

The School District of Palm Beach County

# Northboro Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Northboro Elementary School

400 40TH ST, West Palm Beach, FL 33407

<https://nbes.palmbeachschools.org>

## Demographics

**Principal: Chanda Kinlaw**

Start Date for this Principal: 12/10/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (63%) 2017-18: B (54%) 2016-17: C (50%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Palm Beach County School Board.

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## Northboro Elementary School

400 40TH ST, West Palm Beach, FL 33407

<https://nbcs.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)
Elementary School PK-5	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

### School Grades History

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

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### SIP Authority

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<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.**

The mission of Northboro Elementary is to create a learning environment where students value and recognize the purpose of the school and understand how to apply a diverse set of strategies and tools to reach their highest potential in attaining their academic and social goals.

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

The vision of Northboro Elementary is to empower students to appreciate and recognize the importance of diversity. Our academic goal is to ensure that students understand how Math, Reading, Writing, Science and Social Studies classroom concepts are used in the real world. It is also essential that we empower students to use various strategies and opportunities for growth and learning, and most importantly, teach them how to take active steps in attaining their academic and social goals.

### 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
Kinlaw, Chanda	Principal	Responsible for managing and supervising all aspects of the educational program. The decision maker in regards to professional learning community coordination, hiring new teachers and school improvement activities. The instructional leader in charge of executing and monitoring personnel, resources, and strategies to ensure all students have equitable access to standards based instruction.
Decker, Mary Beth	Assistant Principal	Assists in managing and supervising the educational program. She also assists in creating the master schedule, teacher evaluation using the Palm Beach Model of Instruction, professional development, participates in professional learning communities, hiring new teachers, and engaging in school improvement activities and ensuring all students have equitable access to standards based instruction.
Bower, Lourdes	School Counselor	School Based Team Leader and ESOL guidance counselor that oversees MTSS/RTI process and collaborates with teachers and administration to appropriately intervene on areas of needs and concerns. Additionally, she collaborates with the mental health team to plan and coordinate SEL lessons and assist in making referrals for services for students, as needed.
Gustave, Kayon	Instructional Coach	Supports teachers in data analysis, collaboration, research of best practice strategies, action planning to meet the diverse needs of all students, provides professional development with literacy content, and assists with facilitation of professional learning community (PLC) meetings.
Greene-Whitaker, Tiffany	Instructional Coach	Supports teachers in data analysis, collaboration, research of best practice strategies, action planning to meet the diverse needs of all students, provides professional development with math content, and assists with facilitation of professional learning community (PLC) meetings.
Blake, Carol	Other	The Single School Culture Coordinator supports teachers in data analysis, collaboration, research of best practice strategies, action planning to meet the diverse needs of all students, provides professional development, and assists with facilitation of professional learning community (PLC) meetings.

## Demographic Information

### Principal start date

Friday 12/10/2021, Chanda Kinlaw

**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.*

16

**Total number of teacher positions allocated to the school**

65

**Total number of students enrolled at the school**

781

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

6

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

6

### 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	115	127	108	121	104	88	0	0	0	0	0	0	0	663
Attendance below 90 percent	0	21	8	5	11	5	0	0	0	0	0	0	0	50
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	35	55	48	54	38	0	0	0	0	0	0	0	230
Course failure in Math	0	11	40	45	29	14	0	0	0	0	0	0	0	139
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	13	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	17	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	0	26	51	65	23	13	0	0	0	0	0	0	0	178
FY21 ELA Winter Diag Level 1 & 2	0	0	0	54	47	65	0	0	0	0	0	0	0	166
FY21 Math Winter Diag Level 1 & 2	0	0	0	35	53	58	0	0	0	0	0	0	0	146

**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	13	34	36	35	23	0	0	0	0	0	0	0	141

**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	

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

Monday 9/13/2021

## 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	143	121	125	109	95	88	0	0	0	0	0	0	0	681
Attendance below 90 percent	0	18	10	6	9	8	0	0	0	0	0	0	0	51
One or more suspensions	2	0	1	1	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	17	47	35	30	26	0	0	0	0	0	0	0	155
Course failure in Math	0	3	38	27	7	7	0	0	0	0	0	0	0	82
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	13	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	7	0	0	0	0	0	0	0	9
FY20 ELA Winter Diag Level 1 & 2	0	0	0	38	53	44	0	0	0	0	0	0	0	135
FY20 Math Winter Diag Level 1 & 2	0	0	0	23	39	50	0	0	0	0	0	0	0	112

