School-wide Positive (SwPBS) systems within the entire school community so that all students are provided with equitable rewards and consequences based on what is on the behavior matrix.

(2) Provide daily SEL support for our students both in class and on the Fine Arts wheel so that students are able to learn and utilize strategies that will allow them to seek alternative methods to take out anger when a situation arises.

(3) Provide Mental Health Supports with out students who are deemed at risk for violent behaviors by our Behavioral Health Professional, Co-Located Mental Health Therapist, School Counselors, and other members of the school community who students have a positive relationship with.

(4) Meet with the School Based Team on students who are at risk for violent behaviors so that behavioral supports can be put into place and documented through providing positive reinforcement.

In accordance with the above information, our Out of School Suspension rank was 1,100 out of 1,395 schools in the state. The suspension rate was 7.1 per 100 students on our campus. Due to this fact, Northmore Elementary School has made it our secondary goal to diminish the amount of suspensions within the school. In order to do this, we will utilize the strategies listed above, as the suspensions correlated to the violent incidents that took place on campus. In addition to this, we will work on finding alternatives to suspensions whenever possible in an effort to ensure that the safety of our students is still being met.

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 integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We also have parent/family multicultural nights.

Our PBIS universal school guidelines and matrix is evident through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, and Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year.

Northmore continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS quarterly celebrations as well as advisory sessions that discuss applicable topics based on school culture/climate and mental health. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers.

Suite 360 is the curriculum that the school district selected to implement the five-hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 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.

Additional resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness. Our Case Manager and School Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.

A District Migrant Liaison coordinates with our ESOL Coordinator and ESOL School Counselor to provide

school and community support services for the families of our migrant students. These supports are supplemental to school-wide supports for students and families.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

Teaming is leveraged across all school staff to ensure the effective implementation of school initiatives and other programs, including weekly PLCs, weekly Administrative Collaboration, monthly Instructional Leadership Team meetings, monthly Wellness / Safety Meetings - to name a few.

In FY22, we will incorporate a PAWS PLACE run by our Behavior Health Professional where students will have the opportunity to relieve stress and learn strategies to support social/emotional concerns. All students participate and learn SEL strategies during the fine arts rotation from a specially trained teacher in SEL.

Single School Culture (Academics, Behavior, Climate)
Academics:
Collaborative Planning Communities (PLCs) occur every week per grade level. Grade level teachers meet with the SSCC, academic coaches and administration to discuss and analyze data, modify instruction, and create standards based learning goal scales. Student work and best practices are shared and analyzed. Grade levels meet for Common Planning. Teams create goals and plans based on standards, domains, units of study, and big ideas. It is then determined how all subject areas can be incorporated into the subject being taught.

Behavior: PBSS School Wide
Climate: Universal Behavioral Matrix
District resources allocated to our school:
Regional support teams
Curriculum support
Reading Interventionist
Single School Culture Coordinator
VPK units
Curriculum support -Professional Development
MTSS - Professional Development

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

There are many community stakeholders that assist our school in promoting a positive culture and environment at the school. These stakeholders include:

(1) Principal and Assistant 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.

(2) School Counselors and Behavior Health Professional: Supports a positive culture and environment through lessons the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our school counselors and behavior health professional ensures students feel safe, welcome, and included.

(3) Teachers: They 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)

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.

1	III.A.	Areas of Focus: Instructional Practice: ELA				$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1000	510-Supplies	0271 - Northmore Elementary School	School Improvement Funds		$4,000.00
			Notes: Funds will be utilized to support additional tutorial services for students and resources for Kindergarten - 5th Grades.			
2	**III.A.**	**Areas of Focus: Instructional Practice: Student Engagement**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0271 - Northmore Elementary School	School Improvement Funds		$1,000.00
			Notes: Funds will be used to support the training and resources needed for utilizing research-based instructional strategies for teachers and parents.			
					Total:	**$5,000.00**