**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	8	38	26	9	12	8	0	0	0	0	0	0	0	101

**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	2	2	4	0	0	0	0	0	0	0	8
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	143	121	125	109	95	88	0	0	0	0	0	0	0	681
Attendance below 90 percent	0	18	10	6	9	8	0	0	0	0	0	0	0	51
One or more suspensions	2	0	1	1	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	17	47	35	30	26	0	0	0	0	0	0	0	155
Course failure in Math	0	3	38	27	7	7	0	0	0	0	0	0	0	82
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	13	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	7	0	0	0	0	0	0	0	9
FY20 ELA Winter Diag Level 1 & 2	0	0	0	38	53	44	0	0	0	0	0	0	0	135
FY20 Math Winter Diag Level 1 & 2	0	0	0	23	39	50	0	0	0	0	0	0	0	112

#### 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	8	38	26	9	12	8	0	0	0	0	0	0	0	101

#### 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	2	2	4	0	0	0	0	0	0	0	8
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				56%	58%	57%	53%	57%	56%
ELA Learning Gains				68%	63%	58%	58%	61%	55%
ELA Lowest 25th Percentile				65%	56%	53%	50%	56%	48%
Math Achievement				73%	68%	63%	67%	65%	62%
Math Learning Gains				64%	68%	62%	63%	63%	59%
Math Lowest 25th Percentile				60%	59%	51%	48%	53%	47%
Science Achievement				52%	51%	53%	40%	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	44%	54%	-10%	58%	-14%
Cohort Comparison						
04	2021					
	2019	63%	62%	1%	58%	5%
Cohort Comparison		-44%				
05	2021					
	2019	61%	59%	2%	56%	5%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	65%	2%	62%	5%
Cohort Comparison						
04	2021					
	2019	74%	67%	7%	64%	10%
Cohort Comparison		-67%				
05	2021					
	2019	75%	65%	10%	60%	15%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	51%	51%	0%	53%	-2%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

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

For grades 1-2 the progress monitoring tool used for the data was iReady diagnostics and SuccessMaker. The reason no data was reported for the Fall for grades 1-2 for Math is because of the length of time it took 1-2 grade to complete the Initial Placement Assessment for data to be populated for the Fall. The progress-monitoring tool used for grades 3-5 was iReady diagnostics, SuccessMaker, and Math USA's (Unit assessments created by the district).

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.2	26.9	38.1
	Economically Disadvantaged	22.6	22.6	35.2
	Students With Disabilities	0	25	25
	English Language Learners	6.5	8.7	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	70	81.7
	Economically Disadvantaged	NA	69.2	80.4
	Students With Disabilities	NA	62.5	75
	English Language Learners	NA	69.6	76.1
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21	16.1	26
	Economically Disadvantaged	15.4	11.5	19.4
	Students With Disabilities	10	10	20
	English Language Learners	7.5	3.8	5.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	77.4	80.5
	Economically Disadvantaged	NA	73.1	76.7
	Students With Disabilities	NA	70	66.7
	English Language Learners	NA	50	44.4

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46.3	27.8	35.2
	Economically Disadvantaged	41.2	23.7	32
	Students With Disabilities	17.6	11.8	17.6
	English Language Learners	18.5	3.7	16.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	76.9	54.2	48.6
	Economically Disadvantaged	74.2	50	44.9
	Students With Disabilities	66.7	37.5	47.1
	English Language Learners	50	28.8	29.6
	Number/% Proficiency	Fall	Winter	Spring
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30.4	26.1	37.4
	Economically Disadvantaged	20	17.3	27
	Students With Disabilities	12.5	12.5	18.8
	English Language Learners	3	6.1	6.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	56.8	61.7	50.5
	Economically Disadvantaged	52.1	55.3	41.3
	Students With Disabilities	40	37.5	23.5
	English Language Learners	45.2	42.4	21.2
	Number/% Proficiency	Fall	Winter	Spring

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.7	20.5	25.9
	Economically Disadvantaged	23.4	14.3	20.3
	Students With Disabilities	7.7	7.7	7.7
	English Language Learners	2.9	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	69.4	57.5	53.4
	Economically Disadvantaged	66.2	52.6	48.1
	Students With Disabilities	50	23.1	15.4
	English Language Learners	45.5	29.4	22.9
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	72.9	79.5	82.9
	Economically Disadvantaged	70.3	76.6	80.3
	Students With Disabilities	46.2	38.5	38.5
	English Language Learners	45.7	62.9	70.6

## 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	25	27	27	30	7		8				
ELL	33	37	25	40	24	11	21				
BLK	67	63		64	40		65				
HSP	39	41	29	45	30	10	30				
MUL	100			82							
FRL	47	46	32	50	31	9	38				
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	27	57	67	41	69	62	25				
ELL	44	62	65	66	66	59	39				
BLK	63	70	65	80	61	53	50				
HSP	47	65	64	65	67	65	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	79	83		93	54		100				
FRL	49	65	64	70	63	57	48				
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	21	41	37	36	46	48	14				
ELL	32	51	46	61	58	41	14				
BLK	58	59	47	69	61	50	45				
HSP	40	50	46	60	57	41	28				
MUL	60			70							
WHT	100	80		95	93						
FRL	46	54	50	63	60	47	32				

### 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	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	322
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	30
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	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	34
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	91
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
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	38
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?

In grades 1-2 the data shows the total proficiency of all students in ELA and Math increased from the Fall to the Spring. However, in 2nd grade the data shows that in subgroups SWD and ELL there was a decrease in Math proficiency from Winter to Spring. For grades 3-5 the progress monitoring data shows a decrease in proficiency in Math from Fall to Spring and the data from Math FSA shows a significant decrease of 20% from FY19. In ELA for grades 3-5 the progress monitoring data shows an increase in proficiency for subgroups FRL, SWD, and ELL from Fall to Spring and in grades 3-4 there was an increase in proficiency for all students. However in grade 5 there was a decrease in proficiency from Fall to Spring. This data is consistent with how students performed on FY21 ELA FSA, overall there was a decrease of 4% from FY19. The data from progress monitoring actually showed an increase for the total population and for the subgroup the proficiency was maintained or it increased. This data is not in alignment of how our students performed on the Science Assessment. There was a decrease of 8% from FY19.

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

The data components based on the progress monitoring and 2019 state assessments demonstrates that our greatest need is definitely in Math in all subgroups.

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

As a result of COVID and parents having the option to choose if their student attended school virtually or brick and mortar it really presented a strain on teachers to have to simultaneously teach and it was extremely difficult for teachers to provide small group instruction tailored to the needs of students. In addition, due to student's learning modality and at times the lack of supervision at home if the student was virtual, students were not engaged and were often off task and had to be redirected, this hindered students from really gathering a solid understanding of the standards and concepts presented.

Now that all students are brick and mortar teachers will now be providing students with small group instruction tailored to student's needs and teachers will be providing students with intervention to help to close their achievement gap. Instructional coaches and support staff will be pushing in to class to assist with helping to remediate student's deficiencies and teachers are dissecting progress monitoring tools in PLCs to see where students are struggling and provide students with feedback and action planning on what strategies that can be used to help students. In addition, in PLCs teachers are collaborating and sharing best practices with one another. Administration and instructional coaches have organized challenges to help motivate students and help students to practice standards.

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

The only data component that showed improvement from FY19 FSA was in 3rd grade ELA proficiency. There was an increase of 4% overall in 3rd grade proficiency.

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

The support schedule was revamped to provide students with increased support.

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

In order to accelerate learning the following have been put in place:

1. Additional Academic Tutors were hired to support students in small groups.
2. Hired an additional SAI teacher that will help support K-3 in ELA.
3. Each grade level will be providing specialized interventions daily to help remediate student's deficiencies.
4. Begin Tutorial early tailored to students needs.
5. Engaging teachers in PD that specifically will assist them with improving their practices.
6. Consistent data analysis.

**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.**

1. PD for Academic tutors that consist of teaching then strategies for helping students in small groups, unpacking the standard and knowing what students are expected to know.
2. PD for SAI that will assist him/her in: Developing an in-depth knowledge of phonological awareness, phonics, fluency, vocabulary and comprehension. Understanding what explicit, systematic, and multisensory teaching for each area of reading looks like and how to implement it. Identifying evidence-based programs and strategies that incorporate explicit, systematic, and multisensory teaching. Aligning evidence-based programs and strategies to student's strengths and needs as they relate to each area of reading.
3. PD in Voyager Intervention, SPIRE, LLI
4. Researching resources and content material that have proven results in increasing student achievement.
5. IGNITE PD for Instructional Coaches, and Administration
6. PD with EDW Specialist on reviewing the data and how to plan the best action steps based on data to drive instruction.

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

In order to ensure sustainability it is essential that monitoring occurs to hold all parties accountable for their role in increasing student achievement. In addition, continue to provide teachers and support staff with meaningful PD that will help them improve their craft and to grow as educators.

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

### **Areas of Focus:**

**#1. Instructional Practice specifically relating to Differentiation**

<b>Area of Focus Description and Rationale:</b>	<p>The area of focus is to increase student achievement in ELA, Math and Science through differentiation of instruction. Research has shown that small group instruction differentiated to meet the specific student student has been proven to increase student achievement. Student groups will be developed and remain fluid to effectively meet the needs of diverse learners. Our FY21 FSA assessment data indicated that many of our struggling learners made minimal progress in ELA, Math, and Science.</p> <p>In addition, students will receive specialized intervention in ELA or Math specific to their needs during intervention time in order to close achievement gaps. Professional Development will be scheduled for teachers to build their capacity as it relates to them providing the proper intervention with fidelity.</p>
<b>Measurable Outcome:</b>	<p>Overall ELA Achievement will increase from 52% to 60%, Math Achievement will increase from 54% to 75%, Science Proficiency will increase from 44% to 55%, Learning Gains in ELA will increase from 49% to 70%, Learning Gains in Math will increase from 34% to 65%, our L25% ELA Learning Gains will increase from 32% to 60%, and our L25% Math Learning Gains will increase from 9% to 60%.</p> <p>Monitoring is a very important step towards student achievement and school improvement. The focus of these areas will be monitored by:</p>
<b>Monitoring:</b>	<ol style="list-style-type: none"> <li>1. Reviewing Lesson Plans</li> <li>2. Data Analysis</li> <li>3. Classroom Walkthroughs</li> <li>4. Student Work</li> <li>5. Data chats with teachers, students, and parents</li> <li>6. Formal Observations with Feedback</li> </ol>
<b>Person responsible for monitoring outcome:</b>	<p>Chanda Kinlaw (chanda.kinlaw@palmbeachschools.org)</p>
<b>Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Grade Level Case Workers to monitor grade level intervention implementation.</li> <li>2. Double Down Instruction in ELA and Math classes.</li> <li>3. Differentiated instruction that include foundational skills for all content areas.</li> <li>4. Professional Development</li> <li>5. Tutorial</li> <li>6. PLCs</li> <li>7. Mentor/Support for Teachers</li> <li>8. Administration Walkthroughs</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Case Workers will monitor grade levels to ensure teachers are providing students with specific interventions to help remediate deficiencies.</li> <li>2. Double Down Instruction in ELA and Math classes, it decreases student to teacher ratio.</li> <li>3. Differentiated instruction is effective because teaching is focused precisely on what the students need to learn next to move forward.</li> <li>4. PD on best instructional practices and on intervention platforms to help remediate student's deficiencies.</li> <li>5. Tutorial to address individual needs of students.</li> <li>6. Teachers will meet on a consistent rotating basis for PLC to unpack standards, analyze</li> </ol>

data, determine next

steps based on data and using it to drive instruction.

7. Teachers will be provided with mentoring to ensure small group instruction is taking place.

8. Consistent monitoring by administration to ensure teachers are following scope and sequence and implementing action plans determined in PLCs.

### Action Steps to Implement

1. Assign caseworkers-a. Caseworkers will update and collect the intervention data for students and provide administration with the progress-Principal
2. Hire Academic Tutors/Train- a. Academic tutors will be hired and provided with professional development in order to be effective in their role.-Principal/Assistant Principal/Instructional Coaches
3. Tutorials- a. Employ teacher to facilitate tutorials. b. target instructional materials c. incentives will be offered based on attendance d. target groups for tutorials-Assistant Principal/Instructional Coaches
4. Professional Development- a. Use data and walkthroughs to plan specific PD specific to instructional needs b. Schedule PD- Principal/Assistant Principal/Instructional Coaches
5. PLC- a. focused on data analysis b. teachers will collaborate and share best practices c. teachers will action plan next steps based on data d. coaches will model, support, and coach teachers- Instructional Coaches

**Person Responsible** Chanda Kinlaw (chanda.kinlaw@palmbeachschools.org)

**#2. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	When looking at our ELA data for FY21, in 3rd and 5th grade only 48% of students scored a level 3 or above. This was due to teacher capacity having to simultaneously teach to students virtually and brick and mortar. In addition, students struggled learning virtually and it was difficult to provide small group instruction with the lack of parental support to monitor students while at home. Lastly, there were gaps in student learning due to all virtual instruction in 2020, teachers had to adjust to a new way of teaching and learning new software platforms and how to keep students engaged virtually. Also students that needed to be provided with personalized interventions did not receive it. As a result, consistent and continuous progress has not been shown.
<b>Measurable Outcome:</b>	The measurable outcome that Northboro plans to achieve are as follows: 3rd Grade ELA increase in proficiency from 46% to 51%, 5th Grade ELA increase in proficiency from 48% to 58%.
<b>Monitoring:</b>	Monitoring is a very important step towards student achievement and school improvement. The focus of these areas will be monitored by: <ol style="list-style-type: none"> <li>1. Reviewing Lesson Plans</li> <li>2. Data Analysis of Progress Monitoring Assessments (FSQs, USAs, iReady Diagnostics, Standards Mastery Assessment)</li> <li>3. Classroom Walkthroughs</li> <li>4. Student Work</li> <li>5. Data chats with teachers, students, and parents</li> <li>6. Formal Observations with Feedback</li> </ol>
<b>Person responsible for monitoring outcome:</b>	Chanda Kinlaw (chanda.kinlaw@palmbeachschools.org)
<b>Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Double Down Instruction in ELA classes.</li> <li>2. Differentiated instruction that include foundational skills for all content areas.</li> <li>3. Professional Development</li> <li>4. Tutorial</li> <li>5. PLCs</li> <li>6. Mentor/Support for Teachers</li> <li>7. Administration Walkthroughs</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Double Down Instruction in ELA and Math classes, it decreases student to teacher ratio.</li> <li>2. Differentiated instruction is effective because teaching is focused precisely on what the students need to learn next to move forward.</li> <li>3. PD on best instructional practices and on intervention platforms to help remediate student's deficiencies.</li> <li>4. Tutorial to address individual needs of students.</li> <li>5. Teachers will meet on a consistent rotating basis for PLC to unpack standards, analyze data, determine next steps based on data and using it to drive instruction.</li> <li>6. Teachers will be provided with mentoring to ensure small group instruction is taking place.</li> <li>7. Consistent monitoring by administration to ensure teachers are following scope and sequence and implementing action plans determined in PLCs.</li> </ol>

**Action Steps to Implement**

1. Hire Academic Tutors/Train- a. Academic tutors will be hired and provided with professional development in order to be effective in their role.-Principal/Assistant Principal/Instructional Coaches

2. Tutorials- a. Employ teacher to facilitate tutorials. b. target instructional materials c. incentives will be offered based on attendance d. target groups for tutorials-Assistant Principal/Instructional Coaches
3. Professional Development- a. Use data and walkthroughs to plan specific PD specific to instructional needs b. Schedule PD- Principal/Assistant Principal/Instructional Coaches
4. PLC- a. focused on data analysis b. teachers will collaborate and share best practices c. teachers will action plan next steps based on data d. coaches will model, support, and coach teachers- Instructional Coaches
5. Employ Instructional Coaches to support teachers by being mentors and modeling small group instruction and best practices.

**Person Responsible** Chanda Kinlaw (chanda.kinlaw@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.

**Compared to the state Northboro had 0.1 incidents per 100 students and that is less than the statewide elementary school rate. Based on this data currently there is no primary or secondary area of concern that needs to be monitored.**

**As a SwPBS team we meet monthly to discuss what is working or not working and we adjust accordingly. In addition we solicit student and teacher buy-in on incentives. Students receive horse shoes for demonstrating positive behavior and are rewarding with prizes, certificates, etc. Students are also rewarded for demonstrating specific character traits and behavior that elicit student of the month and they have an opportunity to be placed on the "Wall of Fame". Lastly, as part of our Montessori program we have peace tables in each classroom so students can practice conflict resolution strategies and skills. Our guidance counselors facilitate character education lessons monthly to all grade levels.**

**We will continue to support our students by integrating Single School Culture by sharing our Universal Guidelines for Success and by communicating these expectations to parents via student handbook, monitoring SWPBS through data, lessons, and resources. We will also work to maintain our status of being a model FLPBIS school.**

## 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.

A positive school culture and environment is priority on the campus of Northboro. The philosophy of Dr. Maria Montessori is the foundation upon which we establish a positive child-centered culture where children's natural desire for knowledge, understanding, and respect are nurtured on the campus of Northboro.

Academic programs are designed to meet the needs of our diverse learners. Core content areas provide instruction in both whole group and small groups. Small group instruction allow the teacher to provide remediation and/or enrichment. Our Accelerated Math Pathway (AMP) program is offered to students who demonstrate a need for academic acceleration in math. Gifted units are available grades K-5 for advanced/gifted learners. The Pillars of Effective Instruction (rigorous standards-based teaching, student-centered personalized environment, high expectations and students actively engaged in building, connecting, and applying knowledge) are implemented to ensure that all students reach academic success. Furthermore, the Marzano framework is the model for delivering instruction.

Relationship building is a clear priority on the campus of Northboro. The social-emotional needs of all students are met through implementation of the Student Development Plan. The yearly plan outlines research-based interventions that will be utilized in a comprehensive school-wide counseling program based on the ASCA model. Students' needs are assessed by conferring with students, teachers and/or parents, and if necessary, students are referred to the School Based Team. The School Based Team meets on a weekly basis to review academic data, and/or behavioral and social- emotional observations, in order to develop, implement and monitor targeted interventions. Delivery of services is rendered based on student needs through classroom guidance lessons, individual counseling, and focused group counseling. Through family consultations, parents are informed and included in the problem solving process. Referrals to community agencies with Cooperative Agreements are provided on an as needed basis.

In our efforts to foster family and community involvement, the following initiatives are implemented: Meet the Teacher, Open House/Curriculum Nights to ensure parents receive curriculum information and district/school website information, parents are provided with monthly newsletters to maintain school to family connection, teachers participate in professional development training to increase positive relationships with parents, and parents are invited to data awareness conferences to ensure that they are aware of their student's academic status. Parents, teachers/staff and community members are invited to participate in our monthly School Advisory Council (SAC) and Parent Teacher Organization (PTO) meetings. Additionally, Northboro Elementary School's Business and Volunteer Coordinator works to align new and existing community and parent partnerships to promote a positive and supportive school climate. Organizations,

businesses and agencies are invited to our monthly parent meetings to provide information and resources to our parents. The school reaches out each year to previous business partners as well as cultivating new partnerships. We honor our volunteers and business partners at our annual appreciation breakfast. Currently, the school is engaged in a partnership with a local city government Education Advisory Committee.

In addition, our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to: (a) History of Holocaust (b) History of Africans and African Americans (c) Hispanic Contributions (d) Women's Contributions (e) Sacrifices of Veterans, and the value of Medal of Honor recipients. Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Federalist papers: Republican form of government
- Flag education
- Civil government: functions and interrelationships
- History of the United States
- Principles of Agriculture
- Effects of alcohol and narcotics
- Kindness to animals
- Florida history
- Conservation of natural resources
- Health education
- Free enterprise Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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

**Principal:** Promotes collaboration amongst staff, focus on leadership, creates a positive environment where teachers can share best practices that are responsive to student needs.

**School Counselors:** Supports a positive school culture and environment through classroom guidance lessons, by supporting students individually, and in small groups. Through the small group interactions and individual interactions students feel safe, welcome and included.

**Teachers:** Incorporate/Implement SwPBS, a practice that brings together school communities to develop positive, safe, supportive learning cultures. This practice has also assisted in improving social, emotional, behavioral and academic outcomes to ensure that all students have equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All)-supports serve as a foundation for behavior and academics. Tier 2: Targeted Prevention (Some)-support focuses on improving specific skill deficits for students. Tier 3: Intensive Individualized Prevention (Few)-support that focuses on determining a student's need and developing an individualized support plan academically and/or behaviorally.

## **Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	3336	120-Classroom Teachers	0291 - Northboro Elementary School	School Improvement Funds	663.0	\$2,000.00
			Notes: Materials for tutorial.			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
Total:						\$2,000.00